IMPLEMENTATION OF THE DEDISCERTA METHOD ASSISTED BY VENNGAGE MEDIA IN LEARNING TO READ FOR UNDERSTANDING THE LINGUISTIC RULES OF BIOGRAPHY TEXTS IN CLASS X OF SMA PASUNDAN 2 BANDUNG

ABSTRACT

This study examines the effectiveness of the Dediscerta method assisted by Venngage media in teaching reading to understand linguistic features of biographical texts among tenth-grade students at SMA Pasundan 2 Bandung. Motivated by low reading interest and students' difficulties with linguistic features like pronouns and temporal conjunctions, the study used a quantitative approach with a quasi-experimental design. The experimental class (X2, 27 students) used the Dediscerta method with Venngage, while the control class (X1, 27 students) used the lecture method. Data were collected via Pretest, posttest, attitude observation (independence, critical thinking, creativity), and evaluations of lesson planning and implementation. Results show: (1) The researcher's planning and implementation were good (average score 3.35, "Good" category); (2) The experimental class improved significantly from a Pretest average of 47.70 to a posttest of 80.26 (difference 32.56; Wilcoxon test, Asymp. Sig.=0.000); (3) The experimental class outperformed the control class (posttest 80.26 vs. 72.74; Mann-Whitney test, Asymp. Sig.=0.003). The experimental class's attitudes were highly developed (score 3.5) compared to the control class (score 3.2). The Dediscerta method with Venngage proved more effective in enhancing understanding of biographical text linguistic features. These findings can guide technology-based teaching innovations.

Keywords: Dediscerta, Venngage, Linguistic Features, Biographical Text, Reading Instruction