

IMPROVING STUDENTS' READING ABILITY BY USING TASK BASED LEARNING OF VII GRADE AT SMP N 2 OGOEIDE

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ABSTRACT

The aim of this research is to describe the application of Task Based Learning strategy to improve students' ability in reading descriptive text. This research was conducted at SMP Negeri 2 Ogoeide from March to April 2017. This research is categorized as a collaborative classroom action research. The researcher worked collaboratively with one English teacher, Mr. Lisman S.Pd in the class. The researcher did two cycles in which each cycle consists of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. The qualitative data were gained by analyzing observation result, field note, and interview. Then quantitative data were obtained from the students' reading test. The result of this study show that task based learning is effective in improving students' reading ability. Researchers conduct II cycles in this study. In cycle I the students' mean score increased from 48% (preliminary test result) to 68% (final result of cycle I test). In cycle II, the students' mean score is 80%. This means that classroom action research is successful. Then, the researcher concludes from this data, that task based learning is appropriate for reading because it makes students more active, participation and student value increase in reading ability.

Key Word: *Improving, Reading ability, Descriptive text, Task based learning.*

ABSTRAK

Tujuan dari penelitian ini adalah untuk mendeskripsikan penerapan strategi Pembelajaran Berbasis Tugas untuk meningkatkan kemampuan siswa dalam membaca teks deskriptif. Penelitian ini dilakukan di SMP N 2 Ogodeide dari bulan Maret sampai bulan April 2017. Penelitian ini dikategorikan sebagai penelitian tindakan kelas kolaboratif. Peneliti bekerja sama dengan satu guru bahasa Inggris, Bapak Lisman, S.Pd di kelas VII A. Peneliti melakukan dua siklus dimana setiap siklus terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Data dikumpulkan melalui data kualitatif dan data kuantitatif. Data kualitatif diperoleh dengan menganalisis hasil interview, observasi, dan catatan lapangan. Kemudian data kuantitatif diperoleh dari hasil tes membaca siswa. Hasil dari penelitian ini menunjukkan bahwa pembelajaran berbasis tugas efektif dalam meningkatkan kemampuan membaca siswa. Peneliti melakukan II siklus di dalam penelitian ini. Di siklus I rata-rata nilai siswa meningkat dari 48,00% (hasil tes awal) menjadi 68,00% (hasil akhir tes siklus I). Di siklus II, rata-rata nilai siswa 80,00%. Ini maksudnya bahwa penelitian tindakan kelas sukses. Kemudian, peneliti menyimpulkan dari data ini, bahwa pembelajaran berbasis tugas sesuai digunakan untuk membaca karena ini membuat siswa lebih aktif, partisipasi dan nilai siswa meningkat dalam kemampuan membaca.

Kata kunci: Meningkatkan, kemampuan membaca, teks deskriptif, pembelajaran berbasis tugas

INTRODUCTION

Reading is one of the basic skills of language learning. It cannot be separated from other skills of language learning besides writing, speaking and listening. Those skills must be learned all by English language learners. Reading ability can help improve other language skills. Generally, the skill of reading is developed in societies with literary taste, because it can lead to develop comprehension, enrich vocabulary. Reading as with other skill is more enjoyable to do. Patel and Jain (2008: 113 – 114) states as follows: "Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success".

Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it (Harmer, 2007). In addition (Grellet, 2004) stated that Reading is a constant process of guessing, and what one brings to the next is often more important than what one finds in it.

According to Ruhelhart (1985) Reading is a process of understanding written language. Reading is a process it starts from viewing the linguistics surface representation and ends with certain ideas or meaning about messages intended by the writer. Thus, reading is the combination of perceptual process and cognitive process. Ability defined as the capacity of the individuals to perform various tasks in a specific job. Ability for basically mean that you have the potential to do something. Ability is the skill or power to do something in other words talent.

Reading ability is skill of communications between the reader and the writer to get knowledge and information. Moreover, Brown (2001: 298) states that reading ability will be developed best in association with writing, listening, and speaking activities. Even in those courses that may be labeled reading your goals will be best achieved by capitalizing on the interrelationship of skills, especially the reading – writing connection.

There are some levels of reading ability in reading a text. According to Gillet and all (1990:134 – 137) “Reading ability divide into four levels namely: Independent level, instructional level, frustration level, and listening level”. The Independent Level is of difficulty the student can read text easily, without help. The student has to stop rarely and analyze a new word. The Instructional Level is the material is not really easy but is still comfortable. In here, the student is challenged and will benefit most from instruction. The Frustration Level is the material is too difficult in vocabulary or concepts to be read successfully. The Listening Level is provides an estimate of the student’s present potential for reading improvement. Most reader who has not yet reached their full potential as readers, who are still developing their reading skills, can listen to and understand text read aloud to them that they cannot yet read for themselves.

In addition, to improve students’ reading ability is not easy. The students need another action or strategy to improve their reading ability. Therefore, the researcher uses task based learning strategy to improve students’ reading ability.

Task based learning is a different strategy to teach languages. It can help the student by placing her in a situation like in the real world. A Situation where oral communication is essential for do a specific tasks. Task is an activity where the target language is used by the learner for a communicative purpose or goal in order to achieve an outcome Willis (2003).

In addition, task based learning is not presented in this collection as an ideology, or indeed a method except in the very broadest sense of the term (Nunn, 2006). As a coherent contextualized curriculum framework, it enables us to have meaningful and useful discussions that combine insight from extensive practical teaching experience, learning theories and practice based research According to (Brown, 2001: 242) Task based learning as an overall approach, the importance of organizing a course around communicative tasks that learners need to engage in outside the classroom

Task based learning framework consists of three main phrases, provides 3 basic conditions for language learning. There are pre- task, task – cycle and language focus:

- 1) Pre – task: introduces the class to the topic and the task activating topic related words and phrases.
- 2) Task cycle: offers learners the chance to use whatever language they already know in order to carry out the task and then to improve their language under the teacher’s guidance while planning their reports on the task. Task cycle offers learners a holistic experience of language in use. There are three components of task cycle:
 - a. Task: learners use whatever language they can master, working simultaneously, in pair or small group to achieve goals of the task.
 - b. Planning: comes after the task and before the report, forming the central part of the cycle. The teacher’s role here is that of a language advisor. Learners plan their reports effectively and maximize their learning opportunities.
 - c. Report: is the natural condition of the task cycle. In this stage learners tell the class about their findings. So the report stage gives students a natural stimulus to upgrade and improve their language. It presents a very real linguistic challenge to communicate clearly and accurately in language appropriate to the circumstances.
- 3) Language Focus: allows a closer study of some of the specific features naturally occurring in the language used during the task cycle. Learners examine the language

forms in the text and look in detail at the use and the meaning of lexical items they have noticed (Willis, 1986: 75). Language focus has two components:

- a) Analysis: analysis activities draw attention to the surface forms, realizing the meanings learners have already become familiar with during the task cycle and so help them to systematize their knowledge and broaden their understanding.
- b) Practice: practice activities are based on features of language that have already occurred in previous texts and transcripts or in features that have just been studied in analysis activities.

On the other hand, most of the students have problems about reading. Their knowledge of English is still low on reading skill so they cannot understand the Reading text. In fact the students at VII Grade of SMP N 2 Ogodeide face problem on reading. They confused when they meet a long text and they difficult to understand the meaning and content when they read a text. The students still confused when they met the same vocabulary in different text, the students bored when they met new long text in English lesson. This condition motivates the researcher to conduct Classroom Action Research to improve students reading ability using Task Based Learning. This problem can be solved by answering the research question *How can task based learning be improve students' reading ability of VII grade at SMPN 2 Ogodeide?*

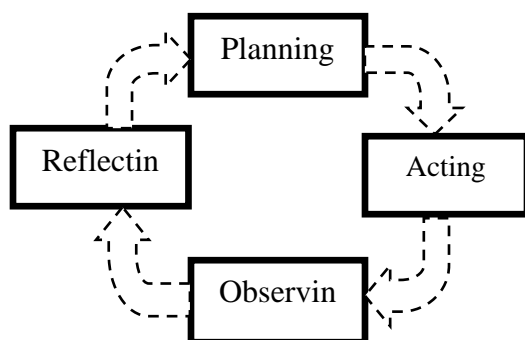
METHOD

The researcher conducted on a classroom action research where the researcher used collaborative classroom action research because the researcher directly worked together with one of the classroom English teacher in the school.

Kemmis and Mc Taggart (1998, as cited in Cohen, 2007): stated that "Action research is a form of collective self- reflection enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situation in which these practices are carried out".

The procedures of the Classroom Action Research (CAR) are adapted from: Kemmis's and Mc Taggart's (1998) model.

Figure 3.1 Step of Classroom Action Research



Planning : How to make a better act

Acting : The action or implementing of plan in the real meeting

Observing : To see how the process of meeting

Reflecting : Reflect what the research has been done

The research planned activities that hopefully overcome the problem that appeared in the classroom. Put the plan in action of a real meeting, the researcher observed the process and finally reflected the meeting. Action research is a research where the teacher also a researcher, where the teacher try to make a better teaching learning process.

The researcher administrated the meeting with the help the collaborator, and the collaborator is one of the teachers in the school. The collaborator acted as the observer who observed the researcher's activity to performance in the class each meeting.

The procedure of this research can be described as follows:

1. Planning

The researcher planned the material task based learning and prepared everything that she needed in process of the research. The preparations were lesson plan, observation sheet, interview and field notes, scoring table.

2. Action

In action, the researcher worked together with collaborative teacher to implement the lesson plan and observe the activities carry out in the classroom. The researcher and the collaborative teacher implemented the scenario of task based learning based on the time schedule in three stages:

A. Opening activity

- a. Greeting
- b. The teacher asks the students to pray before start the lesson.
- c. Confirming readiness students
- d. The teacher checking the students' attendance list.

B. Main activity

- a. Exploration
 - Teacher explains the topic about descriptive text, main the materials that want get it.
 - Teacher explains how to complete the task in matter of practice.
- b. Elaboration
 - The teacher gives individual exercises the materials (descriptive text).
 - The students given the assignment of individuals to read and look for features of language descriptive text in exercises.
 - Student asked answer sheets exchange with other friends in behind corrected or addressed together with teacher , discussed or corrected completed answer sheet to teacher all the students gathered .
 - Students asked to pair up with friend in side and doing practice questions given by the teacher.
 - Teachers guide and control the students complete the task.
 - Students gather a task to the teacher.
 - Students required representative group that has been completed to report and write the answers in class.
- c. Confirmation

The teacher corrected and evaluated students learning outcomes in the task.

C. Closing activity.

- a. Ending activity
 - The teacher enquired the student difficulties.
 - The teacher and students made conclusions.
 - b. Follow-up
 - The teacher given information about the activities to be carried out in next meetings.
 - c. Closing
 - The teacher closed the lesson with the salutation.
3. Observing
 - The researcher observes the class and collects the data with the collaborator during teaching and learning process.
 4. Reflecting
 - The researcher and collaborator discussed about of performance of all students. It gives the important information in doing the next performance or action in the next cycle.

In this research, the researcher used technique of data collecting by using observation, interview, field notes, and reading test as a guidance to notice to improve students' reading ability used task based learning.

FINDING AND DISCUSSION

To conduct this research, the researcher applied classroom action research. This method of research was intended to solve the problems found in reading class. The problem was the students have difficulty to understand the content, meaning, pronunciation when they read a text especially reading descriptive text. This research was conducted in two cycles. This cycle consist of planning, implementing, observation and reflecting. The data of cycle I were obtained from observation sheet, field note in three actions and the students achievement in test by applying the procedure of task based learning strategy.

The researcher and her collaborator made some preparation before the action were carried out. The researcher and collaborator made a lesson and the structural material.

The first cycle was conduct in three meeting. In each meeting consist of 80 minutes. The process of teaching and learning was conducted in three stages: opening activity, main activity, and closing activity. The researcher and her collaborator followed the teaching procedures based on instructional design. Implementing of action cycle I was carried out on March 30th, April 5th, and 6th 2017.

The observation was done collaboratively by the researcher and her collaborator. They observed the implementation of task based learning in teaching and learning reading in each meeting. She also assigned the students with the test. The test used to observes the progress of their reading ability after getting three meeting in cycle I.

The researcher used the data that were gathered through observation checklist, field notes, and reading test to make reflection towards the teaching and learning process.

The reflection was conducted at the final stage of the research. The reflection was done based on the analysis of findings of observation, field note and the students' reading ability by using task based learning.

The criteria of success of this study were students' achievement and active involvement should be 75%. Based on the result of the formula of the criteria of success and the test conducted in cycle 1, it was found out that the mean score of the students' reading

ability test was 68 %. The mean score of 68% indicated that was an improvement of the students reading ability if compared with the mean score of 48 % and the test administered at the preliminary study. Although there was an improvement of the students' reading ability if we compared with the mean score of the test 68%, the criteria of success set up had not been achieved. Therefore, the next cycle was still needed to conduct and some revisions of cycle 1 were also made to improve the students' reading ability. From the problem occurring in the implementation of task based learning the researcher made some revisions on the lesson plan and her away in carrying out task based learning. In term of revision on the lesson plan, she revised the structural material used for the next cycle she used text with a different theme which was close to the students' environment. In term of the way in carrying out the strategy she explained about how to ask task based learning. And she also gave the students more guidance, help, monitor and encouragement during the implementing of the strategy.

The procedure of cycle 2 followed four main stages: planning, revising the plans, acting/implementing, observing, and reflecting. The classroom action research put more emphasis on process. It means that the success of the students was affected by the process of how cooperative learning was implementing in teaching and learning reading. It seems to the researcher that good process could give benefit to the students.

The researcher implemented three actions and each action was observed by using observation checklist and field notes in cycle 2. The observation was done collaboratively by the researcher and her collaborator. Implementation of the action for cycle 2 was carried out on April 12th, 13th, and 15th 2017.

In cycle 2 the researcher emphasized activities in all meetings were adapted based on the result of reflection in cycle 1 Based on the students' learning result, it showed that the students had improved in their achievement in reading ability, the improvement can be examined from the criteria defined in this research. The scores were higher that the score in test cycle II, 2 students got 45–49 (8%), 0 student got 50–54 (0%), 3 students got 55–59 (12%), 0 student got 60 – 64 (0%),4 students got 65–69 (16%), 5 students got 70–74 (20%), 1 student got 75–79 (4%), 3 students got 80–84 (12%), 0student got 85–89 (0%), 2 students got 90–94 (8%), 4 students got 95–99 (16%) and 1 students got 100 (4%). it was found that there were twenty students who get mean score of reading ability post–test is at least 65. It means that the number of students who pass of post–test 2 in cycle II has met the criteria of success; because the percentage approach employs formula

$$S\% = \frac{\sum n1}{N} \times 100\%$$
$$S\% = \frac{20}{25} \times 100\%$$
$$= 80\%.$$

20 is the number of students who pass the test; 25 is the Total of the students or number of all students, and 100 is the deviation scale. It means that the criteria of the success had been achieved in which it should be at least 65 and 75% of the students' mean score of reading ability post-test. Second, the mean of students' reading ability score also improved from 48% in the preliminary test, 68% in cycle 1 and 80% in cycle 2. It means that the criteria of success defined in the study hard been achieved.

CONCLUSION AND SUGGESTION

The conclusion about the result of the classroom action research was based on interview, observation sheet, field notes, and test when the researcher done the research can write some conclusion. That was about the improvement of students' reading ability by using task based learning strategy at the VIIA class students of SMP N 2 Ogodeide. In line with the objective of this study the conclusion as follows:

Based on the result of data analysis, implementing task based learning included each of cycle there 3 meetings used to explain the material reading using task based learning and give a text to measure students' reading ability. By using implementing task based learning can improve students' reading ability because the mean score of the students' reading ability achieved the criteria of success. By applying task based learning for teaching reading, the researcher could make students feel enjoyed, interested, and enthusiastic toward English lesson.

Based on the result of classroom action research the researcher showed that teaching reading by using task based learning improves students' reading ability. So, the researcher would like to give some suggestions for the English teacher, to make students enjoy and interest in the teaching and learning process, the teacher must be more creative and active to find the alternative ways in teaching and learning process. For the students The suggestions is directed for the students, the ability to understand of content from the text, answer questions about task and take information in reading is keys to a students' success in learning. Task based learning is a strategy that can build the students' reading ability, enjoy, interest and motivate theirs in reading. For the school Task based learning can improve the schools education quality, especially in English improvement and for the next future researcher could give information or a reference to improve students' reading ability. And the next researcher also can use task based learning for improving other English skills.

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