

# THE EFFECT OF TBL (TASK BASED LEARNING) METHOD ON STUDENTS READING COMPREHENSION NARRATIVE TEXT A STUDY AT THE EIGHT GRADE OF SMP NEGERI 3 SATU ATAP ANDAM DEWI IN 2020/2021 ACADEMIC YEAR

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## Abstrak

Tujuan penelitian ini adalah untuk mengetahui: 1) Penggunaan dari TBL (Task Based Learning) method dalam pembelajaran membaca teks naratif, 2) kemampuan siswa memahami teks naratif sebelum dan setelah menggunakan metode TBL (Task Based Learning) 3) Apakah terdapat pengaruh yang signifikan dari metode TBL (Task Based Learning) terhadap kemampuan siswa membaca teks naratif di kelas VIII SMP Negeri3 Satu Atap Andam Dewi. Penelitian ini menggunakan metode eksperimen *design* dengan menggunakan *one group pretest and posttest design*. Populasi dari penelitian ini semua kelas VIII yang terdiri 60 siswa dan sampel terdiri dari 30 siswa yang diambil secara *purposive sampling*. Dalam pengumpulan data, peneliti menggunakan lembar observasi dan instrument tes. Hasil penelitian ini adalah 1) penggunaan metode TBL (Task Based Learning) adalah 3,4, dikategorikan “sangat baik”. 2) Nilai rata-rata siswa sebelum menggunakan metode TBL (Task Based Learning) adalah 36,6, dikategorikan “gagal”. Sementara setelah menggunakan metode TBL (Task Based Learning) adalah 71, dikategorikan “baik”. 3) ada pengaruh yang significant dalam penggunaan metode TBL (Task Based Learning) terhadap kemampuan siswa membaca teks naratif di kelas VIII SMP Negeri3 Satu Atap Andam Dewi. Hasil analisis data menunjukkan bahwa  $t_{test}$  lebih besar dari  $t_{table}$  ( $t_{test} 12.46 > t_{table} 2.04$ ). Jadi, hipotesis diterima. Artinya, ada pengaruh yang signifikan dari metode TBL (Task Based Learning) terhadap pemahaman siswa membaca teks naratif di kelas delapan SMP Negeri3 Satu Atap Andam Dewi.

**Kata Kunci :** Task Based Learning, Method, Reading Comprehension, Narrative Text

## 1. INTRODUCTION

Reading is an activity in pronouncing, spelling, sounding symbols, alphabets to words to sentences that have meaning. Reading is an ability that every student must have. By reading we can find out information such as history, politics, technology, health, art, culture and so on. Reading is a process to convey information from the writer to the reader in a text.

In fact, in SMP Negeri 3 Satu Atap Andam Dewi, there are many students is still low in reading comprehension narrative text. It can be seen based on the researchers' observation and pretest on October 19<sup>th</sup> 2020. The researcher found the data of pretest there are many students low in reading comprehension narrative text it cause students are not interest to learning English. So that from 30 students the researcher get the average score 35.8 meanwhile according minimum competences criteria of SMP Negeri 3 Satu Atap Andam Dewi, the students can pas reading comprehension if they got the minimal average score 70.

The students reading comprehension narrative text in SMP Negeri 3 Satu Atap Andam Dewi low

because students lack in vocabulary mastery, less students' motivation, interest in learning, bad of students' environment, facilities, media and many others. The teacher SMP Negeri 3 Satu Atap Andam Dewi have done many efforts to solve the problems in order to success teaching learning process, for examples learning method, prepare teaching material, complete the school facilities, giving motivation, use suitable to increase the students' ability. Even though the whole have done by the teacher there are students reading comprehension narrative text still low.

If the problem is not solved, the students will find it difficult to comprehend narrative text. They will lazy in studying, have difficulty answering examination test so, it has negative impact to quality of education nationally. To solve the problem there are many method that can be used in reading comprehension, such us TBL (Task Based Learning), jigsaw, problem drill. In this research the reasearcher will focus on TBL (Task Based Learning). the researcher choose TBL (Task Based Learning) because this method is able to create an interest in learning process, the students do the task with their own language it can help their more easier to

comprehend the narrative text. by teacher because the learning atmosphere is not monotonous and further increases students' enthusiasm for learning. then, the researcher want to know the significant in teaching students' reading comprehension narrative text.

Based on explanation above, students' reading comprehension narrative text skill is needed to be solved. The researcher interest in doing research about how to make students interest and mastered in reading comprehension. In this case, the researcher focused on the task in teaching reading comprehension, the researcher believes the students more interested to study about English especially in reading comprehension. Based on the explanation above, the researcher use TBL (Task Based Learning) to increase students' reading comprehension narrative text. Thus, the title of this research is "The Effect of TBL (Task Based Learning) on Students' Reading Comprehension Narrative Text at the Eighth Grade of SMP Negeri 3 Satu Atap Andam Dewi in 2020/2021 Academic Year.

#### **A. The Nature of Reading Comprehension**

Reading comprehension is reading a text with understanding in order to extract and process the information efficiently. According to Snow and Chair (2001:11), reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. According to Klinger et al (2007:8), reading comprehension involves much more than readers' responses to the text. Based on the explanation above, the researcher concludes that reading comprehension is a multicomponent simultaneous process interactive between the reader and author.

#### **B. Indicators of Reading Comprehension**

According Brown (2003:206), concluded that there are four significant elements of reading comprehension they are :

- 1) Main idea
- 2) Supporting Sentence
- 3) Vocabulary
- 4) Inference

#### **C. TBL (Task Based Learning)**

TBL (Task Based Learning) is a lesson structure, a method of sequencing activities in your lesson. That, plus the collaborative element, builds confidence with language and social situation. According to Willis in Safitri (2020), TBL (Task Based Learning) is a learning experiment in which the students experience the language they have learned by completing tasks. According to Branden in Anwar (2012), TBL (Task Based Learning) requires learners to be more active and have a major role in learning.

Based on the explanation above, the researcher concludes that TBL (Task Based Learning) method can be used in teaching reading comprehension. That could help students to determine main idea, supporting sentence, vocabulary, inference and the important information in the text.

#### **D. The Stage of TBL (Task Based Learning)**

According to Willis in Maisyarah (2014), there are three stages of TBL (Task Based Learning). They are :

- 1) Pre-task : introduction to topic and task : a) The teacher tells the students about TBL (Task Based Learning) method. b) The teacher explores the topic to the class. c) The teacher highlights useful words and phrases. d) The teacher helps the students understand task instruction. e) The students may hear the teacher or read part of narrative text as a lead into a task.
- 2) Task cycle : Task, Planning, report and reading : a) Task, the students in pairs or small groups and do the task while teacher monitors from a distance, encouraging all attempts at communication, not correcting. Therefore, the students use they feel free to experiment and not care about the mistakes. b) Planning, the students prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered. c) Report and Reading, some groups present their reports to the class, and compare results. The teacher writes on the board. The teacher gives out the narrative text. She asks students to read to see whether their report. She ask which pair had the most similar to the text.

Language focus : Analysis and practice : a) Analysis, the students examine and then discuss specific features of the text. They can enter new words, phrases, and patterns in vocabulary books. b) Practice, the teacher conducts practice of new words, phrases and patterns occurring in the data. Either during of after the analysis.

#### **2. METHODOLOGY OF THE RESEARCH**

Method is a way, system, procedure, and rule by researcher to make the process of studying to be simple and should be followed by evaluate the research. According to Surahman et al (2016:2), method of research is the method used researchers to achieve goals and determine answers to the problem. This study applied the experimental design by using one-group pre test and post test design.

Population is the total number of units or individuals whose characteristics are to be studied. The population in the research is all of the students at the eighth grade of SMP Negeri 3 Satu Atap Andam Dewi are 60, and sample are 30. To taking the sample, the researcher used purposive sampling. The instrument that was use to measure the variables are observation sheet and test.

#### **3. RESULT AND DISCUSSION**

Researcher conducted pretest about reading comprehension narrative text in class VIII A SMP Negeri 3 Satu Atap Andam Dewi. The researcher have been got score it, the researcher showed the result of

the research. The result of TBL (Task Based Learning) on students' reading comprehension narrative text is the data of the research. Then, the researcher described the data calculated by using statistical process which got from the observation sheet about the application TBL (Task Based Learning) method can be seen from 13 aspects observed by the observer the total score got score 48 and mean 3.7 it was very good. The test which gave by the researcher to measure the students' reading comprehension narrative text before and after using TBL (Task Based Learning) method. The highest score before and after using TBL (Task Based Learning) method was 50 and 85. The lowest score before and after using TBL (Task Based Learning) method was 20 and 50 it is categorized "fail" and 55 it is categorized "enough". In order to get clear and complete description, the researcher presented the histogram of comparison before and after.



Histogram of Students' reading comprehension narrative text before and after using TBL (Task Based Learning) method

Related to the purpose of the research, that is to determine whether TBL (Task Based Learning) method can be give significant effect especially in reading comprehension narrative text. Based on the observation sheet result of listen TBL (Task Based Learning) method on students' reading comprehension of narrative text, the researcher found that the score is 3.4, it is categorized "Very Good".

Furthermore, the result of students' reading comprehension narrative text before taught by using TBL (Task Based Learning) method; main idea is 37.62 "Fail" categorized, supporting sentence is 35 "Fail" categorized, vocabulary is 33.33 "Fail" categorized and inference is 36.67 "Fail" categorized. The mean score before using TBL (Task Based Learning) method on students' reading comprehension of narrative text at the eighth grade students of SMP Negeri 3 Satu Atap Andam Dewi is 36.6 and it is included in "Fail" category. And after taught by using TBL (Task Based Learning) method; main idea is 60.48 "Enough" category, supporting sentence is 64.17 "Enough" category, vocabulary is 90 "Very Good" category and inference is 61.67 "Enough" category. The mean score after using TBL (Task Based Learning) method on students' reading comprehension narrative text at the eighth grade

students of SMP Negeri 3 Satu Atap Andam Dewi is 71 and it is included in "Good" category. From the result of t-test,  $t_{test}$  was higher than  $t_{table}$  ( $t_{test} 12.46 > t_{table} 2.04$ )

Based on explanation above, the researcher concludes that TBL (Task Based Learning) method is suitable for teaching reading comprehension narrative text. The teaching and learning process would be more fun because in the learning process the students free to convey information they read in their own language, re-read the information covered in the listen read discuss format rapidly to increase their speed or reading and thought processing. It means that there is a significant effect of using TBL (Task Based Learning) method on students' reading comprehension text ability at the eighth grade of SMP Negeri 3 Satu Atap Andam Dewi, or in the other word alternative hypothesis ( $H_a$ ) is accepted.

#### 4. CONCLUSION

Based on the result of this research, the researcher can conclude that as follows: a) the application of TBL (Task Based Learning) method in teaching reading comprehension of narrative text at the eighth grade students of SMP Negeri 3 Satu Atap Andam Dewi in 2020/2021 Academic Year is 3.6 and it is categorized "Very Good". b) The students' reading comprehension of narrative text before taught by using TBL (Task Based Learning) method. at eighth grade students of SMP Negeri 3 Satu Atap Andam Dewi in 2020/2021 Academic Year was 36.6 and it is included as "Fail" category. While, the students' reading comprehension of narrative text after was 71 and it is included as "Good" category. c) there is a significant effect of using TBL (Task Based Learning) method on students' reading comprehension of narrative text. It showed that  $t_{test}$  is higher than  $t_{table}$  ( $t_{test} 12.46 > t_{table} 2.04$ ). In other word, hypothesis is accepted.

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