

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the research findings and the discussion. The research findings are based on the data obtained during the teaching of reading ability using task based learning (TBL), and the discussions are based on the research findings.

#### **A. Findings**

The data presented in this study are data collected from planning, implementing, observing, and reflecting in two cycles of this classroom action research.

##### **1. Cycle 1**

This cycle covers planning, implementing, observing, and reflecting. In this phase, the researcher conducted 3 meetings. The meetings conducted on February, 11<sup>th</sup>, 15<sup>th</sup>, and 18<sup>th</sup> 2014.

##### **a. Planning**

In this phase, the researcher made lesson plan for the first, second and third meeting. The researcher prepared the materials descriptive text and used media to deliver the materials. The media was picture. The pictures take from internet. The researcher chosen familiar picture to the students to make them

interest and enjoy in describing picture and read a text about descriptive text. In this cycle the researcher prepares three pictures, they are the picture of: Samuel Rizal, the Borobudur temple, and monkey (See Appendix 4).

## **b. Implementing**

The implementing was done on February 11<sup>th</sup>, 15<sup>th</sup>, and 18<sup>th</sup> 2014. The implementation on the first cycle covers three meetings:

### **1) Meeting 1**

The first meeting was conducted on Tuesday, February 11<sup>th</sup> 2014 at 09.00 – 10.40 am. This meeting was conducted to explain the material and give task in the text. Firstly, the researcher explains to the students about the teaching objectives. The first aim was that the students know how to understand the text and the task by reading ability. The second aim was to know how task based learning really useful in teaching learning process in the class. The third aim was that the students should be able to understand the reading text based on task based learning.

In this meeting the researcher focused on descriptive text about person. After the researcher explain the material descriptive text about person and method of doing task, the researcher give the students task individual entitled “Mrs. Abdurrahman” as first students’ worksheet. The task individual consist the students read the text descriptive about Mrs. Abdurrahman then they ask to find noun, adjective, adverb and verb. After finish doing the first task, each the students ask to change paper of answer the task, and then the researcher and the students’ correction together paper of answer the task. Next, the students gather

paper of answer the task in table the researcher. The researcher can't carry activity and give second task because time of teach is up.

## **2) Meeting 2**

The second meeting was conducted on Saturday, February 15<sup>th</sup> 2014 at 08.20 – 9.40. Before continuing the lesson, the researcher asked the students about their condition and gave them motivation to study English. The researcher didn't forget to give support them to always study hard and asked about their difficulties in studying English.

In this meeting, the researcher focused on descriptive text about place. The researcher give reading text entitled "The White House" as first students' worksheet. The second entitled "Kediri" as second students' worksheet. In this meeting the researcher did all activities in lesson plan. In this meeting time of teaching reading enough to all activities suitable the lesson plan. Before closing activity the researcher gave support again to always study hard everyday.

## **3) Meeting 3**

The third meeting was conducted on Tuesday, February 18<sup>th</sup> 2014 at 09.00 – 10.40. Before continuing the next lesson, the researcher reviewed the descriptive text about animal and the researcher checked the students' attendance list.

In this meeting, the researcher focused on descriptive text about animal. The researcher give reading text entitled "Tiger" as first students' worksheet. The second entitled "My pets" as second students' worksheet. In this meeting the researcher did all activities in lesson plan. In this meeting time of teaching reading

enough to all activities suitable the lesson plan. Before closing activity the researcher gave support again to always study hard everyday.

### **c. Observing**

In this part, the researcher observed the teaching and learning process. The situation in the class is under control. The student's attention is enough. The students enjoyed the process of teaching and learning. In this stage, the researcher also observed students' paper work or reading text and analyzed be documents. Based on the obtained data and the result of cycle 1 was satisfactory but there were still some weakness. First, the students were confused about task and how answer the instruction of the task. Some the students didn't know how to do the task and meaning of content in the materials. Second, some of the students were still low for finding the meaning of vocabulary in dictionary English and meaning of each sentence. So, the researcher as guiding and controlling the students complete the task.

### **d. Reflecting**

Reflecting was the final phase of cycle 1. This phase consists of the analysis of teaching and learning process and analysis of students' result on the test.

#### **1. Analysis of teaching and learning process**

The students gave the positive response in teaching and learning process. The students found some difficulties to understanding about the researcher's instructions in analyzing and observing the content of task and text the material

given by the researcher. The students enjoy, interest, curious in teaching and learning process.

Based on data in cycles 1, task based learning showed not met the success yet. It was some problems occurring during the implementation of the strategy so it results could not be achieved naturally. First, some of the students still misunderstood on what the researcher instructed and task about descriptive text included person, place and animal. The students were confused of procedure to do task. Second, some of the students' were still low for finding the meaning of vocabulary in dictionary English and meaning of each sentence.

## 2. Analysis of the students' result on the test

Based on the students' learning result , it showed that 1 student got 40 – 44 (3,03 %), 1 student got 45 – 49 ( 3,03 %), 0 student got 50 – 54 (0 %), 0 student got 55 – 59 ( 0 %), 3 students got 60 – 64 ( 9,09 %), 1 student got 65 – 69 ( 3,03 %), 0 student got 70 – 74 ( 0 %), 4 students got 75 – 79 (12,12 %), 8 students got 80 – 84 ( 24,24 %), 2 students got 85 – 89 ( 6,06 %), 1 student got 90 – 94 ( 3,03 %), 6 students got 95 – 99 ( 18,18 %), and 3 students got 100 ( 9,09 %).For more detail table 4.1 and appendix 12.

**Table 4.1 Students' result of the test from cycle 1**

	No.	Students' Score	F	%
Cycle 1 test	1	40- 44	1	3,03
	2	45- 49	1	3,03
	3	50- 54	0	0
	4	55- 59	0	0
	5	60- 64	3	9,09
	6	65- 69	1	3,03
	7	70 – 74	0	0

	8	75- 79	4	12,12
	9	80- 84	8	24,24
	10	85- 89	2	6,06
	11	90- 94	1	3,03
	12	95- 99	6	18,18
	13	100	3	9,09
Total			30	90,90

And to know criteria of success achieve or not, the researcher uses formula:

$$S \% = \frac{\sum n1}{\sum N} \times 100\%$$

$$S \% = \frac{24}{33} \times 100 \%$$

$$= 72, 72\%$$

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 72, 72 %. The mean score of 72, 72 % indicated that was an improvement of the students reading ability if compared with the mean score of 57, 57 % 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 72, 72 %, 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 (TBL), 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.

## **2. Cycle II**

This cycle covers planning, implementing, observing, and reflecting. In this phase, the researcher conducted 3 meetings. The meeting conducted on February 25<sup>th</sup>, March 1<sup>st</sup>, and 4<sup>th</sup> 2014.

### **a. Planning**

The result of the implementation of task based learning (TBL) strategy in cycle I showed that analysis of teaching and learning had not been success yet and analysis of the students' result on the test is the mean score the students' reading ability test was 72, 72 %. In conclusion, that the implementation of task based learning (TBL) strategy in cycle 1 showed that had not been success yet could not. It failed to fulfill the criteria of success in this study which could not improve the percentage of the students who made progress in their score, teaching and learning process had not been success. For that reason the researcher made some revision and improvement in the lesson plan. The researcher revised in the instructional material used by choosing more appropriate text for the students and also made some improvement on the way she carried out the teaching activity by

giving the students clearer explanation, giving the students help and guidance to the students.

The researcher made lesson plan again for the first, second and third meeting. The researcher prepared the materials descriptive text and used media to deliver the materials. The media was picture. The pictures take from internet. The researcher chosen familiar picture to the students to make them interest and enjoy in describing picture and read a text about descriptive text. In this cycle the researcher prepared three pictures, they are the picture of: Tukul Arwana, Bandung, and Crocodile (See Appendix 7).

#### **b. Implementing**

The implementation was done on February 25<sup>th</sup>, March 1<sup>st</sup>, and 4<sup>th</sup> 2014. The implementation on the second cycle covers three meetings:

##### **1). Meeting I**

The first meeting was conducted on Tuesday, February 25<sup>th</sup> 2014 at 09.00 – 10.40 am. In this meeting the researcher focused on descriptive text about person. The researcher took a reading text entitled “Margaret” as first students worksheet and the second students worksheet is entitled “Mr. Danu”.

In the beginning of meeting, firstly the researcher asking about the students’ condition and about their difficulties in studying English. Then the researcher praying together and checking the students’ attendance list. Next, the researcher introduced some questioning to the students. The questions are: “1). Do you still remember about definition of descriptive text person?” most of the



students answered “Yes”, 2). Mention of generic structure from descriptive text? “most of the students answered “ identification and description”. Then the researcher explains again about definition or purpose, generic structures from descriptive text about person and given example again to student understand and about the material.

Based on the students’ difficulties in the first cycle, the researcher gave them some vocabularies to help them in reading text that will help them done task about descriptive text person. The researcher helped them to find the meaning of the word and to find noun, adjective, adverb and verb in dictionary. And the researcher as guidance and controlled the students complete the task and help when they got some difficulties. In order to make the students really understood the passage and task, asked the students whether they had understood or not. The researcher asked the students to study again at home. Then, the researcher closing activity.

## **2). Meeting II**

The second meeting was arranged on Saturday, March 1<sup>th</sup> 2014 at 08.20 – 09.40 am. In this meeting the researcher focused on descriptive text about place. The researcher took a reading text entitled “Our Classroom” as first students worksheet and the second students worksheet is entitled “My House”.

In meeting, the researcher conducted second cycle test. In the beginning of meeting the researcher reviewed about descriptive text place, she asked the students whether they really had understood or not about the text and task given in

the previous meeting. The students answer that they still difficult to understanding the task and the reading text because they have limited known in vocabulary and content. The researcher gave them motivation, controlled and guidance when the students do task. After 30 minutes the researcher collected the students' paper of answer.

### **3). Meeting III**

The third meeting was conducted on Tuesday, March 4<sup>th</sup> 2014 at 09.00 – 10.40 am. In this meeting the researcher focused on descriptive text about animal. The researcher took a reading text entitled “Snake” as first students' worksheet and the second students' worksheet is entitled “Rabbit”.

In this meeting the researcher reviewed about descriptive text about animal still the students' clearer understood. Then, the researcher gave task to practice. The researcher as guidance and controlled when the students do the task and help the students met difficult new vocabulary and confuse about content in the task. The researcher did all the activity included opening activity, main activity and closing activity.

#### **c. Observing**

In this part, the researcher not only observed the students' paper work to the second cycle, but the researcher also observed the students' activities in the classroom. The positive students' responses were will given by researcher on the second cycle. They found less difficulties compared to the first cycle. Moreover,

the students understood the materials descriptive text and tasks to practice given by the researcher about the usefulness of task based learning in studying the text.

#### **d. Reflecting**

In this cycle, the reflecting consists of analysis of the teaching and learning process, analysis of the students' result on the test, and analysis of the questionnaire after implementing task based learning strategy.

##### **1. Analysis of the teaching and learning process**

The positive responses were given by the students in teaching and learning process. Based on analysis of the teaching and learning process from cycle I still cycle II refer that cycle II was better than cycle I, the effort by the researcher to fix the problem in cycle I worked well. First, the researcher made revision on the plan in term of choosing appropriate text that suitable with the student's condition in class. And it was effective to increase their enthusiasm, enjoy and interest when they study. Second, the researcher gave clearer explanation about descriptive text include person, place and animal. Third, the researcher provided with more help, guidance, control and encouragement.

##### **2. Analysis of the students' result on the test**

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 study. The scores were higher than the score in test cycle 2, 1 student got 60 – 64 (3,03 %), 1 student got 65- 69 (3,03 %), 3 students got 70- 74 (9,09%), 8 students got 75- 79 (24,24 %), 7 students got 80 – 84 (21,21%), 4 students got 85- 89 (12,12 %), 3 students got 90 – 94 (

9,09%), 3 students got 95 – 99 ( 9,09%) and 2 students got 100 (6,06 %). For more detail see table 4.2 and appendix 13.

**Table 4.2 Students' result of the test from cycle 2**

	No	Students' Score	F	%
Test Cycle 2	1	60- 64	1	3,03
	2	65- 69	1	3,03
	3	70- 74	3	9,09
	4	75- 79	8	24,24
	5	80- 84	7	21,21
	6	85- 89	4	12,12
	7	90- 94	3	9,09
	8	95- 99	3	9,09
	9	100	2	6,06
Total			32	96,96

And to know criteria of success achieve or not, the researcher uses formula:

$$S \% = \frac{\sum n1}{\sum N} \times 100\%$$

$$S \% = \frac{30}{33} \times 100 \%$$

$$= 90, 90\%$$

It means that the criteria of the success had been achieved in which it should be at least 70 and 80% of the students' mean score of reading ability post test. Second, the mean of students' reading ability score also improved from 57,

57 % in the preliminary test, 72, 72 % in cycle 1 and 90, 90 % in cycle 2. It means that the criteria of success defined in the study had been achieved.

This research, there were some aspect in the implementation of task based learning (TBL) strategy that could not be solved, but from the result above. And it is means obvious that it was no necessary for the researcher to continue this study in the next cycle.

### 3. Analysis of the questionnaires

Based on the result of the questionnaires given by the researcher after implementation task based learning (TBL) strategy, it showed that from question number (1) there were 31 students (93,94%) answered “ Yes” and 1 student (3,03%) answered “ No”. From question number (2) there were 26 students (78, 79%) answered “Yes” and 6 students (18, 18 %) answered “No”. From question number (3) there were 26 students (78, 79%) answered “Yes” and 6 students (18, 18%) answered “No”. From question number (4) there were 20 students (60, 61%) answered “Yes” and 12 students (36, 36 %) answered “No”. From question number (5) there were 23 students (69, 70%) answered” Yes” and 9 students (27, 27 %) answered “No”. For more detail see appendix 9.

## **B. Discussion**

Based of the findings, this study showed that after using task based learning (TBL) strategy the students a different way of understanding language as a tool instead of as specific goal. And it can bring teaching from abstract

knowledge to real world application. This study can improve students' reading ability, motivating language use and providing a variety of learning opportunities for the students of all levels and capabilities. Based on Nunan (1989) suggests that tasks can be conceptualized in terms of the specific goals they are intended to serve, the input data, which forms the point of departure for the task, and the related procedures, which the learners undertake in the completion of the task.

In result of this study task helpful in meeting the immediate of the learners and provides a framework for creating classes, interesting and able to adders to the students needs. The tasks are essential to the learning activity, it is based on the principle that learners may study more effectively when their minds are focused on the task rather than on the language they are using. Based on Skehan (1998) five key characteristics of a task: (1) meaning is primary, (2) learners are not given other people's meaning to regurgitate, (3) there is some sort of relationship to comparable real- world activities, (4) task completion has some priority, (5) the assessment of the task is in terms of outcome.

This study showed that task is very important because task are the activities where the target language used by the learner for a communicative purpose in order to accomplish a product. Based on Candlin and Murphy (1987) assert that tasks can be effectively organized based on systematic components including goals, input, setting, activities, roles and feedback.

In concluding, task based learning is effective in improving the students' reading ability. However it has some limitation and time activity for it has many steps to do. And some misunderstandings tend to appear to the students in every

step of task based learning in the implementation, it is not supported by clearer instruction. So, it costs a lot of money in implementation task based learning strategy for the researcher have to prepare the material, media of picture and provided worksheet for all of the students by her own money. In here, the researcher need to have a collaborator teacher acting as an observer to help him observing the class. It was helped the researcher to focus on carrying out this strategy in order to make task based learning strategy run well.