

THE SIGNIFICANT EFFECT OF TASK-BASED GROUP ACTIVITIES ON STUDENTS' COLLABORATIVE BEHAVIOR IN READING CLASS OF EIGHTH GRADE AT SMP HKBP PADANG BULAN MEDAN

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This study was intended to determine the significant effect of Task-Based Group activities on students' collaborative behavior in reading class. The objectives of this study was to find out whether there is a significant effect of Task-Based Group activities on students' collaborative behavior in reading class of Eighth Grade at SMP HKBP Padang Bulan Medan, used a quantitative experimental research design. The population of this study were eighth grade students of SMP HKBP Padang Bulan Medan, grades VIIIA and VIIIB. The number of students is 40 students as a sample for each class consisting of 20 students. Students were divided into two groups, namely the experimental group and the control group. The experimental group was given treatment (Task-Based Group Activities), while the control group was taught conventional methods. The instrument used to collect data is a multiple choice test. Data were analyzed using the t-test formula. The results of the analysis show that to be served is higher than t-table ($5.81 > 1.27$) at a significance level of 0.05 with degrees of freedom (df) 38. This means that the use of Task-Based Group Activities in the teaching and learning process has succeeded in influencing student learning scores, especially in class reading descriptive text.

1. INTRODUCTION

Task-Based Group is activities that need to be carried out in a group environment. This definition also expressly mentions in-class assignments, ideally ones that require communication. The fact that involving students in numerous tasks is essential to promote acquisition presents one of the challenges of task-based learning and teaching. Numerous educational requirements of students frequently call for various teaching philosophies. Lyster (2014:33) specified that "a task involves a set of activities, implies a problem which must be solved, activates interaction of various kinds, and pursues a goal."

Collaborating happens when two or more people work together to achieve a common goal. Therefore, collaboration skills include all of the necessary components for effective teamwork and the achievement of results. Therefore, collaboration skills cover everything it takes to work well with others and deliver results as a team. Workplace collaboration skills make a person a strong team player, communicator, decision-maker, and leader. Working on a project with others is not the only example of collaboration. Building relationships with coworkers, being able to handle disagreement when it occurs, and fostering an inclusive, respectful workplace culture are all necessary for effective collaboration. The following are some instances of how collaboration abilities could show up on assignments:

1. Share the update with your friends for feedback;
2. Recognize the ability of each group member to improve the quality of the group;
3. Share useful insights and tips with group members to improve group processes.

The teacher's job of teaching reading is not simple. In order to develop an effective lesson that helps students learn, teachers must be creative in their material selection and teaching methods. Teaching strategy is generalized plan for a lesson which includes structure, desired learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy.



A teacher may employ a wide range of tactics when teaching reading. Anyone who teaches must comprehend the concepts and underlying assumptions of each given teaching style in order to employ it successfully. There is certainly no lack of labels or descriptions for activities that could be categorized as being related to instruction. Harmer (2007) has said that a strategy is an action that the teacher takes to attain one or more of her teaching-learning goals. The strategy can also be defined as a general direction set for the teaching process. (Sinaga et al., 2023) Reading as a means of learning a language refers to facts. Through reading, language learners learn the structure, vocabulary, and pronunciation of English and how learners use it to discuss material in English.

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Brown (2007:8) state that there are three main phases need to be followed in teaching reading activities:

1. Spend some time before reading presenting a subject, promoting skimming, scanning, predicting, and activating schemata. When given the opportunity to ease into the material, students can apply their knowledge and abilities to a text to their fullest potential.
2. Take notes while you read. Not all reading is exhaustive or global reading; there may be some information or rhetorical strategies that students should be aware of. Instead of just reading because you ordered it, give pupils some motivation for reading.
3. Comprehension activities provide merely one form of beneficial post-reading exercise. Other alternatives include going over terminology, figuring out the author's purpose, talking about the author's logic, examining grammatical structures, or pointing students in the direction of a later writing assignment.

The purpose of using Task-Based Group activities is to motivate students to participate in the teaching and learning process. If students are able to behave collaboratively, it will make students not bored in the learning process. The reason the author uses Task-based Group activities in teaching English is because these activities will make students behave collaboratively in learning. When students try to answer questions, they are also trained to work in teams and exchange ideas in understanding the text in the questions.

2. METHOD

This research conducted using quantitative experimental research. According to Sugiyono (2014) experimental research method is a research method used to look for the effect of certain treatments on others in controlled circumstances. This study involve two groups, the first group was the experimental group and the second group was the control group. The first group taught using a Task-Based Group, but the second group did not. The Students in their second year at SMP HKBP Padang Bulan Medan make up the study's population. There are two second-year classes. Each second-year class has 20 students, making a total of 40 students in the second year. (Influence et al., 2023) Sample is part of number characteristic from take population. The researcher chooses VIIIA class as experimental group and VIIIB class as control group. Every group consist of 20 students. So, in this research consisted of 40 students. The test was utilized as a data collection tool in this study by the researcher. By administering multiple-choice exams, data will be gathered. The researcher used statistical calculations of the t-test formula with a degree of significance to assess the data after obtaining it from the pre-test and post-test. The formula is as follow :

$$t = \frac{Mx_2 - My_2}{\sqrt{\left(\frac{dx^2 - dy^2}{(Nx + Ny) - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where :

t : Significant value (t-test);

Mx : The mean score of experimental group;

My : The mean score of the control group;

dx : The standard deviation of experimental group;

dy : The standard deviation of control group;

Nx : The total number of the experimental group;

Ny : The total number of the control group

3. RESULT AND DISCUSSION

Data for this research was collected by giving reading tests to students to determine their aptitude. The aim of the research is to find out whether there is a significant effect of Task-Based Group Activities on Students' Collaborative Behavior in Reading Class, based on the pre-test and post-test results of the two groups, namely the Experimental group and the Control group. The table below shows the overall pre-test and post-test scores.

Table 1. The Mean of the Test Experimental Group

Test	Total Score	Mean
Pre-test	772	1.440
Post-test	38,6	72

Table 2. The Mean of the Test Control Group

Test	Total Score	Mean
Pre-test	888	1.272
Post-test	44,4	63,3

1. Based on Table 1, The experimental group pre-test obtained a total score of 772 with an average of 38.6 and a total post-test score of 1.440 with an average of 72. It shows that the learning outcomes in the experimental group experienced a good increase after being given treatment. Seen from the average value of the pre-test and post-test is $38.6 < 72$. The increase in student scores was caused by the application of Task-Based Group Activities in the learning process.
2. Based on Table 2, The control group pre-test obtained a total score of 888 with the mean of 44,4 and a total post-test score of 1.272 with the mean of 63,6. The square of the deviation is 380 (without Task-Based Group).

After getting the scores of students from both groups, the researcher continued to calculate their scores using the t-test formula. This aims to determine the effect of Task-Based Groups on student behavior and student achievement and activeness in reading class. The calculation can be seen as follows:

$$t = \frac{Mx_2 - My_2}{\sqrt{\left(\frac{dx^2 - dy^2}{(Nx + Ny) - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t = \frac{33,2 - 19}{\sqrt{\left(\frac{2.659,3 - 380}{(20 + 20) - 2}\right)\left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$t = \frac{14,2}{\sqrt{\left(\frac{2.279,2}{38}\right)(0,1)}}$$

$$t = \frac{14,2}{\sqrt{(59,97)(0,1)}}$$



$$t = \frac{14,2}{\sqrt{5,997}}$$
$$t = \frac{14,2}{2,44}$$
$$t = 5,81$$

Based on the calculations from the pre-test and post-test assessments of the experimental group, it appears that the use of Task-Based Group Activities had a positive impact on student scores. The average value of the pre-test and post-test is 38.6 higher than 72. This indicates that the use of Task-Based Group Activities during the teaching and learning process has been successful in increasing student scores.

In the previous description it has been explained that the results of this study were analyzed in the form of numbers. The data illustrates the influence of the Task-Based Group method in the reading class in 8th Grade at SMP HKBP Padang Bulan Medan, after being given treatment in both classes. It was found that the mean of the experimental group was 72 higher than the control group was 63.6. The calculation results showed that the t-test value (5,81) is higher than the ttable value (1,27) or $t_{test} > t_{table} = 5,81 > 1,27$ (0,05). Students who were given treatment using the Task-Based Group method obtained higher scores than students who were taught without the Task Based Group. This means that H_a is accepted and H_o is rejected. The finding of this study indicate that there are significant differences before and after being given treatment (Task-Based Group) in the learning process. Task-Based Group activities were successfully implemented and had a significant impact on 8th graders at SMP HKBP Padang Bulan Medan.

4. CONCLUSION

The conclusions from this study are presented in accordance with the data that has been analyzed by researcher in the previous chapter. The purpose of this study was to determine the significant effect on Task-Based Group Activities in reading class. The results showed that the eighth grade students at SMP HKBP Padang Bulan before being given treatment received an average score of 38.6, while after being given treatment they received a higher average score of 72. This means that the use of Task-Based Group Activities is effective in reading class. Task-based group activities are a good technique, which can be used in reading classes, in teaching reading descriptive texts. Task-Based Group significantly influences students' collaborative behavior in reading class in teaching descriptive text: Because student achievement increases in reading class in teaching descriptive text by using Task-Based Group Activities. The score obtained with the Task Based Group is higher than that taught using the Conventional Method. This can be seen from the difference in the average values of the two groups. The average value of the experimental group was higher (72), than the control group (63.6). The alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. From the calculation of the t-test it is known that the t-count is higher than the t-table ($5.81 > 1.27$). The researcher realize that this research could not be completed without assistance from various interested parties. Therefore, the author would like to thank the consultants who have guided and provided time during the process of completing this research.

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