

The Implementation of Task-Based Teaching by Using Translation Method to Improve Student's Reading Skill

Moh. Mahmud¹, Lailia Dyah Puteri Wahdani²,

¹*English Education Department, Faculty Of Education And Teacher Training, KH. Mukhtar Syafaat University, Indonesia*

²*English Education Department, Faculty Of Education And Teacher Training, KH. Mukhtar Syafaat University, Indonesia*

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Abstract

Reading is one of the most important English skills for students to learn. This study aims to determine whether reading learning with translation learning can improve students' reading skills, gain students' perceptions and impressions of the task-based learning process, and to obtain increased student participation results in learning to read texts. This research method use Classroom Action Research Design, and this research consists of two cycles. The results of this study indicate that the application of the task-based teaching strategy with the translation method for class VII SMPN 2 Siliragung has a positive impact on students, especially in reading. This is evidenced by the average number of students who have increased in each cycle. In the preliminary study, the average number of students became 56, increased to 69.67 in the first cycle, and increased to 83 in the second cycle

Introduction

English is a global language that is spoken in practically every country. At this time, English takes an important role as a communication language that can be used in communication various sectors of life such as trade, education, science, technology, business and much more. English has become the language used by many people around the world to connect and share with others. Therefore, one should understand, mastering English to increase knowledge, information, and technology (Andinirwana:2017).

English consists of several skills such as: Listening, Speaking, Reading, and Writing. Of these skills, reading skills are very important and useful for everyone in the world. Generally, reading is communication between reader and book being read, same as Robert and Eric said reading is interpretation and interaction (Eric and Robert:1987). When a people want to know about new information, usually ask to other people about what they want to know or they can read information in textbook, magazine, news paper, article or social

media. According to NurHadi (2016:2) "Reading is the process of processing reading critically-creative things done by the reader to gain understanding thorough examination of the reading, followed by an assessment of the situation, value, function, and impact of the reading. So by reading we can get many benefits such as being able to find new ideas, gain an understanding and we can judge something by reading. Penny Ur said when people read some text they need to understand letter codes to gather meaning from what they read. So if someone doesn't want to read, they will not get the information. It reading is very important in our life.

Grellet explained reading is the process of guessing what is in the text which is often found to get meaning and purpose. (Grellet:1986). From this explanation, it can be concluded that reading is a means to acquire language, communicate and share ideas and information. And by reading we can get detailed and specific information. And there is command from God, Allah SWT said that in Al Qur'an in Al Alaq Verse 1 with the meaning "Read by (mentioning) the name of your Lord who created".

In according with the reading skills above, the teacher must have the appropriate media. Furthermore, to achieve the best results in teaching reading, the teacher must understand what media the most appropriate. This is reinforced by Zuhra (2018:2) how to solve problems in class is to use the media. In short, media can solve problems related to reading. "To make learning fun, teachers must choose appropriate and interesting media for the teaching and learning process such as translation, games, pictures, song cards, videos, stories, etc." In this study, researchers focus more on using the translation method as the most appropriate medium. Because of reading, the researcher uses task-based translation method to improve students' reading skills. In short, for the approach to teaching reading text, the translation method can be considered as one of the media in teaching reading.

A task-based activity needs students to use language in order to complete the task., with meaning for achieve the main goals and challenges in learning a foreign language is to develop communicative skills learners through the tasks that have been they finish (ZanMao, 2012:2431). Translation is one of the media that is expected to be able to solve the problems of these students in increasing vocabulary. Due to the problems above, The most appropriate media must be implemented by teachers. And translation is one of the method which expected to solve those students' problems in reading skill. Therefore, the researchers chose translation as a method that provides benefits for students who are learning to read English texts. The reason is, by applying the translation method, it can provoke students to read

English texts more deliberately. There are several reasons with its application, first, students can acquire new vocabulary in an English text, second, students can find valid information in a text, third, students can be interested in the content in a story or news in the text, fourth, they can be more excited to learn to read texts when there are many texts that contain youth stories that students admire. It is supported by the concept of (Hildareal:2018) that by using the translation method, when students are often trained to translate a text, the more proficient they will be in mastering reading skills. This research has a objective based on the problem research above, it is to describe the process of implementing of Task-Based teaching by using translation Method to improve students' reading skill

Method

This research uses CAR (Classroom Action Research) as research design by using a qualitative approach. Classroom Action Research is one of the research which brings a change in teaching-learning developments, As mentioned by (Cahyani, 2016:30). It is also supported by (Sari, 2015:49), "Action research carried out by a team that includes professional action researchers and members of an organization," she says, community the participant situation". (C.A.R) design contains of five stages, those are: Preliminary study, planning, implementation of action, observation, and reflection. This research will use two cycles each consist of two meetings. They were first and second cycle and each cycle was the series of activity which had close relation. Where, the realization of the second cycle was continuing and repairing from the first cycle.

The main goal in classroom action research is to improve or enhance the professionalism of teachers in dealing with the learning process. To understand and try to carry out action research, the expected capacity of educators and the learning process and at the same time increasing the quality will improve the quality of education.

Findings and Discussion

Some of the data shows that the application of the translation method is to improve students' reading skills and students' motivation in learning English. This can be proven from their preparation before doing this strategy, it can be seen from the 2nd meeting in cycle 1 and the last meeting in cycle 2 and also the increase in students' reading skill scores.

Finally, the application of task-based teaching using translation method to improve students' reading skills can greatly help students to have more motivation to study English further, and most importantly, using the translation method can improve students' reading

skills as shown in the second meeting in cycle 1 and the last meeting in cycle 2 students managed to reach KKM 70 at the last meeting in cycle 2.

In terms of the development of students' reading skills, after cycle 1 was carried out, the data showed that students' reading abilities had increased from the pre-test, but there were still some students who did not meet the success criteria. The average reading value in the pre-test was 56 students who got a score of 70 only 8 people and 22 people who did not reach a score of 70. After applying the translation method, the researcher gave a test and the average score of the post-test in cycle 1 was 69.67 and the percentage was still 30%, which means that students' reading skills have increased but have not met the criteria for success, because the KKM is still below 70 and the percentage is not yet 50%. then the researcher continued on cycle 2 and gave tests to students at the last meeting, namely the fourth meeting and got an average score of 83 and the percentage was 100%, which means that students' reading abilities increased. And in cycle 2, the lowest score obtained by students is 70 and the highest score obtained by students is 90.

Based on the explanation above, it can be concluded that reading improvement is done by applying the translation method in the teaching and learning process. The students also have higher motivation to understand English reading. Thus, there are several aspects of teaching and learning strategies that need to be revised and improved to achieve the targets set in the research criteria. Therefore, the third to the last meeting must pay attention to the following aspects: Teachers must be able to divide the time between teaching-learning materials and applying research methods. In cycle 2 the teacher takes a longer period of time than in the first cycle so that students learn more. Thus, the action research was deemed successful, and the research ended.

This study aims to apply how the translation method can improve students' reading skills at SMPN 2 Siliragung in the 2022/2024 academic year. Therefore, the researchers found various problems related to reading skills such as students having a low vocabulary and being rarely trained when learning in class. They also think that English can be difficult to learn.

Studies show that students who learn English through their translation method really enjoy it because doing it can be done in a relaxed manner. After learning English through the translation method the students understand new words faster. The level of students' enjoyment is also significant because it also leads to an increase in motivation to learn to

read English. In this research, the researcher applies the translation method for teaching reading which is also equipped with student learning styles.

At first, before applying the translation method, the researcher conducted a pre-test, the students were asked to interpret some words that had been prepared by the researcher and the researcher assessed from them the extent to which the students had a vocabulary. After doing the pre-test, the researcher found that there were 22 students who had not passed the KKM. Therefore, the researchers applied the translation method to improve reading skills. 47

At the first meeting, the researcher gave the material that was listed in the lesson plan and gave the material to the students, namely explaining about translation and how to translate well. Then the researcher gave an example of a translation, after it was assumed that all students understood, the researcher gave assignments to do. Then at the second meeting, the researchers gave a little material based on the lesson plan and continued with giving a post-test to find out whether there was an increase in residual in learning to read English.

After the post test, the researcher found that the test results were still there from some students who had not reached the KKM. The post-test result in cycle 1 was an average of 56.

After knowing the post-test results in cycle 1, the researcher continued in cycle 2 with 4 meeting using the same method but taking a longer time. In cycle 1 there are only 2 meetings and it turns out that there are still students who get scores below the KKM, so in cycle 2 there are 4 meetings, with the reason that students have more time to practice. Therefore, at the first meeting in cycle 2 the researcher again applied the same method as cycle 1, the researcher gave the opportunity for students to ask what they did not understand. At the second and third meetings, the researcher gave exercises to the students in the form of reading texts to be translated. At the fourth meeting the researchers gave a post-test and took a score, in cycle 2 the researchers found that the students' scores showed an increase and all reached the KKM with an average of 83, and the total percentage in cycle 1 which was 30% to 100% in cycle 2 could it is said that the application of the translation method can improve students' reading skills and this research can be dismissed because the criteria for success have been met.

In addition, after the students' reading ability increased as well as their motivation. They can better understand in reading a text, therefore some aspects that students improve

in reading such as (Content, Discourse, Vocabulary). In short, the effectiveness and efficiency of reading carried out by students.

Therefore, the application of the translation method to improve students' reading skills by following several steps such as:

- 1). The teacher introduces the translation model as the purpose of the activity. 50
- 2). The teacher explains the steps of the translation method in learning to read.
- 3). Students are shown to pay attention to how to translate well.
- 4). The teacher asks students to try to translate a text.
- 5). Teachers and collaborators provide positive feedback so that students are interested and motivated in learning to read using the translation method.
- 6). Teachers and collaborators evaluate the results of the activities..

Conclusions

Both teachers and students can have more fun in teaching and learning to read by using the translation method. In fact, students can improve their reading skills after being taught by using the translation method. Furthermore, the achievement of students' writing scores in each cycle can be seen as follows: 1. There is a Mean of students in Pre-study. The achievement was 56, 2. There is a Mean of students in the cycle I. The achievement was 69,67, 3. There is a Mean of students in the cycle II. The achievement was 83.

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