PROCEEDINGS
AISTEEL 2017

THE 2nd ANNUAL INTERNATIONAL SEMINAR ON TRANSFORMATIVE EDUCATION AND EDUCATIONAL LEADERSHIP

Educational Research to Endorse Productive and Innovative Generation in the 21st Century

16-17 October 2017
Ball Room Grand Mercure Hotel, Medan - Indonesia

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North Sumatera, Indonesia

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“Educational Research to Endorse Productive and Innovation Generation in The 21th Century”

Grand Mercure Hotel, Medan City, North Sumatera, Indonesia
October 16-17, 2017

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Preface

The 2nd Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL with web link is http://aisteel2017.unimed.ac.id/) was held on October 16 -17, 2017 in Medan City, Indonesia. This conference was organized by Postgraduate School, State University of Medan (Unimed) and is the routine agenda at Unimed now. The Second Annual International Seminar on Transformative Education and Educational Leadership is realized this year with various presenters, researchers, lecturers and students from universities both in and out of North Sumatera participate in the theme of which is “Educational Research to Endorse Productive and Innovative Generation in the 21st Century.”

2nd AISTEEL is the annual international seminar with main aim is to discuss of recent research special for Transformative Education and Education Leadership. Several topics like: Teachers Education Model, Research Global Issue in Education, Mathematics and Science Education, Social, Language Education, Vocational Education, Curriculum, Economic, History and Management Education have been discussed at the 2nd AISTEEL 2017. 2nd AISTEEL international seminar provided experts’ view on transformative education and educational leadership as well as curriculum article presentation. There were five keynote speakers have been came Professor Keiichiro Yoshinaga, Dr. Bambang Sumintono, Dr. Sitti Maesuri Patahuddin, and Dr. Yulia Rahmawaty. The organizer had been use online submission system to receive all abstract, full paper and also communication with authors. All of information include with comment of reviewer can be checked real time by author.

Chairperson

Dr. Rahmad Husein, M.Ed
Welcoming Speech of Director of Postgraduate School State University of Medan

The Second Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL)

The honorable,
- Rector of State University of Medan, Prof. Dr. Syawal Gultom, M.Pd.
- Vice Rectors of UNIMEF
- Professor Keiichiro Yoshinaga, PhD, Institute of Liberal Arts and Science, Kanazawa University – Japan
- Dr. Bambang Sumintono, M.Ed., University Malaya – Malaysia
- Dr. Sitti Maesuri Patahuddin, Faculty of Education, Science, Technology and Mathematics, University of Canberra – Australia
- Yuli Rahmawati, Chemistry Education Program, Universitas Negeri Jakarta
- Deans of Faculties of Education, Languages and Arts, Social Sciences, Natural Sciences and Mathematics, Engineering, Sports Sciences, and Economics
- Vice Directors of Postgraduate School of UNIMED
- All speakers, lecturers, researchers, students, and participants

Good Morning
Welcome the honorable guests speakers Professor Keiichiro Yoshinaga, Dr. Bambang Sumintono, Dr. Sitti Maesuri Patahuddin, Assoc. Prof. Emilia Zulmira de FAN, and other speakers, lecturers and students from outside and inside Unimed to this international seminar which is the routine agenda at Postgraduate program of Unimed now. I’m glad that ‘The Second Annual International Seminar on Transformative Education and Educational Leadership’ is realized this year with various presenters, lecturers and students from universities both in and out of North Sumatera and participate in the theme of which is “Educational Research to Endorse Productive and Innovative Generation in the 21st Century.”

Ladies and Gentlemen,

In this second seminar exels the first one related to the administration by online and the publication index by either Thomson Reuters or Google Scholar. By the new policy on student’s publication, postgraduate program really matches the system, particularly for the students who will sit in the oral defence examination. Through the seminar, the postgraduate students improve their article journal writing and it is proved by many articles are submitted by the students.

The plenary speakers coming from 15 provinces in Indonesia will present topics covering multi disciplines. They will contribute a lot of inspiring inputs and new knowledge on current trending educational research topics all over the world. The expectation is that all potential lecturers will share their research findings to educational scientists and researchers as well for improving their teaching process and quality. Thus, this will contribute to the next young generation researchers to produce innovative research findings in education and educational leadership contexts.

This second seminar continues the promotion of the first sequel ‘Developing Future Teachers’ Education Model. Therefore, the propose of this second seminar on the transformative education and educational leadership research will trigger the young professional lecturers and educators to compete in the invention of innovative educational teaching and learning strategies, techniques and leadership.

I hope that the scientific attitude and skills through research will promote Unimed to be a well-known university which persists to be developed and excelled in the future.

Thank you the Rector of Unimed who always supports us in organizing the seminar. Thank you all guest and plenary speakers. Special thanks to both steering and organizing committee who have well-coordinated and colobarated in actualizing the seminar.

Director of Postgraduate Unimed

Prof. Dr. Bornok Sinaga, M.Pd
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The Effect of Using Task Based Learning Method on the Students’ Achievement in Reading Comprehension

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Abstract-The objective of this study is to investigate the effect of Task Based Learning (TBL) method on the students’ achievement in reading comprehension. This is an experimental research which was conducted at Madrasah Aliyah Swsta Tahfizhil Qur’an of Islamic Center. The population of this research was the tenth grade which distributed into three classes with total 120 students. By using cluster random sampling technique two classes were taken as sample. Class X-3 as experimental group was taught by using TBL method and X-1 for control group taught by using lecturing method. The instruments for collecting data in this research was written test in form multiple choice test, consist of 20 questions. Pre-test and post-test were conducted in both, experimental and control group. The finding showed that the students who taught by using TBL method got higher score than those who taught by using lecturing method. The result showed that there was significant effect of using TBL method on the students’ achievement in reading comprehension which was proven for the result of analysis, was higher than (4.58 > 1.89) at α 0.05, and df 78. It means the hypothesis alternative (ha) was accepted then there was a significant effect of TBL method on the students’ achievement in reading comprehension.

Keyword: TBL, reading comprehension, students’ achievement.

I. INTRODUCTION

Reading is one of the four skills to be mastered by the students. Reading is a skill that must be developed and can be only developed by means of extensive and continual practices. Students learn to read and learn better by reading. Teixeira states reading is a key language skill that has a significant place in the teaching and learning of foreign languages [1]. This skill allows students to have access to ideas that is communicated by people in different locations and eras, give them the opportunity to broaden their horizons and increase their knowledge. Reading in a foreign language is essential not only for promoting the students’ personal and cognitive development, but also for improving their study and job prospects in a globalized society. Due to the importance of reading, one of the priorities of language teaching should provide students with the tools they need to tackle texts in variety of contexts and to define purposes more intensively.

Reading comprehension requires understanding, processing, thinking, and prior knowledge. Within each other of these areas are many skills, concepts, and applications for a learner. Because all students learn differently and all students learn at different pace, educators are relying on practice of differentiated instruction to help them achieve positive result with students learning [2].

So, we could see that is very important to have a reading skill by the students. Therefore, the government determines in curriculum the students are expected to have a good reading skill. In fact, many students are less competent in reading. Based on her observation in MAS Tahfizil Qur’an Islamic Center, the researcher found that only 15% of the students gained good score in reading. This phenomenon showed us that reading is very difficult for the students that they cannot comprehend well.

Reading in the students’ native language and reading in a foreign language learned is quite different matter. Reading in their own language is much easier than that of the language learned because they have mastered these components of language will not face significant difficulties when they are reading materials beginning from the low levels up to the higher ones. They will not need to look at their dictionaries.

This phenomenon also found by the researcher when did the PPL on MAS Tahfizil Qur’an Islamic Center in teaching English, especially teaching reading comprehension. The teacher usually asked the students to read the reading text and then translated it into Indonesian language. After that, teacher asked them to answer the following questions. After they finished their task, the task was submitted and teacher gave a mark. It made the class be boring, because teacher did not prepare it well. So, the students did not have good reading skill.
Most of the students did reading as a passive activity. Students did reading comprehension by reading the text from the beginning until the end, and when they found some difficult words, they stopped to read and looked for the meaning of the word in dictionary. But, actually even the students did the word per word translation it was still difficult for them to comprehend the text or to find out the information of the text. This situation made the class be boring. Contrast with Rahayu that states teaching reading is process of making the students master in reading and make student more understand with meaningful of the text context [3]. In teaching reading, the teacher wants to develop the students reading skill and give a good strategy to make students enjoy and fell happy until they can understand and know what will they do to read and take the point or information from the text of the reading activity. By applying appropriately method, students’ reading skill could be improved. In order to solve these problems, the researcher were interested to use Task-Based-Learning (TBL). Task Based Learning is a method seeking to provide the students with natural context for language use. Task-Based Learning(TBL) is thought to create such a balance by providing an ideal environment for facilitating language acquisition [4]. In a Task-Based Learning, learners are presented with a task or problem to solve and do not concentrate on language features during performance. Language analysis is incorporated after learners have performed a task. Although TBL seems to grant meaningful use of language and can promote autonomous learning, it fails to become universally accepted by teachers and linguists due to the difficulties in evaluating learning outcome.

Wilis conveyed there are three stages that should be applied in Task-Based-Learning (TBL) Method [5]. They are Pre-task, Task cycle, and language focus. At the Pre-task, teacher introduces the topic and gives the students clear instruction on what they have to do at the task stage. At the task-cycle, teacher asks the students to make a small group to compare the result. And at the language focus, teachers give explanation about language structure according to the material. Moreover, in Task-Based-Learning, the task is central of the learning activity where the students start with the task. When they have completed it, the teachers draws attention to the language used, making corrections and adjustments to the students’ performance. TBL is applied to find solution in teaching and learning process. It means that by using TBL Method, the teacher and students will have to overcome their problem in teaching learning process by doing the tasks.

TBL elaborates with small group technique. It based on the stages in TBL that the students doing the task in pairs or small group, but in this study they do the task by small groups. In teaching reading comprehension, TBL elaborates with skimming strategy, because skimming gives students the advantages for of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.

Therefore, It was hoped that by using Task-Based-Learning Method, the teaching learning process would be more successful, especially in teaching and learning reading comprehension. To investigate the effect of using Task-Based Learning method on the students’ achievement in reading comprehension.

Research Question

“Is there any significant effect of Task-based Learning method on the students’ reading comprehension achievement?”

II. METHOD

Quantitative research approach was employed in this research. This research was conducted at Madrasah AliyahSwastaTahfizhil Quran of Islamic Centre on academic year of 2015/2016. The population of this research was X grade students of MAS Tahfizhil Qur’an of Islamic Centre which consisted of X-1, X-2, and X-3 with the total population was 120 students. By using cluster random sampling technique, X-3 and X-1 were chosen as the samples of this research. By doing the same technique, X-3 was chosen as experimental group, and X-1 was chosen as control group. The instrument for collecting the data in this research was a written test in form of multiple choices test that consisted of 20 items with five options in each items. The test was taken from the reading text of TOEFL book on page 185-186 and 189-190 [6]. Next the data was calculated into statistic calculation. Then the data was analyzed by using t-test formula by Sudjono [7].

\[ t_0 = \frac{M_x - M_y}{SE_{Mx-My}} \]

Note :

- \( t_0 \) = t observation
- \( M_x \) = Mean of Variable X
- \( M_y \) = Mean of Variable Y
- \( SE_{Mx-My} \) = Standard error of \( M_x-M_y \)

III. RESULT

To analyze the data, statistic calculation was employed in order to gain the mean score, standard deviation and the standard error. In pre-test the highest score of pre-test in experimental group was 70 and the lowest was 30 with the total score of pre-test was 2200. While the highest score of post-test was 100 and the lowest was 70 with the total score of post-test was 3295.

For the control group the highest score of pre-test was 70 and the lowest was 35 with the total score of pre-test was 2105.
While the highest score of post-test was 80 and the lowest was 45 with the total score of post-test was 2670.

Then the statistic calculation obtain used to employ the t-test formula. Based on the calculation of t-test, it was found that t-test was 4.58 and based on the t-table level of significant of 0.05 degree of freedom 78 (Nx+Ny-2) t-table was 1.89. It means that t-observation (4.58) was higher than t-table (1.89) at the level significant of 0.05 and df 78, therefore, the hypothesis was accepted. It was concluded that TBL Method had significantly increased the students’ reading achievement at 10th grade students of Madrasah Aliyah Swasta Tahfizihil Qur’an of Islamic Center, academic year.

The result of this research showed that there was a significant effect of Task-Based Learning Method to students’ achievement in reading comprehension. It was proven by the result of \( t_{ob} > t_{c} = 4.58 > 1.89 \) (\( \alpha = 0.05 \), df = 78).

It showed from the value side, applying TBL method in teaching reading comprehension could increase the students’ achievement. Which the mean of experimental group was higher than the mean of control group. Even though they were given by the same material and test.

As Grace states that Task based learning helps learners to interact spontaneously: Learners are free to use whatever vocabulary and grammar they know. For instance a role play requires the learner to use language freely. It gives learners chance to try out what ever language they already know and it also gives learners a chance to notice and benefit from others expressions and thereby builds their level of confidence gradually [8]. The students in experimental group also experienced it. They tried to build their knowledge because they are free to use the language in doing the task. It motivated them to do it well.

IV. CONCLUSION

It can be concluded that there was a significant effect of applying TBL method on students’ achievement in reading comprehension. It was proven from the score of the students who were taught by applying TBL method was higher than the score those who were taught by using discussion method (1095 > 565), and the calculation of the t-test showed that t observed was higher than t table (4.58 > 1.89) at the level significant 0.05 and df 78. Based on these, it was concluded that h-alternative (ha) is accepted and h-observed (ho) is rejected which said that there was significant effect of applying TBL method on the student achievement in reading comprehension.

Thereby, it could be concluded that giving the different treatment to both of samples caused a significant difference on the students’ achievement in reading comprehension. The higher score of experiment class was caused by the treatment that applied in this class, that was TBL method. TBL method influenced the students to be more active in the learning process. While the control class that taught by using discussion method were not given chance to the students to be more participative.

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