


TEACHING ENGLISH READING MATERIALS THROUGH TEAM-BASED-PROJECT IN SMPN 4 BISSAPPU

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| ARTICLE INFO  | ABSTRACT  |
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| <p><b>Article history:</b><br/>Received: April 12, 2022<br/>Revised: September 9, 2022<br/>Accepted: October 19, 2022<br/>Published: December 30, 2023</p> <p><b>Keywords:</b><br/>Teaching English, Reading Ability, Team-Based-Project.</p>   | <p>This study aims to improve students' reading ability related to understanding main ideas and supporting ideas. This research is quantitative research. The subjects of this study were students of class VIII.. In analyzing the data, researchers used data reduction, data presentation, and data verification. This research is a pre-experimental design research using pre-test and post-test. The population in this study were students of class VIII SMP Negeri 4 Bissappu and for sampling the researchers used random sampling. The research sample was 25 students. The results of the data show that there is a difference between the students' pre-test and post-test. The main score of the students before being given treatment was 52.5 and increased to 80.36 after applying the Team-Based-Project. In addition, from the t-test analysis, the t-test value is greater than the t-table, the students' total vocabulary mastery (<math>8.34 &gt; 1.714</math>).</p> <p><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i></p>  |
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## INTRODUCTION

Teaching resources, such as reading texts, play a significant role in the implementation of school-based learning. Teachers can more easily integrate learning information with the use of teaching resources, and students can learn more easily

(Devetak & Vogrinc, 2013: 3). Written or unwritten teaching materials are used to assist pupils in mastering a specific subject. Depending on the requirement and qualities of the instructional materials, they can be manufactured in a variety of shapes.

Every pupil in a reading program has difficulty understanding a long text. The reading process becomes dull once they notice text with long phrases, words with long syllables, and many paragraphs, which can lead to a drop in student motivation to study. It has an effect on the students' understanding of the text. Nuttall (2005) proposes at least three criteria for selecting appropriate reading material for pupils. Suitability, exploitability, and readability are the three criteria (see H. D. Brown, 2001: 314). Suitability refers to how the text's content engages, challenges, and motivates learners to attain their learning objectives. Exploitability allows students to achieve learning goals through deep examination of the text.

The teacher's approaches, strategies, and instructional material will have an impact on the success of the teaching learning process and the students' achievement. In this study, a good technique, material, and strategy are required for teaching reading activities. Students studying technology and media are expected to be able to engage in active learning. Active learning has the potential to transform lives.

Students are not just mute or passive in the teaching and learning process, but they are also interested in the reading lesson that is offered to them. Despite the fact that reading plays an important part in strengthening language abilities and providing a wealth of information to humans, there are still a number of issues with reading. People still haven't developed a habit of reading. Approximately 8 million pupils in grades 4-12, according to Biancrosa and Snow (2006:3), read below grade level. It is also reported that roughly 70% of secondary readers' problems are related to "reading comprehension." According to research conducted in Indonesian provinces, Indonesians continue to have a low reading habit. According to the PISA research, Indonesian pupils performed poorly in reading in 2012 and 2015.

The team-based-project technique is a group-based learning strategy that divides a class into various groups to improve students' reading skills. A question was posed to each group, and they were given time to respond. In addition, each group

develops a presentation that is presented to the teacher. And the teacher guided each group while using the team-based-project method to encourage creativity and collaboration among students.

The researchers discovered that some students were too lethargic to read the material, had difficulties grasping the meaning of the text, and had problems answering questions from the teacher while learning to read at SMPN 1 BISSAPPU. These issues can be created by a variety of factors, including the status of the student's classroom, the atmosphere, teaching methods, techniques, the lack of use of media, approaches, or teachers who are unable to explain the content effectively enough for students to obtain the KKM from the teacher. As a result, teachers must come up with creative ways to keep students' interest while studying English and avoid boredom in the classroom. When teaching and learning, one technique to grab students' attention and keep them interested is to use media.

## REVIEW OF LITERATURE

Learning resources include teaching materials. Teaching materials, both written and unwritten, are all types of materials used to aid teachers in carrying out teaching and learning activities, according to Depdiknas (2008). While Sudjana (2009, p. 167) defined teaching material as the substance of a specific field of study that is provided to students based on the school's curriculum. Harmer is a character in the film Harmer (2007: 23) Teaching is a difficult job, but it is vital, and it can be extremely satisfying when we watch our students' improvement and know that we played a part in it. While it's true that some students can be challenging and frustrating at times, it's equally important to keep in mind that.

The main concept is the essence of the paragraph, or what the author is attempting to convey to the reader. In other words, the principal notion that the author develops throughout the paragraph may be significant. The entire paragraph's purpose is to explain, develop, and support. The main concept. The paragraph's core idea explains what the author wants to know about the subject. The main point is frequently stated explicitly by the writer in one or more sentences inside the paragraph. People are ready to find the primary idea once they have found the topic.

The purpose of the paragraph is the major concept. It is the most crucial thought on the subject. Supporting ideas are frequently sentences that go along with the main theme.

"Reading Materials in Teaching English at Pesantren An-Nur Jambi," Miftahul Hidayati (2016). This is a descriptive qualitative research. Using the method of a team-based project. Students from Pesantren An-Nur Jambi served as research subjects. Researchers teach English material based on the findings of this study.

The findings of the previous researchers are identical to those of this study. The utilization of a team-based project strategy is a similarity in this study. Currently, the author is concentrating on using the team-based project method to help children enhance their reading skills.

## RESEARCH METHOD

The quantitative research method was applied in this study. Each variable in the study was measured on the instrument in order to analyze the data. The researcher used pre-experimental research as a research method. The simplest type of study design is pre-experimental.

## FINDING AND DISCUSSION

This finding explains the research findings, such as the students' pre-test and post-test scores. The ability of students to read has improved, as can be seen in the graph below. The fundamental notion and supporting idea for improving kids' reading abilities are as follows:

**Table 1. The students mean score in main idea**

| Indicator                                  | pre-test | Post-test |
|--|----------|-----------|
| Students reading ability related main idea | 52,5     | 80,36     |

The table above shows that the average total score of students' reading skills related to grasping the main idea in the pre-test before being given therapy is 52.5, and the average score of students' total vocabulary in the post-test is 80.36 after being given treatment.

**Table 2. The students mean score in supporting idea**

| Indicator  | Pre-test | Post-test |
|--|----------|-----------|
| Students reading ability related supporting idea | 52,5     | 80,36     |

The table above shows that the average total score of students' reading skills related to grasping the main idea in the pre-test before being given therapy is 52.5, and the average score of students' total vocabulary in the post-test is 80.36 after being given treatment.

**Table 3. The students mean score in main idea and supporting idea**

| Indicator                | pre-test score | Post-test score | Improvement |
|--------------------------|----------------|-----------------|-------------|
| Students reading ability | 52,5           | 80,36           | 52,8        |

The table above shows that the students' reading ability total mean score in pre-test before treatments was 52,5 and that the students' vocabulary total mean score in post-test was 80,36 after treatments. As a result, it is possible to conclude that

**Table 4. The students' all score category**

| No    | Category    | Score  | Fre- test |     | Post -test |     |
|-------|-------------|--------|-----------|-----|------------|-----|
|       |             |        | Freq      | %   | Freq       | %   |
| 1.    | Excellent   | 96-100 | -         | -   | 1          | 4   |
| 2.    | Very good   | 86-95  | -         | -   | 10         | 40  |
| 3.    | Good        | 76-85  | 4         | 16  | 9          | 36  |
| 4.    | Fairly Good | 66-75  | 2         | 8   | 5          | 20  |
| 5.    | Fair        | 56-65  | 10        | 40  |            |     |
| 6.    | Poor        | 36-55  | 4         | 16  |            |     |
| 7.    | Very poor   | 0-35   | 5         | 20  |            |     |
| Total |             |        | 25        | 100 | 25         | 100 |

There are discrepancies between the pre-test and post-test in the category, frequency, and proportion of students' reading abilities, as shown in the table. There were no pupils in the very good, very good, and very bad categories in the pre-test before the team-based project was executed. Only four pupils are in the good group, two are in the reasonably good category, and ten are in the good category, four are in the poor category, and five are in the very poor category.

There were no pupils in the sufficient, less, or extremely poor categories after the team-based project method was used, according to the post-test results. Only one student received a very good grade, ten received a very good grade, nine received a good grade, and five received a fairly good grade.

## CONCLUSION

Based on the findings of the data analysis, the researcher discovered that the team-based project method might increase the reading ability of class VIII A students at SMP Negeri 4 Bissappu. Researchers used a single class pre-test and post-test to assess the data collected from pupils. The findings of the pre-test and post-test make up the data. These findings show that this strategy works to increase kids' reading skills.

Because students compare before and after being given treatment, before being given treatment students have weaknesses in reading ability, and after being given treatment students have increased reading ability by using the team based project method, the use of the team based project method in teaching reading can improve students' reading ability. As a result, this strategy is successful in improving kids' reading abilities.

The t-test value was greater than the t-table value ( $8,34 > 1.714$ ), indicating that the t-test value was higher than the t-table value. As a result, the alternative hypothesis (H1) was accepted whereas the null hypothesis (H0) was rejected. It means that using the team-based project technique to teach reading can help pupils improve their reading skills. Furthermore, another finding in this study is that the average pre-test score of students is 52.5, which is moderate, and the average post-test score is 80.36, which is good.

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