


THE EFFECTIVNESS OF TEAM BASED LEARNING IN READING ABILITY AT SMP MUHAMMADIYAH 6 MAKASSAR

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: March 15, 2023 Revised: April 20, 2023 Accepted: June 18, 2023 Published: April 30, 2025</p> <p>Keywords: Implementation Beyond Centers and Circle Time Vocabulary Mastery</p>	<p>The objective of the research was to find out the students' reading ability through Team Based Learning in Reading Ability at SMP Muhammadiyah 6 Makassar.. This research used pre experimental class with one class in pre-test and post-test. The population of the research was taken from the students at the eight grade of SMP Muhammadiyah 10 Makassar. This population consisted of 120 students in consisted of fifth classes. The researcher used purposive sampling technique and chose one class that consisted of 24 students as the sample. The results of the student's reading ability in mean score in pre-test (57,71) and in post-test (75.00). It had significantly different scores. The significant score showed between pretest and posttest is 17 on the table show Sig. (2-tailed) is 000 lower then 0,005. It meant that there was a significant difference between the result the students' pre-test and post-test. Therefore, hypothesis Ho was rejected and H1 was accepted. Based on the result above, it can be concluded that using Team Based Learning in Reading Ability was effective in teaching reading ability at the eighth grade of at SMPN Muhammadiyah 6 Makassar.</p> <p><i>This is an open access under the CC BY-SA license.</i></p> 
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INTRODUCTION

Reading is what happens when people look at a text and give meaning to the symbols written in that text. This means that reading is the process of the reader's mind or the process of thought activity in trying to perceive the symbols that represent language. In addition, the ability is something that has been embedded in a person, the ability of a person can develop if the person learns well. To find out the ability of a person needs to be tested. Readers usually take advantage of background knowledge, vocabulary, and grammar knowledge, experience with texts and other strategies to help them understand written texts (Sari, 2016).

In teaching reading, the teacher found several problems. Edythia in finawanti (2020) states that it is a fact that students who study English may be fluent readers in their mother tongue, but they cannot transfer skills in reading English. When they read English texts, they tend to know or focus on words rather than on the whole text and they are put in their dictionaries, therefore they read slowly, word by word and understand less of the text.

Another problem that is usually found in reading is the lack of student motivation. This happens because students are only asked to read a text without any prior expectations about what the text is. In classroom activities, in many traditional schools teachers teach students to read texts in their own way; where students just open the text and read it. Recent research has found that reading in this way is less effective, therefore in this study the thing that can be done or done is the existence of a team-based method so that students can work together with teams to achieve student learning goals in understanding reading texts. and can help students to improve their reading skills in class for any subject, students will learn faster, and more effectively if they have mastered some important strategies such as how to concentrate, record and organize information effectively, prepare for exams or exams Finally, get information from books without reading all the material. pages and remember things quickly and effectively (DePorter, 2008).

While the above strategies are important, our curriculum does not include some of these skills lessons specifically. Most teachers think there is not enough time to teach these strategies to students. They want students to master these strategies on their own and prepare for exams. It is important for students to know and master all of these strategies, or at least some of them, before they enter the actual teaching and learning process in the classroom. This strategy determines the success of the learning process in the classroom. For example, students are never taught specific reading skills, how to get information in a text or book, without having to read the entire page.

Team Based Learning (TBL) is one of the methods applied in schools to streamline the learning process so that students are able to take responsibility for each task and work together to solve problems based on learning topics. Team-Based Learning is focused on students in working with teams to achieve learning objectives. Referring to the description above, the writer is interested in knowing “the effectiveness of Team-Based Learning (TBL) in Reading Ability at SMP Muhammadiyah 6 Makassar

RESEARCH METHOD

Research Design

This study used a pre-experimental design with a quantitative approach. Because they want to increase the effectiveness of students in reading ability after being taught using the Team-based learning method, researchers utilize pre-experimental designed. This study took one class using pre-test and post-test designs to determine the results of treatment. The students had a pre-test before treatment, and finally they had a post-test after treatment. Grade VIII students of SMP Muhammadiyah 6 Makassar became the population of this study and as a sample consisted of 21 students.

Research Procedure

At the first meeting, the researcher introduced himself and told the students what they takat to do. The researcher gave hilir pre-test to the students to measure how far the students' reading ability was. Students were asked to read descriptive texts based on the curriculum by the researcher. After the pre-test, the researcher gave treatment to the students. The treatment was carried out for four meetings. Each meeting was conducted for melarang x 40 minutes. For the first meeting, the researcher explained what descriptive text was and how to use the team based learning method in the classroom. The next meeting the researchers used the same activities at the next meeting but with hilir different topic. After providing treatment, researchers conducted a post-test. The questions given consist of 20 multiple-choice numbers, the same as the pretest. Post-tests are given to see the effectiveness of team-based learning on students' reading skills. The function of the post-test is to measure how effective team-based learning is in students' reading ability.

RESULT AND DISCUSSION

Research findings

In collecting data, the researcher used test namely pre test and post test. Pre test was given before treatment to know prior knowledge of the students and post test was given after treatment to know the students developing reading ability. The findings of the students' reading ability are describe as follows indeed into descriptive inferential statistical results.:

1. Descriptive Statistical Result

a. Scoring Classification and Rate Percentage of Students' Score in Pre Test and Post Test

Table 1: The Rate Percentage of Students' Score in Pre Test

Classification	Scores	Frequency	Percentage
Very Good	90 – 100	-	-
Good	70 – 89	4	16,6%
Fair	50 – 69	17	70,8%
Poor	40 – 49	2	8,3%
Very Poor	10 – 39	1	4,1%

Table 1 above shows the rate percentage of students pre test scores based on the table. It is seen that obtained very good score. There are only 3 of students 16,6% who obtain good score, 17 students 70,8% who obtain fair score, and 2 students 8,3% who obtain poor score and only 1 student who obtain very poor score.

Table 2 The Rate Percentage of the Students' Score in Post Test Score

Classification	Scores	Frequency	Percentage
Very Good	90 – 100	3	12.5%
Good	70 – 89	17	70,8%
Fair	50 – 69	4	16,6 %
Poor	40 – 49	-	-
Very Poor	0 – 39	-	-
TOTAL		24	100%

Table 2 above shows the rate percentage of the students' post test score. The table shows that there are 3 students (12,5%) who obtain the score in item of very Good category, there are 17 students (70,78%) who obtain the score in item of Good category, there are 4 students (16,6%) who obtain fair, there was no student who obtain poor, very poor.

b. The Mean Score and Standard Deviation of Pre-Test and Post-Test**Table 3: The Mean Score and Standard Deviation of Pre-Test and Post-Test**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	24	35	75	57.71	9.666
Posttest	24	50	90	75.00	10.529
Valid N (listwise)	24				

Table 3 above shows the mean score in pre-test and the students standard deviation in pre test and post test. The mean score of the students in pre test is 57,71. It is categorized as fair and mean score of post-test is 75.00. It is categorized as good. Furthermore, It shows that the difference between mean score in post test is greater than the mean score of pre-test. It also shows that the difference between pre test mean score and post-test really significant. The difference is from poor to good classification.

2. Inferential Students Result

In this case, the researcher took test of significance in order to know wheather or not the null hyphotesis is rejected. The level of significance used is (α) 5% with degree of freedom = N-1 (24-1), where N is the total number of the students . The following table shows the result of paired sample test.

Table 4.

Paired Samples Test								
	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviati on	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
pretest - posttest	-17.292	3.605	.736	-18.814	-15.769	-23.496	23	.000

Table 4 above shows inferensial students result. The researcher used SPSS 24 and show that Sig. (2-tailed) < 0.005. based on result on the table show Sig. (2-tailed) is 000 lower then 0,005. It means that there is significant result after using team based learning.

Discussion

In this part, The result of data analysis of the students' reading ability was taken from SMP 6 Muhammadiyah Makassar. It showed that the students' comprehension before teaching by using Team Based Learning technique was still low and there was improvement after Team Based Learning was applied in the treatment. It was proved by the comparison between the result of pre-test and post-test.

In this research, the researcher taught reading ability and focus on Literal Reading . It aims to only recognize the meaning stated explicitly in the reading text. The reader simply catches the information stated literally (reading the line) in the reading text. He did not seek to delve into or capture further. In this research using team based learning in treatment to know the improvement student how improved in pre test and posttest.

The explanation above showed that although all of the students treated with the same way the achievement score of students was different, because the students have the different level in understanding the material. The other problems were the treatment applied the based learning

The researcher assume that using Team Based Learning is good for the student to improve their ability because the student try to solve the problem found and their also try to cooperate in team to solve the problem. Moreover the student have a good spirit to work and share another about the material.

Based on the discussion above the researcher concluded that the rate percentage of score in the post-test was better than the rate percentage of score in the pre-tets after the treatment already conducted by using Team Based Learning technique. The researcher concluded that using Team Based Learning was effective at SMP 6 Muhammadiyah Makassar.

CONCLUSION

Based on the result of data analysis, research findings, and discussion in the previous chapter, the researcher comes to the following conclusions. That there is the effect of Team Based Learning on the students' reading comprehension achievement. The use of Team Based Learning is effective to improve the students' reading ability achievement especially of main idea at the eight grade students of SMP 10 Muhammadiyah Makassar.

The researcher found that there was a significant differences result of students was 23,5 (t-test) and the level of significance (P) = 0,05 and (df=n-1) is 24-1=23. The value of t-table was 4.015 while the value of t-test was 23,5 >1.714. So it means that H0 is rejected and H1 is accepted, in other word Team Based Learning Technique could improve the students' reading comprehension in descriptive text especially main idea.

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