ABSTRACT

Zurriyati. Registration Number: 072188330024. The Effects of Task-Based Language Learning and Reciprocal Teaching Strategies on Students' Reading Comprehension. A Thesis. English Applied Linguistics Study Program, Postgraduate School, State University of Medan. 2011.

The objectives of this experimental research were to investigate: 1) the students' achievement in reading comprehension taught by using Task- Based Learning and Reciprocal Teaching, 2) the difference between students' achievement in reading comprehension with high and low competence in Grade Point Average (GPA), and, 3) the interaction between teaching strategies and competence on students' achievement in reading comprehension. The study was conducted at State Islamic Higher Education (Sekolah Tinggi Agama Islam Negeri: STAIN)) Malikussaleh Lhokseumawe. The population was 120 Semester IV students, English Study Program. From the total number of students, 60 were chosen as the samples. It was an experimental study with factorial design . The independent variables were Task-Based Learning, Reciprocal Teaching, Students' Competence, and the dependent variable was reading comprehension achievement. The Unit 2 (two) was taught by using Task- Based Learning and unit 3 (three) was taught by using Reciprocal Teaching. The instrument used was a multiple choice test of 50 items with 4 options. The data collected were analysed with two ways analysis of Variance (2 x 2 ANOVA). The results showed that (1) the students' achievement in reading comprehension taught by using Task Based Language Learning is better than Reciprocal Teaching, (2) there is a significant difference between students' achievement in reading comprehension of students who have high, and low competence. and, (3) there is an interaction between teaching strategies and competence toward reading comprehension achievement. Based on the findings, it can be concluded that teaching reading comprehension with Task-Based Language Learning make the sudents achievement higher than Reciprocal Teaching, because Task Based Language Learning significantly affects the students' achievement in reading comprehension. Therefore, the implication for the teacher to be trained and given more information about this method and the teacher should apply it in English instruction to develop the students' reading comprehension achievement.

ABSTRAK

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Penelitian ini bertujuan untuk mengetahui: 1) perbedaan hasil belajar Reading Comprehension siswa yang diajarkan dengan menggunakan Task-Based Language Learning dan hasil belajar siswa yang diajarkan dengan menggunakan strategy Reciprocal Teaching, 2) perbedaan hasil belajar Reading Comprehension siswa yang memiliki kompetensi (IPK) tinggi dengan siswa yang memiliki kompetensi (IPK) rendah, dan 3) Interaksi antara strategi pembelajaran dan kompetensi siswa terhadap hasil belajar Reading Comprehension siswa. Penelitian ini dilaksanakan pada Sekolah Tinggi Agama Islam Negeri (STAIN) Malikussaleh Lhokseumawe pada siswa semester IV dengan jumlah populasi 120 siswa. Dari total populasi yang ada diambil 60 siswa sebagai sampel dengan menggunakan teknik cluster random sampling. Penelitian ini menggunakan metode eksperimental semu dengan desain faktorial 2x2. Variabel bebas adalah Task-Based Language Learning, Reciprocal Teaching, kompetensi siswa dan variabel terikat adalah hasil belajar Reading Comprehension siswa. Unit 2 (dua) diajarkan dengan strategi TBLL dan Unit 3(tiga) diajakan dengan menggunakan RT. Instrumen penelitian menggunakan tes hasil belajar Reading Comprehension siswa yang berbentuk choice yang berjumlah 50 butir soal. Teknik analisis data menggunakan ANOVA dua jalur. Hasil pengujian hipotesis menunjukkan bahwa (1) hasil belajar siswa yang diajarkan dengan menggunakan TBLL lebih bagus dari pada diajarkan dengan RT, (2) ada perbedaan yang siknifikan antara hasil belajar Reading Comprehension siswa yang memiliki kompetensi tinggi dengan Kompetensi rendah. (3) Adanya interaksi antara strategi mengajar dengan kompetensi terhadap hasil belajar Reading Comprehension siswa. Berdasarkan hasil penelitian bisa disimpulkan bahwa mengajar Reading Comprehension dengan menggunakan Task-Based Language Learning siswa memperoleh hasil belajar yang lebih tinggi dari pada menggunakan Reciprocal Teaching. Hasil penelitia ini berimplikasi terhadap guru untuk memperoleh training dan informasi yang cukup agar bisa menerapkan strategi ini demi meningkatkan hasil belajar siswa.