THE EFFECT OF USING TASK-BASED LANGUAGE TEACHING ON STUDENTS' READING COMPREHENSION AT SMAN 1 BANGKINANG KOTA

Thesis

Submitted as Partial Fulfilment of the Requirements to Obtain Bachelor of Education
(B.Ed.)
in English Language Education,

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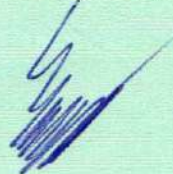|	
Judul	: The Effect of Using Task-based Language Teaching on Students' Reading Comprehension at SMAN 1 Bangkinang Kota
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HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi
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dengan judul:

**The Effect of Using Task-based Language Teaching on Students' Reading
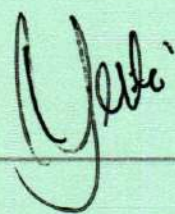Comprehension at SMAN 1 Bangkinang Kota**

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SURAT PERNYATAAN TIDAK PLAGIAT

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ABSTRACT

Putri, Rina Gusman (2021). *The Effect of Using Task-Based Language on Students' Reading Comprehension at SMAN 1 Bangkinang Kota.* Thesis. Padang: Jurusan Pendidikan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Padang.

This is quasi-experimental research. The purpose of this research is to find out the effect of using task-based language teaching on students' reading comprehension at SMAN 1 Bangkinang Kota. The population of this research was the first-year students of SMAN 1 Bangkinang Kota. The research sample was 36 students of class X Mipa 1 as the experimental class and 36 students of class X Mipa 3 as the control class. The instrument of this research was a reading test that was conducted into two tests, pre-test and post-test. The instrumentation was created into 20 multiple-choice questions. Based on the data analysis by using Paired Sample T-test in SPSS 23 for windows, the mean pre-test score in the experimental class was 51.25 while the mean post-test score in the experimental class was 81.25. It can be concluded that the students who are taught by using task-based language teaching as a teaching method are better than students who are taught by using a conventional method. The significance of the test is 0.000 which is lower than the significance level that is 0.05 with 5% of degree. Moreover, it is also found that the students' score is improving especially for the students in the experimental class which gained 30.0 of their average score.

Keywords: *task-based language teaching, reading and reading comprehension*

ABSTRAK

Putri, Rina Gusman (2021). *The Effect of Using Task-Based Language on Students' Reading Comprehension at SMAN 1 Bangkinang Kota.* Thesis. Padang: Jurusan Pendidikan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini adalah penelitian quasi-eksperimen. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh metode *task-based language teaching* terhadap pemahaman membaca siswa di SMAN 1 Bangkinang Kota. Populasi dalam penelitian ini adalah siswa/i kelas satu SMAN 1 Bangkinang Kota. Sampel penelitian ini adalah 36 siswa kelas X Mipa 1 sebagai kelas eksperimen dan 36 siswa kelas X Mipa 3 sebagai kelas kontrol. Instrumen penelitian ini adalah tes membaca yang diadakan menjadi dua tes, pre-test dan post-test. Instrument ini dibuat menjadi 20 soal pilihan berganda. Berdasarkan hasil analisis data dengan menggunakan Paired Sample T-test di dalam SPSS 23 untuk windows, rata-rata skor pre-test di kelas eksperimen adalah 51.25 sedangkan rata-rata skor post-test di kelas eksperimen adalah 81.25. Dapat disimpulkan bahwa siswa yang diajarkan menggunakan *task-based language teaching* sebagai metode pembelajaran lebih baik daripada siswa yang diajarkan menggunakan media konvensional. Signifikansi dari tes adalah 0.000 yang mana lebih rendah dari taraf signifikansi yaitu 0.05 dengan 5% derajat. Selain itu, peneliti juga menemukan bahwa skor siswa meningkat pada siswa kelas eksperimen sebanyak 30.0 dari skor rata-rata siswa.

Kata kunci: *task-based language teaching, membaca dan pemahaman membaca*

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<div align="right">Padang, December 2021</div>

<div align="right">The researcher</div>

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the introduction. It consists of the background of the problem, identification of the problem, limitation of the problem, research questions, purposes of the research, significance of the research, and definition of key terms.

A. Background of the Problem

Reading is one of the important skills that students should be mastered in senior high school. Besides, Andini & Ratmanida (2019) stated that "Reading is the main way that has to learn because reading obtains the information and the knowledge to improve our skill ability". The purpose of reading is to get the important point in a text through the process of capturing information from the text. Reading also can open up our minds and enrich our knowledge. Therefore, reading is very useful for students in senior high school.

Reading comprehension is the ability to understand and comprehend the text, such as the reader can understand the message of the text. Ahmadi (2017) stated that Reading comprehension is a communicative procedure in which the readers' contact with the text as their background knowledge is activated. Reading comprehension is a skill that important to have for the students because it will help students to comprehend the text and develop their ability through the knowledge that they get from the text.

Even though reading has already been learned in senior high school, there are still many problems faced by students in reading comprehension. Based on the observation of students at SMAN 1 Bangkinang Kota, most students lack reading

comprehension. This is probably because most of them do not know the main purpose of reading activity which leads to less interest in participating in reading class activity. It is supported by Sukma, Rozimela Y.; Ratmanida (2020) that the students are usually lack of skills and purposes to read and comprehend the text as reading in the real world.

Another problem might come from the teachers. There is a tendency that the teachers still used the traditional method to teach reading skills. The teacher only asks the students to read the text individually for several minutes. Then, the teacher asks students to answer the questions in the textbook. It is no doubt that students will have less interest in reading due to the boring and routine reading activities applied by the teachers in teaching reading. This condition will possibly affect the student's abilities in reading skills, to find out the important information from the text. With this condition, it is clear that the teachers are lack techniques or strategies in teaching reading.

In fact, there are so many techniques or strategies in teaching reading, such as scaffolding, peer-assisted learning strategy, task-based language teaching, etc to help students to comprehend reading texts. One technique that may be possible to make the students be able to comprehend reading text is task-based language teaching (TBLT).

Task-based Language Teaching (TBLT) is one of the alternative strategies that can be applied in teaching reading. It focuses on students-centered and uses tasks to make students comprehend the reading text. This strategy has some primacy, Hismanoglu, M.; Hismanoglu (2011) stated that Task-based Language Teaching (TBLT) is a teaching strategy that uses tasks as the primary pedagogical tool for

structuring language teaching. It means that students will have a chance to do tasks by exploring their language skills through some activities that have been prepared by the teacher. With this strategy, the learning process will focus on students. Students learn how to ask the questions, how to join in teamwork with other students in pairs or groups, and how to get comprehend the text. TBLT is a good strategy to get students engaged and use the target language (English). TBLT builds students' confidence in using English and improves their motivation. Students' understanding of language can be deeper as they need to complete the task.

In Task-based Language Teaching (TBLT), the task is the core of this approach. Nunan (2004) refers task to "pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge to express meaning, and in which the intention is to convey meaning rather than to manipulate form." It means that the task used for students is to understand, create, produce or interact with other students by using their grammatical knowledge. Hopefully, those tasks will help students make significant progress in reading comprehension.

The researcher beliefs that by using Task-based Language Teaching (TBLT), the learning process in teaching reading comprehension will be more successful. So, the students will be more motivated, interested, and comprehend the text which they can get the important information from the text while reading. There are previous studies that say TBLT is good to be implemented in reading class, this has been proven by Madhkhan, M.; Mousavi (2017), who states that TBLT

can have a particularly high value in ELT for Iranian intermediate learners since it demands learners to deal with real-life tasks. Also, Nahavandi (2011) states that reading comprehension can be improved by using TBLT. It can be concluded that Task-based Language Teaching (TBLT) is one of the effective reading learning strategies which seems feasible, and this is probably the best and most appropriate strategy in teaching reading which would be the interest of the writer to be implemented in SMAN 1 Bangkinang Kota.

The research on Task-based Language Teaching (TBLT) has been studied by many researchers. Some previous studies are relevant to this research. First, Nahavandi (2011), title is The Effect of Task-based Activities on EFL Learners' Reading Comprehension. The second is Lap, T.; Trang (2017), the title is The Effect of Task-Based Learning on EF Students' Learning Reading: A Case Study in the Mekong Delta of Vietnam. The third is Sukma, Rozimela Y.; Ratmanida (2020), the title is Implementation of Task-Based Language Teaching to Teach Reading Comprehension in Senior High School.

There is still a difference between the previous study and this study. The difference is task design. This study used two tasks, namely matching and using illustrations and reorganizing the information, which never are applied in another study. Moreover, the related studies have not been conducted in Bangkinang, Riau. Thus, the researcher conducts experimental research with the title The Effect of Using Task-based Language Teaching (TBLT) on Student's Reading Comprehension at SMAN 1 Bangkinang Kota.

B. Identification of the Problem

Based on the background of the problem, it can be identified into two categories, namely, from the teacher side and the student side. One of them is from the teacher's side, the teacher is lacking strategy in teaching reading, especially the methodology. Another problem is derived from the students. They tend to have less interest in reading. Probably they do not know the purpose of the reading section activity.

C. Limitation of the Problem

Based on the identification of the problem above, the problem of this research is limited and focused on reading learning strategies that are Task-based Language Teaching on student's achievement grade X in reading comprehension at SMAN 1 Bangkinang Kota.

D. Formulation of the Problem

The formulation of the problem is

1. Does Task-based Language Teaching (TBLT) have an effect on students' reading comprehension at SMAN 1 Bangkinang Kota?

E. Purposes of the research

The purpose of this research is

1. To investigate the effect of using Task-based Language Teaching (TBLT) on students' reading comprehension at SMAN 1 Bangkinang Kota.

F. Significance of the Research

The result of this research hopefully can give some advantages not only theoretically but also practically go to:

1. The theoretical advantages

This research can be useful as a source of reference for relevant research on Task-based Language Teaching (TBLT) and this research can be useful as input for increasing knowledge about Task-based Language Teaching (TBLT) at senior high school.

2. The practical advantages

   a. Students

   The result of this research is expected to improve their understanding of reading comprehension toward Task-based Language Teaching (TBLT) in learning English.

   b. Teachers

   The result of this research is expected to help the English teacher to improve the students' achievement in reading comprehension by using Task-based language teaching.

   c. Other researchers

   Based on the result of this study, this research can practice, choose, and develop Task-based Language Teaching (TBLT). Likewise, other researchers may examine, criticize, or give suggestions related to Task-based Language Teaching (TBLT) aspects.

G. The Definition of Key Terms

To avoid misunderstanding about the title that is adapted in this research. The researcher feels necessary to describe the key terms as follows:

1. The effect is something that can result in a change and renewal because of an action whose results can lead in a positive or negative direction.

2. Task-based Language Teaching (TBLT): one strategy in teaching reading skills in English that focuses on asking students to do a meaningful task using the target language. The text given is reflecting the real-life situation, so the students can use the target language as much as possible without being afraid the incorrect grammar while doing the tasks.

3. Student achievement is a process of developing skills or knowledge successfully.

4. Reading comprehension is a process of drawing the information and interpreting the information that needs work brain actively to get an important point from the text.

5. Conventional teaching is a teaching strategy that is used by teachers in the learning process without referring to any certain teaching strategy or just based on their experience. The teacher just asks students to read the passage in the textbook. Then, students do exercises by answering some reading questions in the textbook.