

THE IMPACTS OF TASK-BASED LEARNING IN DEVELOPING STUDENTS READING COMPREHENSION

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ABSTRAK

Penelitian ini bertujuan pada persepsi siswa tentang penggunaan Pembelajaran Berbasis Tugas dalam Mengembangkan Pemahaman Membaca Siswa. Peneliti menggunakan studi kasus kualitatif dan menggunakan wawancara semi-terstruktur, observasi, dan kuesioner untuk mengumpulkan data. Peserta dalam penelitian ini berjumlah lima siswa ketika belajar bahasa Inggris di SMP di Bogor. Temuan penelitian menunjukkan persepsi siswa menggunakan Pembelajaran Berbasis Tugas dalam Mengembangkan Pemahaman Membaca Siswa adalah: 1) Pembelajaran berbasis tugas mampu membantu mengembangkan pemahaman membaca siswa, 2) Pembelajaran berbasis tugas sebagai teknik yang berguna untuk mengajar membaca, 3) Pembelajaran berbasis tugas sebagai teknik yang mudah ketika digunakan untuk mengajar di kelas membaca.

Kata kunci: *Pembelajaran berbasis tugas,, pemahaman membaca, persepsi siswa.*

ABSTRACT

This research aims at the students' perception of using Task-based Learning in Developing Students Reading Comprehension. The researcher used a qualitative case study and adapted semi-structured interviews, observation, and questionnaires to collect the data. These participants were five of the students when learning English in Junior High School in Bogor. The findings of the research indicated students' perceptions of using Task-based Learning in Developing Students Reading Comprehension. This study was revealed that: 1) Task-based Learning was Able to help their Students Reading Comprehension, 2) Task-based Learning as a Useful Technique for Teaching Reading, 3) Task-based Learning as an Easy Technique to Teach in Reading Class.

Keywords: *task-based learning, reading comprehension, students' perceptions.*

INTRODUCTION

Task-based learning technique refers to a technique which is based on the use of tasks as the core unit of planning and instruction in language teaching (Skehan, 2003). It is a technique that views the "tasks" that learners do as central to the learning process. Likewise, in the learning process, teachers need various techniques to achieve their goals but, teachers face difficulties in selecting and applying some techniques to teaching-learning. On the other hand, teachers need some technique in teaching-learning to provide the material. is important in the use of task-based learning.

Furthermore, Sweet and Snow (2003) stated reading as a process of constructing meaning from text. According

to Willis (2007) stated TBL is not just about getting learners to do one task and others but it is one component in a larger framework.

The pre-task helps students identify the topic and task. The task cycle offers the opportunity to use whatever language they can muster and working altogether in pairs to achieve the goal of the task. Language focus helps them recognize particular language features and will lead to a deeper understanding of their meanings and uses. Previous research was conducted by Sariannur (2017)

This research is experimental which was conducted at Madrasah Aliyah Negeri 1 Natal Kec. Natal, Mandailing Natal, Sumatera Utara, Indonesia. Academic year 2016/2017. The population of this research

was the first grade which distributed into three classes with a total of 106 students. By using a cluster random sampling technique two classes were taken as samples. X- MIA 1 as the experimental group consisted of 37 students and X-MIA II for the control group consisted of 36 students.

The instruments for collecting data in this research were written test in form multiple-choice test, consist of 20 questions. Pre-test and post-test were conducted in both, experimental and control groups.

The finding showed that the students who taught by using the TBL method got a higher score than those who taught by using the conventional method. The result showed that there was a significant effect of using the TBL method on the students' achievement in reading comprehension which was proven for the result of the analysis, which was higher than ($4.13 > 2.00$) at $\alpha 0,05$, and $df 71$. It means the hypothesis alternative was accepted.

THEORETICAL FRAMEWORK

The Nature of Task-based learning

In addition, the framework of a TBL lesson may vary. It is usually composed of the following phases:

1. **Pre-task:** The pre-task phase of a TBL lesson is the moment when the teacher sets the task, contextualizes the topic of the lesson, raises students' interest, and prepares learners to perform the task. When preparing students to perform a task, teachers might need to help students with both content and language. This can be done by activating students' general knowledge on a certain topic and by helping students anticipate the type of language they will need to perform the task proposed. It is extremely important that students understand the objectives of the task during this phase.
2. **Post-task:** The post-task stage is when students evaluate their performance. This might be done by comparing the outcome of their task to that of a proficient user of the language. It can

To sum up, Ellis (2009, p. 19 cited in Calvert & Sheen, p.226-244) stated task should meet the following four criteria: (1) primary focus on meaning; (2) some kind of gap observed; (3) reliance of the learners in their town linguistic resources to complete the activity; and (4) the specification of a non-linguistic outcome.

TBL seems to have a dramatic positive impact on these variables (Ellis, 2003). This means that TBL can provide learners with natural sources of meaningful materials which in turn create ideal situations for real-life communicative activities. Specifically, in EFL (English as a Foreign Language) environments where learners are constrained on their accessibility to use the target language in daily communication, it is needed for language learners to be given real opportunities to be in touch with language use in the classroom.

also involve feedback provided by the teacher and subsequent practice of language items that emerged from the task. It is important to stress that form-focused language work should be in response to students' production. That means that the teacher will not teach a grammar lesson and expect that learners use that specific structure while performing the task, neither should the teacher work on a pre-selected language item in this phase of the lesson. This makes the role of the teacher as a monitor extremely important in TBL.

3. **Task-Cycle:** The task cycle, which has three components—task, planning, and report⁴. Language Focus: In task-based reading class, language points and grammar cannot be neglected. Grammar is taught in a context. Before teachers begin to teach grammar, the students are assigned to preview, to let them have the opportunity to observe the language rules, and to have a rough idea of how to use the language items. The teachers then begin grammar teaching by telling the students the function of grammar.

We may tell them that we are going to learn how to give advice. The students underline the target language sentences, and then they are asked to read those sentences in class. And the teachers can begin to ask students questions based on the topic sentences that are put on the board. Finally, students need time to write down useful words, phrases, and patterns into a language notebook.

The Nature of Reading

Grabe and Stoller (2002) stated reading is drawing and interpreting meaning from the printed page to become solid information.

The Nature of Reading Comprehension

Yukselir (2014, p. 66) stated reading comprehension is the result of complex interactions between a text, setting, the reader, the readers' background, her reading strategies, her L1 and the L2, and the readers' decision making. The Strategies of Teaching Reading Comprehension. Teaching reading comprehension strategies are divided into three reading stages proposed by some scholars, this includes the pre-reading stage while reading stage and post-reading stage (Barnet, 1988).

Pre-Reading Stage

In this stage, one very popular kind of activity is brainstorming (Wallace, 1992, p. 91). In line with this, Crawford (2005, p. 29) define brainstorming as a method for creating many ideas about a topic. In this activity, students are invited to call out words, knowledge, and experience that relevant to the text, relevant language, and expectation meaning (Barnet, 1988).

While-Reading Stage

In this reading stage, a teacher can generate appropriate strategies to help students in comprehending the text. The common one is reading aloud activity which is recommended to use (Gibbons, 2002).

Post-Reading Stage

For this stage, a teacher's activity is primarily to evaluate the students' comprehension in particular tasks as suggested by an online publication. Gibbons (2002, p.91).

In this case, Teachers can conduct such activities; scanning questions, summarizing, learner's purpose, and following-up (Barnet, 1988). Additionally, Anderson (1999) propose predicting, questioning, clarifying, summarizing, monitor comprehension, and justify comprehension as the strategies that can be implemented in classroom activities in teaching reading comprehension.

METHOD

In this study, the researcher is going to use qualitative research. A qualitative case study which is a design of inquiry found in many fields. Especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals (Creswell, 2014, p.43). On the other hand, Merriam & Tisdell (2015) stated case studies as "descriptions and in-depth analysis of bounded systems".

Moreover, Yin (2002) stated case studies as a research process. "A case study is an empirical inquiry that estimates a contemporary phenomenon (the "case") within its real-life context, especially when the boundaries between the phenomenon and context may not be clearly evident". Then, the case study will be used in this research. Yin (2003) stated as a research

strategy, the case study is used in many situations to contribute to our knowledge of the individual, group, organizational, social, political, and related to phenomena.

This research conducted at one of the Junior high schools in Bogor. Five students in the first year of junior high school and one English teacher involved in gaining the data about the use of task-based learning in the reading classroom. The researcher uses observation, questionnaire,

and semi-structured interviews to collect the data.

The pre-stage is to inform the teacher about the close-ended questionnaire. The mid-stage is giving the students a semi-structured interview in order to get their responses about reading comprehension. The next stage is making an interview in order to get students' responses to task-based learning. To sum up, to collect the data the researcher had used observation guidelines to observed the teachers.

The type of interview is a semi-structured interview because the researcher needs students' responses openly. During the interview, the researcher uses audiotape and take note.

The students interviewed by the researcher to find out their responses about the use of self-regulated strategies in their reading process.

RESULT AND DISCUSSION

This section explains the data findings and relation to the research questions. There is a result of the impacts of task-based learning in developing students reading comprehension, also to know how the teachers and students perceive the use of task-based learning.

Task-based Learning was Able to help their Students Reading Comprehension

From the result, the researcher found some perceptions that task-based learning was able to develop a student's reading comprehension. The first perception from five participants that task-based learning supports their performance in Reading class. This perception supported by Naudhani (2017) stated Task-based learning helps the student to correct their mistakes in students reading activity, It means Task-based learning is useful in teaching reading.

The second perception, From ten statements of five participants of students, agrees that task-based learning was able to develop a student's reading comprehension. This perception supported by Skehan (2003) also stated Task-based learning technique

emphasizes the central role of meaning in language use. He noted that in task-based learning techniques, the meaning is primary, and it is not concerned with language display but concerns with the language use.

Task-based Learning as a Useful Technique for Teaching Reading

Meanwhile, in this perception, the researcher found that Task-based learning as a Useful technique for Teaching in Reading Class. Furthermore, the perception supported by five participants agrees that tasks are helpful in improving students reading comprehension. This perception also supports (Skehan, 2003). "Task-based learning technique refers to a technique which is based on the use of tasks as the core unit of planning and instruction in language teaching". It is a technique that views the "tasks" that learners do as central to the learning process. The learning process is seen as a set of communicative tasks that are directly linked to curricular goals.

On the other hand, the Fourth perception supported by Willis (2007), "TBL is not just about getting learners to do one task and others but it is one component in a larger framework. The pre-task helps students identify the topic and task. The task cycle offers the opportunity to use whatever language they can muster and working altogether in pairs to achieve the goal of the task. Language focus helps them recognize particular language features and will lead to a deeper understanding of their meanings and uses".

Task-based Learning as Meaningful Technique for Post Reading Activities

Also from the research, the researcher found some perceptions of Task-based learning as an easy technique to teach in Reading Class. The first perception of five participants. This perception supported by Naudhani (2017) stated reading comprehension is prioritized in task-based learning. It means Task-based learning is an easy technique in teaching reading, "Task-based learning helps the students to review their performance."

The second perception supported by Ellis (2003) stated TBL seems to have a dramatic positive impact on these variables. This means that TBL can provide learners with natural sources of meaningful materials which in turn create ideal situations for real-life communicative activities.

CONCLUSION

Based on the research findings and discussion, the researcher concluded that this research shows that the majority of students have positive perceptions of the use of task-based learning techniques. As a teacher, we should know how to make the students more understand about the material. As a good teacher, it should be able to explore students' abilities. Gao and Liu (2013) stated personality effects crucially on the effectiveness of teachers. They further add that effective teachers demonstrate a commonwealth of personality traits such as adaptability, agreeableness, caring, college ability, enthusiasm, fairness, friendliness, good humor, high expectation, honesty, patience, respectfulness, and responsibility.

To sum up, there are three perceptions from English teacher that have used task-based learning technique in teaching reading when they are teaching practicum: The results of this research indicate that Task-based learning was able to develop students reading comprehension, The results also indicate Task-based learning as a Useful technique for Teaching in Reading Class. Based on the result of this study, the teacher's perception showed that task-based learning is one easy technique that can be applied by the teacher in teaching and learning activity.

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