THE USE OF TASK BASED LEARNING METHOD TO ENHANCE STUDENTS' READING COMPREHENSION AT SMP N 5 KOTA TERNATE

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ABSTRACT

The purpose of this research was to investigate the use of task-based learning method in enhance students' reading comprehension. This research used a quantitative method. The sample consisted of 24 students of class VIII-2 SMP Negeri 5 Kota Ternate. The data collected through pretest and posttest. In collecting the data, multiple choice tests were used in the form of an instrument. The result of this research shown that the result of posttest scores higher than pretest. The average score of students' pretests was 51.875 while the average score of posttests was 75.25. The t-statistical value was 7.81 which was higher than t-critical value 1.714 at significance level (0,05) and the degree of freedom of 23 used one tailed test. Based on the data, it was found that using task-based learning can enhance students' reading comprehension. The students have a positive response to task-based learning as a method to improve students' ability in reading comprehension. It can be seen that there is a significant difference between the pre-test and post-test results.

Keywords: Learning method, reading comprehension, students competence

INTRODUCTION

In English teaching and learning process, there are four skills which are identified as paramount importance; listening, speaking, reading and writing (Brown in Alsofyani 2019). Regarding to its importance of English, the government of Indonesia puts English as a compulsory subject for junior high school and senior high school. In junior high school, the students who graduate from school are expected to communicate in English both in oral and written form.

Reading is the process by which students gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and other materials. It is something that is very important for the students because the success of their study depends on the level of their ability to read. Reading provides many useful information, knowledge, experiences, and cultures to the reader. It is also important in teaching and learning process, because every activity in the classroom is always relate to reading. The purpose of teaching reading is to help students to comprehend or to get meaning from written text. According to Grabe and Stoller in Kurniawan (2019), reading comprehension is the ability of understanding and interpreting information in a text correctly. Comprehension in reading is important because it makes the reader understand what they read in the text. In other words, their reading is not useless. Therefore, reading is not only students' activity to read a text and finish it but students also should be able to understand and comprehend the text that they read about the writers' ideas, utters or other information related to the text.

Moreover, reading comprehension is the ability to read opens up new knowledge and opportunities. It enables students to gain information, get some pleasure, and do many things that are part of modern life, such as newspapers, magazines, the internet, etc. That is why reading plays important role in the teaching and learning process of English. The target of English teaching and learning is to enable students to gain functional literacy which is the ability to communicate both in simple oral and written English to deal with daily life contexts, such as reading and understanding newspapers or manuals. The students are expected to be able to comprehend English texts in order to learn new knowledge, ideas, and concepts.

Furthermore, reading comprehension is the process of elaborating meaning of a text in order to reach understanding. It is the process of transferring ideas from the written text to the readers" mind to have comprehension. Alderson in Alsofyani (2019) clearly defines that reading comprehension is an activity of comprehending which involves one's knowledge of words. Thus, it can be concluded that reading is a way of comprehending a text to get meaning through a process of transferring ideas.

Furthermore, Pang in Marliasari & Okta (2018) explained that comprehension is the process of making sense of words, sentences and connected text and it is also the process of deriving the meaning of one word to another in a text. Readers typically use of background knowledge, vocabulary, grammatical knowledge, experience with a text and other strategies to help them understand the written texts. From the definitions above, it can be concluded that reading comprehension is the ability to find the stated or unstated writer's idea in the text. The essence of reading comprehension understands all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.

However, to some students considered that reading as difficult language skill to be mastered because the students have low reading comprehend and interest. The students tend to have learning disabilities on their reading comprehension. The students demonstrate many problems associated with low comprehension, including poor decoding, fluency and comprehension. The students have difficulties in understanding the English texts because they have a limited exposure and skills to develop their reading. That is why they tend to find difficulties in understanding sentences, also finding main idea and specific information.

In the teaching-learning process, the problem of teaching is not only the teaching material, but also the method of teaching. The teaching process will not give a good result if the method of teaching is not suitable to the students' condition. Therefore, teaching method will make the teaching learning process run well. The teacher must know the suitable method for the students to make the students more comfortable in the class especially in learning reading.

In improving students' reading comprehension, the Task-Based Learning (TBL) method can help students overcome their difficulties in reading comprehension. Through this method, there are several other potential ways for teachers to present reading comprehension material. Richard and Rodgers in Sari (2017), "TBL refers to an approach based on the use of tasks as the core unit of planning and teaching in language teaching". Then, Brown in Sari (2017) stated that views the learning process as a set of communicative tasks that are directly related to curricular goals. It means that in the implementation of TBL students are usually faced with tasks or problems that must be solved. The way task activities are designed into instructional plans for use in the classroom can be seen from the model outlined.

There are three stages in TBL: pre-task, task cycle, and language focus. In the pre-task stage, topics are determined and important vocabulary is highlighted by the teacher. In the task cycle, students work on assignments in pairs or small groups; practice their report before presenting their findings in front of an audience of four. The last stage is the language focus, where the specific language features that the learner encounters in the task are examined and analyzed.

This research investigated the use of TBL in enhancing students' reading comprehension. It is because during teaching and learning process particularly in reading comprehension subject, the teacher does not use some methods, the teacher always told students to take notes. Based on the problem, the researcher interested in conducting the research under the titles "The Use of Task Based Learning Method to Enhance Students" Reading Comprehension at SMP Negeri 5 Kota Ternate".

LITERATURE REVIEW

a. Reading Comprehension

Reading is one of the most important skills in teaching and learning process. Actually, reading is not about how to pronounce the words or explain it, but the most important thing is how the students understand the meaning of the text and what the writer tells about. Nanda (2020) argues that reading is the most useful and important skill. Reading is an enjoyable activity that the students can do in their learning process which provides several advantages in finding some information that is needed. Through reading, the students may enlarge their knowledge in every aspect of skills such as education, politic, social, culture, and many others.

Comprehension is an important foundational skill for the reading process because it develops learner abilities of information collection, absorption of knowledge, and engagement and motivation with complex social practices and accordingly, thorough understanding of the text Nunan in Alsofyani (2019). Students' in this age is in the level where they know why they should read, how much they read, and what they do with what they read, To acquire high reading capability, students should to know some strategies in efficient reading. In order to know the efficient reading, they need to be familiar with important elements of reading.

The three levels of comprehension are the literal level, inferential level and the critical level. literal comprehension represents the ability to understand with information explicitly stated in print and illustrations. The students can recall, identify, classify, and sort details, facts, and main ideas stated from form a various written materials, and can interpret the direction of this level understanding involves surface meaning. Inferential Comprehension involves determining what the text means. Determining inferential meaning requires you to think about the text and draw a conclusion, the focus shifts to reading between the lines, looking at what is implied by the material under study. It requires students to combine pieces of information in order to make inferences about the author's intent and message. Guiding students to recognize these perceived relationships promotes understanding and decreases the risk of being overwhelmed by the complexities of the text being view, heard or read. Critical Comprehension is about analyzing or synthesizing information and applying it to other information. Understandings at the literal and interpretive levels are combined, reorganized and restructured at the critical level to express opinions, draw new insights and develop fresh ideas. Guiding students through the applied level shows them how to synthesize information, to read between the lines and to develop a deeper understanding of the concepts, principles, and implications presented in the text.

b. Task-Based Learning

TBL has grown in popularity in recent years and has been recommended as a step forward in English Language Teaching. Prabhu (1987) defines TBL as a task that requires students to arrive at an outcome from the information provided through several thought processes, and which allows the teacher to control and regulate that process.

In addition, Willis in Sari (2017) stated that tasks are always activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome. It means that TBL use tasks as the main focus of the lesson within a supportive framework. She holds that the aim of tasks is to create a real purpose for language use and to provide a natural context for language study.

The task-based learning makes meaningful task performance the basis for the learning process. This is based on the assumption that students who focus on completing tasks tend to learn the same language as students who focus on forms of language. Instead of learning the structure or function of

language, students are given tasks to complete or problems to solve (Famela, 2023). Students are given a task to do, and it is only after the assignment has been completed that the teacher discusses the language that was used, making corrections and adjustments which the students" performance of the task has shown to be desirable.

Furthermore, Famela (2023) suggests three basic stages: the Pre-task, the Task cycle and the Language focus. The procedures for each stage are as follow: a. Pre- task; introduction to topic and task b. Task cycle; planning, task and reading. c. Language focus; analysis and practice. The pre-task phase introduces the class to topics and task, activating topic-related words and phase. The task-cycle offer students the opportunity to use whatever language they already know to carry out the task, and then to improve the language, under the guidance of the teacher, while planning their task reports. At the task stage, students complete the task in pairs and the teacher listens to the dialogue. Then the teacher helps correct the task have been completed in oral or written form. One pair performs their dialogue in front of the class and after the task is completed students will hear the native speaker repeat the same dialogue so they can compare it to their own. The last phase in the framework, language focus, allows a closer study of some of the special features that occur in the languages used during the task cycle.

Afif (2020) stated that the advantages and advantages of task-based learning method. The advantages of Task Based Language Teaching are useful for moving the focus of the learning process from the teacher to the students, gives the students a different way of understanding language as a tool instead of as a special goal, can bring teaching from abstract knowledge to real world application, task is helpful in meeting the immediate needs to the learners and provides a framework for creating classes, interesting and able to address to the students" needs, Task-Based Language Teaching allows meaningful communication, and the psychology dynamics of the group which works together to complete a task will have a great influence on the success.

Meanwhile, disadvantages of Task Based Language Teaching are there is no acquisition of new grammar or vocabulary features, everything is left to the teacher, not all students are or will be motivated by Task-based Language Teaching or cannot notice language forms (grammar) or other elements of accuracy, students typically translate and use a lot of their first language rather than the target language in completing the tasks, Task-Based Language teaching is not teacher centered and it requires individual and group responsibility and commitment on the part of students. If students are notably lacking in these qualities, task-based language teaching may indeed be difficult to implement.

RESEARCH METHOD

This research was quantitative methods by applying pre-experimental design. Furthermore, pre-experimental having three types of designs included in the pre-experimental design category, namely one shot case study, pre-tests and post-tests and static group comparison. In this research, the observations were made twice, namely before the experiment and after the experiment. Observations made before the experiment (O_1) are called pre-test and observations after the experiment (O_2) are called post-test. The difference between O_1 and O_2, namely $O_2 - O_1$, is considered as a result of the experiment. The population of the research were the students of class VIII-2 of SMP Negeri 5 Kota Ternate, which is consists of 131 students. Meanwhile the samples of this research were 24 students of SMP Negeri 5 Kota Ternate.

The data collected from pre-test and post-test scores to find out whether the use of task-based learning method to enhancing students' reading comprehension learning at SMP Negeri 5 Kota Ternate. The scores obtained from the pre-test and post-test compared. The test is the way to measure knowledge in reading comprehension. This research used multiple choice as a test. The test divided into two stages pre-test and post-test.

A test was used as the research instrument for collecting data. Students' improvement is measured by giving the reading text in the pre-test and post-test. The test used to measure about the students' reading comprehension through task-based learning method. The test was given as the pre-test and post-test to the students that consisted of 15 multiple choice questions.

Analyzing the data is the last step in the procedure to know the use of task-based learning in enhancing students' reading comprehension. The data analysis technique that used in this research is as follows:

$$M = \frac{X}{N} \, X \, 100$$

Where:
M = Individual score
X = The number of correct answer
N = The number of item

FINDING AND DISCUSSION

The findings consist of the students' score of pretest and Posttest, the result analyzing data, the mean score and standard deviation of the students" pre-test and posttest of teaching reading comprehension through task-based learning method. In this research, there were 24 students who were taken as samples of this study. The researcher provided the students' 15 questions, the text was presented in multiple choices to measure students" reading comprehension.

Based on the result of the test, it showed that in the pretest there were six students got very poor score (0-35), eight students got poor score (36-55), seven students got fair score (56-65), two students got fairly good score (66-75), one students got good score (76-85). There were no students got "very good" and "excellent". It means that students reading comprehension before using task based learning method is still low. Meanwhile, in the post-test, there were one student got poor (36-55), one fair score (56-65), 10 students" got fairly good score (66-75), eight students" got good score (76-85), four students got very good score (86-95). In post-test, there were 37 no students got "excellent". Even though there are no one of students" got excellent score, but the average score is increased as well. Overall, it showed that the mean score of pre-test is 51.875 and the mean score of posttest is 75.25 In the other words, the improvement was significantly different and the students' reading comprehension is improved after the treatments using task based learning method were given, as the result of the mean score from posttest is higher than pretest. The result of analysis data can be shown in the table 1 below:

Table 1. T-Statistical Value of Students' Reading Comprehension Improvement

Variable	t-test score	T-table value (0,05)
X_1-X_2	7.81	1.714

Based on the table 1, Since the Df was 23, then t-critic (α=0.05) at t-table was 1.714. It showed that the value of t-test (7.81) is higher than the t-critic (0.05>1.714). It means that there was a significance difference between the result of students' pretest and posttest. Thus, alternative hypothesis (H_1) is accepted that task-based learning effective to enhance students" reading comprehension and Null Hypothesis (H_0) is rejected. It can be concluded that trough Task Based Learning method can effectively the students' reading comprehension at SMP Negeri 5 Kota Ternate. Related to students' ability in terms of comprehension vocabulary in reading, the researcher found that there were several words that were difficult for students to understand, especially in verb. It is mentioning and

interpreting the words sleep and slept. It is because students do not understand correctly the difference between V_1, V_2 and V_3.

Students reading comprehension after task based learning method is increasing. The result of the research showed that there were significance differences between the result before and after teaching and learning process by task-based learning method. It is because the students learn by task-based learning method can enlarge their new experience and knowledge. The result of this research showed that there was improvement of students" score after treatment. Similar with previous research done by Selfi (2019), she concluded that task based learning in teaching English at MAN 3 Bone can improve the students writing ability but couldn"t in speaking ability. There was significant difference in teaching English using task based learning.

Task based learning method is a task based learning which is based on giving task as the core of learning. In task-based learning consists of several cycles, namely pre-task, task cycle and language focus. On pre-task; the teacher only explains about the topic of learning. Then in the task cycle there is planning, in this planning in the form of for example the teacher divides students into several groups then after that the teacher asks students to read the task or text that has been given then students make reports then after that students come to the front of the class to read what they have found in reading task they have read. In the next cycle, namely language focus; language focus itself is where the teacher sees which vocabulary makes students still confused in interpreting a word. Thus, using the task based learning method can improve students' reading comprehension as contained in the data that has been obtained by researcher on the research. As research conducted by Apriliah (2016) which the result of this study showed that task-based learning is effective in improving students" reading ability. This means that classroom action research is successful. Then, based on the data, it can be concluded that task based learning is appropriate for reading because it makes students more active, participation and student value increase in reading ability.

CONCLUSION

After presenting and analyzing data, the conclusion is the students' reading comprehension can be enhanced by using task based learning method. The improvement can be shown by the means of pre-test and post-test was 1.250 increased to 1.797. Therefore, there was a significance difference between the students' reading comprehension of the SMP Negeri 5 Kota Ternate taught by task based learning method in the post-test. It means that task based learning method can enhance students' reading comprehension. Moreover, task-based learning can be an alternative learning technique that can be implemented in reading classrooms. Task-Based Learning is one of the techniques that can be used to improve students reading comprehension.

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