IMPROVING STUDENTS’ READING COMPREHENSION
BY USING THE TASK-BASED LEARNING

(A Classroom Action Research at class IX A of SMP Negeri 1 Kawedanan
Magetan in the Academic Year of 2011/2012)

By:
Pujo Suhartanto
NIM: S891008067

THESIS PROPOSAL
Written to fulfill one of Requirements
for Getting Graduate Degree in English Education

ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
SEBELAS MARET UNIVERSITY
SURAKARTA
2012
APPROVAL

IMPROVING STUDENTS’ READING COMPREHENSION
BY USING THE TASK-BASED LEARNING
(A Classroom Action Research at class IX A of SMP Negeri 1 Kawedanan
in the Academic Year of 2011/2012)

By
Pujo Suhartanto
S891008067

Consultant I

Dr. Abdul Asib, M. Pd.
NIP. 19520307 198003 1 005

Consultant II

Drs. Martono, M. A.
NIP.196003011988031 004

The Head of English Education Department of
Graduate School
Sebelas Maret University

Dr. Abdul Asib, M. Pd.
NIP. 19520307 198003 1 005

commit to user
LEGALIZATION

IMPROVING STUDENTS’ READING COMPREHENSION
BY USING THE TASK-BASED LEARNING

( A Classroom Action Research at class IX A of SMPN 1 Kawedanan Magetan in the Academic Year of 2011/2012)

THESIS
PUJO SUHARTANTO
NIM. S. 891008067

This thesis has been examined by the Board of Thesis Examiners of English Education Department of Graduate Program of Sebelas Maret University on April 4th, 2012.

Board of Thesis Examiners:
Chairman : Dra. Dewi Rochsantiningsih, M. Ed., Ph. D
NIP. 19600918 198702 2 001

Secretary : Dr. Ngadiso, M. Pd.
NIP. 19621231 198803 1 009

Examiner I : Dr. Abdul Asib, M. Pd.
NIP. 19520307 198003 1 005

Examiner II : Drs. Martono, M. A.
NIP. 19600301 198803 1 004

Surakarta, April 4th, 2012

The Director of Graduate Program of Sebelas Maret University
Prof. Dr. Ir. Ahmad Yunus, MS
NIP. 19610717 198601 1 001

The Head of the English Education Department of Graduate Program
Dr. Abdul Asib, M.Pd.
NIP. 19621231 198803 1 009

commit to user
PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “Improving Students’ Reading Comprehension By Using the Task-Based Learning (A Classroom Action Research at class IX A of SMPN 1 Kawedanan Magetan in the Academic Year of 2011/2012). It is not a plagiarism or made by others. Anything related to others’ work is written in quotation, the source of which is listed on the bibliography.

If then this pronouncement proves wrong, I am ready to accept any academic consequences, including the withdrawal or cancellation of my academic degree.

Surakarta, April 2012

Pujo Suhartanto
ABSTRACT


The research was set out in the attempt to overcome the reading problems of the students in the ninth grade of SMP Negeri 1 Kawedanan in the academic year of 2011/2012. The research is also aimed to (1) know whether or not the task-based learning can improve the students’ reading comprehension, and (2) study how the teaching and learning situation is when the task-based learning is implemented in the classroom practice.

The action research is a way of reflecting on teaching which is done systematically collecting data on everyday practice and analyzing it in order to come to some decisions about what the future practice should be. The research consisted of two cycles, with four meetings in every cycle; consisting of planning, actions, observation and reflection in each cycle. In collecting data, the researcher used qualitative data which were collected by using observation, interview, questionnaires, and quantitative data by using test. The qualitative data were analyzed using a descriptive statistics, finding out the mean of the scores in the test and improvement of the scores. The qualitative data were analyzed using Interactive Model of Data Analysis as propounded by Matthew B. Milles and A.M. Huberman consisting of the following steps: data collection, data reduction, data display and conclusion drawing and verification.

The result of the study showed that: (1) task-based learning can improve students reading comprehension. Being taught using task-based learning students’ interest in reading improved. They were also actively involved in the teaching and learning process. Most of them were able to engage in activities that either helps them to recall words and phrases that will be useful during the performance of the main task or to learn new words and phrases that are essential to the task. Their group work also improved since the researcher gave them group work project to finish their works. There was significant improvement of the mean scores of their reading’s comprehension from pre-test, post-test 1, and post-test2, (2) task-based learning also improved the class situation, such as: the class situation was more alive, increasing students’ participation, reducing teacher’s domination, providing more chance for students to work in group.

Based on the result of the study, the researcher concluded that the students’ reading comprehension and classroom situation can be improved by implementing the task-based learning. Therefore, it is recommended that the teacher should apply the task-based learning in teaching reading

Keyword: reading comprehension, task
ABSTRACT


Penelitian ini dilaksanakan sebagai upaya untuk mengatasi masalah siswa dalam pembelajaran membaca yang dihadapi oleh siswa klas IX A SMP Negeri 1 Kawedanan tahun pelajaran 2011/2012. Penelitian ini juga bertujuan untuk (1) mengetahui apakah the task-based learning dapat memperbaiki pemahaman membaca siswa, dan (2) mempelajari bagaimana situasi belajar mengajar ketika the task-based learning diterapkan dalam pembelajaran di kelas.

Penelitian tindakan kelas adalah cara untuk merefleksikan pengajaran di kelas yang dilakukan dengan mengumpulkan data secara sistematis setiap hari pada pembelajaran di kelas dan menganalisa untuk menentukan langkah yang harus dilaksanakan berkaitan dengan pengajaran membaca di masa yang akan datang. Penelitian ini dilaksanakan dalam dua siklus; dengan melakukan 4 tatap muka pada tiap siklus, terdiri dari perencanaan, tindakan, pengamatan dan refleksi pada tiap siklus. Dalam pengumpulan data, peneliti menggunakan data kualitatif dari hasil pengamatan, wawancara, kuesioner, dan tes. Data kualitatif diperoleh dari analisa menggunakan statistik deskriptif, mencari rata-rata skor yang diperoleh siswa pada pra-tes, post-tes setelah siklus 1 dan siklus 2. Peneliti menggunakan Interactive Model of Data Analysis seperti yang dikemukakan oleh Matthew B. Milles dan A.M. Huberman yang terdiri dari; pengumpulan data, pengurangan data, menampilkan data, dan menarik kesimpulan dan pembuktian untuk menganalisa data kualitatif.

Hasil penelitian menunjukkan bahwa: (1) penerapan task-based learning dapat memperbaiki pemahaman membaca siswa. Dengan menerapkan the task-based learning dalam pengajaran membaca, minat siswa dalam pembelajaran membaca meningkat. Siswa juga terlibat secara aktif dalam proses belajar mengajar. Sebagian besar siswa mampu melibatkan diri dalam semua aktifitas pembelajaran baik dalam membantu mereka untuk mengingat kata dan frase yang akan bermanfaat pada fase the main task atau untuk mempelajari kosakata dan frase baru yang sangat diperlukan dalam fase the task. Siswa juga mampu memperbaiki kerjasama dalam diskusi kelompok karena peneliti memberi tugas yang harus diselesaikan siswa secara kelompok, ada peningkatan nilai rata-rata pemahaman membaca siswa dari pra-tes, post-tes 1, dan post-tes 2 (2) penerapan task-based learning juga memperbaiki suasana belajar mengajar, seperti: suasana kelas lebih hidup, meningkatnya peran serta siswa dalam proses belajar mengajar.

Berdasarkan hasil penelitian, peneliti menyarankan guru untuk menerapkan the task-based learning. Oleh sebab itu, peneliti menyarankan guru untuk menerapkan the task-based learning dalam pengajaran membaca.

Kata kunci: pemahaman membaca, tugas.
MOTTO

Not that I have already attained this—that is, I have not already been perfected, but I strive to lay hold of that for which Christ Jesus also laid hold of me (Philippians 3: 12).
DEDICATION

The writer dedicates this thesis to:

His beloved wife, Atni Supratiwi for her immeasurable sincere prayer, patience and support.

His unbounded thanks are presented to his parents and parents in–law for their everlasting love. It is due to them that the writings’ spirit is never extinct.
ACKNOWLEDGMENT

Praise to Lord that the writer can complete this thesis as a partial fulfillment of the requirements for getting the graduate degree of Education in English.

The writer is fully aware that this thesis cannot be finished without other people's help. Therefore, in this opportunity he would like to express his sincerest appreciation and gratitude to:

1. The Director of Graduate School of Sebelas Maret University for giving him permission to write this thesis.
2. Dr. Abdul Asib, M. Pd, the Head of the English Education Department of Graduate School who has given him support and guidance for writing this thesis.
3. Dr. Abdul Asib, M.Pd, and Drs. Martono, M.A, the first and the second consultant, for their valuable guidance, advice, and feedback in writing this thesis, without whom this thesis would have no meaning.
4. Drs. H. Much. Syaikur, M.M, the Principal of SMP Negeri 1 Kawedanan Magetan who has allowed him to carry out the research in the school.
5. His beloved students at class IX A of SMP N 1 Kawedanan Magetan

The writer realizes that this thesis is still far from being perfect. The writer will accept every comment and suggestion. Hopefully, this thesis will give benefit to everyone who concerns with action research.

Surakarta, April 2012

PS
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL PAGE</td>
<td>ii</td>
</tr>
<tr>
<td>LEGALIZATION PAGE</td>
<td>iii</td>
</tr>
<tr>
<td>PRONOUNCEMENT</td>
<td>iv</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>v</td>
</tr>
<tr>
<td>MOTTO</td>
<td>vi</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>viii</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>ix</td>
</tr>
<tr>
<td>LIST OF FIGURE</td>
<td>x</td>
</tr>
<tr>
<td>LIST OF TABLE</td>
<td>xii</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xiii</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xiv</td>
</tr>
<tr>
<td>CHAPTER I: INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>A. The Background of the Study</td>
<td>1</td>
</tr>
<tr>
<td>B. Statement of the Problem</td>
<td>7</td>
</tr>
<tr>
<td>C. Limitation of the Problem</td>
<td>7</td>
</tr>
<tr>
<td>D. The Purpose of the Study</td>
<td>8</td>
</tr>
<tr>
<td>E. Benefits of the Study</td>
<td>8</td>
</tr>
<tr>
<td>CHAPTER II: REVIEW OF RELATED LITERATURE</td>
<td>9</td>
</tr>
<tr>
<td>A. Reading</td>
<td>9</td>
</tr>
<tr>
<td>1. The definition of Reading</td>
<td>9</td>
</tr>
<tr>
<td>2. Reading Comprehension</td>
<td>10</td>
</tr>
<tr>
<td>3. Teaching Reading</td>
<td>17</td>
</tr>
<tr>
<td>B. The Task-based Learning</td>
<td>27</td>
</tr>
<tr>
<td>1. The definition of Task-based Learning</td>
<td>27</td>
</tr>
<tr>
<td>2. The Framework of Task-based Learning</td>
<td>30</td>
</tr>
<tr>
<td>3. The characteristic of Task-based Learning</td>
<td>33</td>
</tr>
<tr>
<td>4. The Advantages of Task-based Learning</td>
<td>35</td>
</tr>
<tr>
<td>C. Task Design for Reading Lesson</td>
<td>37</td>
</tr>
</tbody>
</table>
CHAPTER III:
RESEARCH METHODOLOGY ........................................ 54
A. The Place and Time of the Study ....................... 54
B. The Research Subject ........................................ 54
C. Research Method ............................................. 55
D. Procedures of the Research ............................... 56
E. Technique of Collecting the Data ....................... 58
F. Technique for Analyzing Data ......................... 61

CHAPTER IV:
THE RESULT OF THE STUDY .................................... 65
A. The Process of the Research .............................. 65
   1. The Condition before of the Research ............ 65
   2. Research Implementation ............................ 68
   3. Observing the Action ................................ 79
   4. Reflecting ............................................. 83
   5. Revising the Plan ................................... 84
B. Discussion .................................................... 96
   1. The Improvement of Students’ Reading Comprehension .................. 96
   2. The Improvement of the Teaching and Learning Process ............. 99

CHAPTER V:
CONCLUSION, IMPLICATION, AND SUGGESTION .......... 100
A. Conclusion .................................................... 100
B. Implication ................................................... 101
C. Suggestion .................................................... 103

BIBLIOGRAPHY ....................................................... 106
APPENDICES ............................................................. 106

commit to user

xi
LIST OF FIGURE

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Interactive Approach to Second Language Reading</td>
<td>26</td>
</tr>
<tr>
<td>3.1</td>
<td>Interactive Model of Data Analysis</td>
<td>58</td>
</tr>
</tbody>
</table>
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 3.1</td>
<td>The System of scores category</td>
<td>56</td>
</tr>
<tr>
<td>Table 4.1</td>
<td>Summary of the Research</td>
<td>60</td>
</tr>
<tr>
<td>Table 4.2</td>
<td>Result of the Pre-research</td>
<td>61</td>
</tr>
<tr>
<td>Table 4.3</td>
<td>Distribution of Students’ Correct Answers Based on the Indicators of Reading Comprehension</td>
<td>62</td>
</tr>
<tr>
<td>Table 4.4</td>
<td>Distribution of Students’ Correct Answer Based on the Indicators of Reading Comprehension</td>
<td>77</td>
</tr>
<tr>
<td>Table 4.5</td>
<td>Summary of the Research Findings</td>
<td>77</td>
</tr>
<tr>
<td>Table 4.6</td>
<td>Mean Scores of the Test</td>
<td>86</td>
</tr>
<tr>
<td>Table 4.7</td>
<td>Distribution of Student’s Correct Answer Based on the Indicators reading Comprehension</td>
<td>86</td>
</tr>
<tr>
<td>Table 4.8</td>
<td>Summary of the Research Finding</td>
<td>87</td>
</tr>
</tbody>
</table>
LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 1</td>
<td>Lesson Plan</td>
<td>109</td>
</tr>
<tr>
<td>Appendix 2</td>
<td>Blue Print of Try Out</td>
<td>134</td>
</tr>
<tr>
<td>Appendix 3</td>
<td>Instrument of Try Out</td>
<td>135</td>
</tr>
<tr>
<td>Appendix 4</td>
<td>The Result of Validity and Reliability of try Out</td>
<td>142</td>
</tr>
<tr>
<td>Appendix 5</td>
<td>Question of Interview</td>
<td>144</td>
</tr>
<tr>
<td>Appendix 6</td>
<td>Result of interview</td>
<td>146</td>
</tr>
<tr>
<td>Appendix 7</td>
<td>Interview to the Teacher</td>
<td>148</td>
</tr>
<tr>
<td>Appendix 8</td>
<td>Questionnaire</td>
<td>151</td>
</tr>
<tr>
<td>Appendix 9</td>
<td>The Result of Reading Questionnaire</td>
<td>153</td>
</tr>
<tr>
<td>Appendix 10</td>
<td>Blueprint of Pre-Test</td>
<td>155</td>
</tr>
<tr>
<td>Appendix 11</td>
<td>Instrument of Pre Test</td>
<td>156</td>
</tr>
<tr>
<td>Appendix 12</td>
<td>Result of Pre Test</td>
<td>162</td>
</tr>
<tr>
<td>Appendix 13</td>
<td>Validity of Pre-Test</td>
<td>163</td>
</tr>
<tr>
<td>Appendix 14</td>
<td>Instrument of Test on Cycle 1</td>
<td>164</td>
</tr>
<tr>
<td>Appendix 15</td>
<td>Result of Test on Cycle 1</td>
<td>170</td>
</tr>
<tr>
<td>Appendix 16</td>
<td>Instrument of Post Test</td>
<td>171</td>
</tr>
<tr>
<td>Appendix 17</td>
<td>Result of Post Test</td>
<td>177</td>
</tr>
<tr>
<td>Appendix 18</td>
<td>Field notes of cycle 1 and 2</td>
<td>178</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

A. Background of the Study

Language is a means of communication. Communication takes place not only with two or more speakers, but also between a speaker and a text. There should be a kind of interaction between the learners (readers) and the text.

Reading is a necessary skill that any learner needs. It is the activity to get meaning (the message) from the text. In other words, it means grasping the meaning out from the text, but for language learning, language components (pronunciation, structure, spelling, and vocabulary) are involved. If the focus is on reading comprehension, then to get the message from the text that the writer intends is the main point. To do this, the reader and the writer should share certain assumptions about the world and the way it works. In order to make the text readily understood by anyone, a basic understanding of whatever the text presented is a necessity. If the reader’s vocabulary is far smaller than the writer’s, the text will be hard to understand (Nuttall, 1996: 3-4).

Unfortunately, how to teach reading has not been given due care in some schools. In the past, according to the traditional view, reading begins with the child’s mastering the names of the letters, mastering the letter-sound relationships, then, learning some easy words in isolation, and, finally, reading simple stories with highly controlled vocabularies (Harp and Brewer, 1996: 17). Researchers and teacher as well complain that most learners are not able to understand what they
Reading cannot be separated from comprehension. That is why there are a lot of problems dealing with reading comprehension. Many English learners find it difficult to understand the English text. They often get stuck because of some problems, such as an unfamiliar word, their inability in understanding the context, being reluctant, and so forth.

Reading is not an easy skill to master. It is a complex process that requires specialized skill of the reader (Dechant, 1977: 21). It is also comprehension process. According to Nunan (1998: 33), reading needs identification and also interpretation processes which require the reader’s knowledge about the language structure used in the text and his knowledge about a given topic. It is the complexity that makes students less interested in this kind of activity. They find it difficult to understand what is on the reading passage since they do not know the technique which can help them to read more effectively and efficiently. This phenomenon happens in almost every language class.

Reading comprehension skills separate the “passive” unskilled readers from the “active” skilled readers. Skilled readers do not just read, they interact with the text. Skilled readers, for instance, predict what will happen next in a story using clues presented in text, create questions about the main idea, message, or plot of the text, and monitor understanding of the sequence, context, or characters (Sanders, 2001: 26).

To be able to achieve the purposes of reading comprehension, one should have some basic reading skills as follows; (1) literal skills (recalling and
recognizing off acts and information, finding answer to specific questions); (2) interpretive skills (getting the central thought and main idea, drawing conclusions, generalizing, deriving meaning from context); and (3) creative skills (applying information into daily life).

Based on the preliminary observation on the teaching-learning process in SMP Negeri 1 Kawedanan Magetan, the writer found that there are some problems that arise in students’ reading comprehension. The students still encounter some difficulties in comprehending English texts. It is because of their lacks of vocabularies that they have which give obstacles for them to understand the text or to get meaning of the text. They find difficulties in interpreting the unfamiliar words in the text that results in the low understanding of the sentences, general ideas, main ideas in the text; they got difficulties in identifying the implicit and explicit information of the text. Besides, many students have low motivation in reading class. It is due to the fact that the students have low English achievement particularly; their reading test result is not good.

Based on interview between the students and teacher, reading a text is difficult so they feel frustrated in comprehending the text, understanding general ideas, finding main ideas, the information explicitly and implicitly stated in the text, the meaning of the words, and word reference in the text. The students don’t understand deeply even though the teacher has explained them. It means that the teacher’s method in teaching reading is not appropriate to be applied in the class. In the reading class, the teacher presents a subject in the text book and asks students to read it whether silently or loudly, and then students are asked to
answer the questions that follow. Consequently, the reading class becomes monotonous and boring, students’ interest is low, even if they read a text, they show negative attitude. As a result, the students are not able to achieve good scores in their reading test.

In this case, there are probably three explanations that can be used to explain this condition. First, the students probably know the word but they do not know the meaning. The students probably know the word orally but not in the written form, and the last the students know the word but they do not care about the meaning. That’s why the lack of vocabularies will give a big influence in comprehending the message from the text.

The teacher’s models to teach reading are also other factors that arise in this case. Any given model/techniques, practices, or procedure are likely to work better, hence, the teacher of reading must have a variety of approaches (Heilman, 1961: 9). Many teachers still use conventional technique to teach reading to the students. This model makes the teacher as the center of the teaching and learning process. The teacher usually asks the students to read by heart, asks the difficult words, and then asks them to open their dictionary. The teacher discusses the text by translating word by word. All the activities in class are under the teacher’s direction and are usually done individually. These activities make the students get bored in joining the teaching learning process. Consequently, the reading class becomes monotonous, boring, not interesting and not conducive.

The students’ lack of understanding on reading lesson is mainly caused by an inappropriate teaching technique used when the teachers attempted to explain
reading materials. The teacher often uses one technique, namely conventional technique. In the reading class, the teacher presents a subject in the textbook, then asks the students to read it silently or loudly, and finally asks students to answer the questions that follow. Consequently, the reading class becomes monotonous and boring, students’ low motivation to read, even if they read, they show negative attitudes. As a result, the students are not able to get good scores in their reading achievement.

Permentnikas no 24, 2006 at seventh article in point b states that the teachers under Badan Penelitian dan Pengembangan Departemen Pendidikan Nasional can develop KTSP curriculum innovatively. It means that the teacher has the right in using methods or techniques in a teaching process as long as the methods or the techniques can achieve instructional goals. The teacher has to be able to choose an interesting material and to use an interesting technique. One of the ways that may have a significant impact on the teaching reading process is the task-based learning.

The task-based learning is supposed to be appropriate to develop students’ reading comprehension. This strategy can assist teachers in giving the students an active role in participation and creation and hence increase their learning motivation. It involves the students in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task-based learning can provide more opportunities to the students to externalize their thinking through their actions. This can help them to reflect on their thinking. The teacher can also be more responsive to the
needs of the students.

In the task-based learning, the examiner decides what text the students have to comprehend. The tasks on which the students have to comprehend may generally inform to the students, but the students cannot ‘prepare’ it before.

The task-based learning is more student-centered teaching learning process. The researcher of this study uses the task-based learning in teaching reading at SMPN 1 Kawedanan Magetan because it can develop the students’ skills and reading comprehension. This method can easily be taught and implemented to the students. The researcher believes that the task-based learning can improve the students’ reading comprehension. The researcher has assumptions that all indicators of reading comprehension can be developed by implementing the task-based learning in reading class. These assumptions are as follows: task-based learning refers to an approach based on the use of tasks as the core unit of planning and instruction in teaching language. The tasks are running in sequence; pre-task, task cycle, and language focus. By following the cycles and the principles of task-based learning, the researcher is sure that each indicator of reading comprehension can be achieved well. In reading class, pre-task provoke students’ interest, activate the students’ prior knowledge, actively involve all learners, and give them relevant exposure (Willis, 1996: 43). The tasks can draw the students’ attention to the title and get the students to map key words and the possible relationship among the topic, main ideas, and supporting details in the text. Through task-cycle which brings the students to full exposure (Willis, 1997: 74-77), the teacher trains the students to apply reading strategies. The teacher can
have students read the text silently, use consciously and concurrently the strategies and ask students to report what they have learnt. In the activities the students can find the general ideas, main ideas, information explicitly and implicitly stated in the text. Through language focus which leads the students to a deeper understanding the language meaning and use (Willis, 1996: 102), the students can find the meaning of the words and word reference in the text.

In task-based learning lesson, however most of the emphasis is on learners doing things, often in pairs or groups, using language to achieve the task outcome, the teacher is generally a facilitator who always keeps the key conditions for learning in mind. Although learners do the tasks independently, the teacher still has overall control and power to stop everything if it is necessary.

B. Statement of the Problem

Based on the background of the study, the research problems which arise are as follows:

1. Can the task-based learning improve the students’ reading comprehension?
2. How is the teaching and learning situation when the task-based learning is implemented in the classroom practice?

C. Limitation of the Problem

In this research, the researcher focuses on improving students’ reading comprehension through the task-based learning. The reading comprehension is limited only on the literal reading and interpretive reading.
**D. The Purpose of the Study**

The purpose of the study is to examine whether the use of the task-based learning can improve the students’ reading comprehension. Besides, the research is also designed to study how the teaching and learning situation is when the task-based learning is implemented in the classroom practice.

**E. The Benefits of the Study**

1. For students
   a. The students’ reading skill increases
   b. The students are trained to be capable of reading texts through the task-based learning.
   c. The students’ vocabulary will increase automatically.
   d. It will give an enjoyable learning situation which can improve the students’ learning motivation.

2. For teachers
   a. They can use the task-based learning as an alternative method or technique in teaching reading.
   b. It stimulates the teacher to find a new approach which is appropriate for teaching reading.
   c. It improves the teachers’ capability to conduct teaching learning activity appropriately.

3. For other researchers

Other researchers can use this research as a reference in improving students’ reading competence.
CHAPTER II

REVIEW OF RELATED LITERATURE

This particular chapter sets out to review the underlying theories of the present study. It is intended to provide the overview of the related studies as well. This chapter is finalized with the formulation of the hypotheses.

A. Reading

1. Definition of Reading

Harrison and Smith (1980: 23) define reading as the act of responding with appropriate meaning to print or written verbal symbols. It means that reading is the result of interaction between the graphic symbols that represent language and the reader’s language skill, and cognitive skills and knowledge of the words. In this process, the reader tries to recreate the meaning intended by the writer.

According to Wallace (1992: 4), reading as interpreting means reacting to a written text as a piece of communication. In other words, we assume that there is some communicative intent on the writer’s part which the reader has some purposes in attempting to understand.

According to Williams (1996: 11) reading is a process of obtaining meaning from written text. Readers carry out knowledge of the writing system, knowledge of the language, and the ability to interpret meaning from a text.

Kennedy (1995: 5) defines reading is the ability of an individual to
recognize a visual form, to associate the form with a sound or meaning acquired in the past, and on the basis of past experience, to understand and interpret its meaning.

According to Aebersold and Field (1997: 15) reading is what happens when people look at a text and assign meaning to the written symbols in that text. The similar definition stated by Nunan (1998: 33) that reading is a process of decoding written symbols, working from a smaller unit (individual letters) to larger ones (words, clauses, and sentences).

Based on those theories above, it can be concluded that reading is a much more complex process to obtain ideas or meaning from a text, which is symbolized in written or printed language.

2. Reading Comprehension

Reading comprehension is not essentially different from other kinds of comprehension. Comprehension is sometimes, but not always related to the speed of reading. Reading comprehension means the ability to understand the material given by the authors.

From the statement above, it can be known that reading with comprehension covers not only reading the selection on the essential facts, but also trying to comprehend or understand the message in the selection of the essential facts. One indication that a reader already comprehends the selection is when he can answer the questions based on the selection.

Jarolimek (1985: 244) points out that reading comprehension is social studies consisting of at least four components:
a. Getting the literal meaning or a general understanding of what is being communicated.

b. Understanding and remembering facts in detail that supports the ideas.

c. Recognizing and remembering the sequence of ideas or events presented, and

d. Following direction.

All of four components above show that in reading comprehension the reader has to understand and remember the author’s ideas in the selection and try to find the supporting detail that support the ideas.

There are also some considerations which should be thought relate to reading comprehension, they are:

a. Strategies on Reading Comprehension

Grellet (1998: 4) offers some strategies in reading comprehension as follows:

1) Scanning

Scanning is quickly going through a text to find a particular piece of information. The readers only try to locate specific information (ex: name, a date, etc) and do not follow the linearity of the passage.

2) Skimming

Skimming is quickly running one’s eyes over a text to get the gist of it. It is more thorough activity which requires an overall view of the text and implies a definite reading competence.
3) Extensive Reading

Extensive reading is reading longer text, usually for one’s pleasure. This is a fluency activity mainly involving global understanding. The reader has general understanding without necessarily reading every single word.

4) Intensive Reading

Intensive reading is reading shorter texts to extract specific information. This is more an accuracy activity involving reading for detail. Readers are expected to understand everything they read and to be able to answer detailed vocabulary and comprehension questions.

b. Factors Influencing Reading Comprehension

It is a fact that most students have some difficulties in comprehending a text. Those difficulties cause deficiency in the reading process. Inadequate comprehension is usually created by some factors. According to Cushenbery (1985: 62) there are several factors which influence reading comprehension so that the comprehension is not optimum. They are:

1) Emotional Factor

Learners usually become severely frustrated when they are not able to comprehend reading material satisfactorily. Their unsuccessful attempts to read, which makes them conspicuous in socially unfavorable way, are the reason they are disappointed and ashamed.
Children who are depressed or hyperactive have great difficulty in reading. Their home environment which is not harmonious with their psychology problems can hinder their concentration.

2) Intelligence Comprehension

Wolf (1987: 307) stated that reading comprehension can be defined as information processing. It assumes that reading comprehension is a cognitive process. First, the input is perceived in its visual mode and then it is processed in a general cognitive level. Therefore, a particular level of comprehension needs a particular level of intelligence. There are different levels of intelligence needed in dealing with comprehension questions at the literal, interpretive, critical, and creative level.

3) Physical Factors

Learners who have health problems such as obesity, malnutrition, neurological difficulties and granular disturbances may have a significant negative impact on reading in general and comprehension in particular.

4) Background Experience

Those who have limited experiences with words in the number of settings will have difficulties with comprehension in general because of their low level of schemata. Besides, Baker and Brown (1985: 32) state that the ability to grasp the logical organization of the text is firmly rooted in the reader’s prior knowledge of the words. If a reader
does not have the relevant background information, it may be difficult or impossible for him to detect the logical organization of the text being read. It can be said that efficient comprehension requires the ability to relate the textual material to the reader’s existing or prior knowledge.

c. Level of Reading Comprehension

Some people say that the act of reading only consists of pronouncing words. They consider that comprehension is not important. Concentrating on pronouncing words rather than comprehending the essence of the passage is a waste of precious time. Based on the idea above, the teacher needs to emphasize the basic comprehension skills. According to Burns et. Al (1984: 177) there are four levels of comprehension:

1) Literal Reading

Literal reading or reading for literal comprehension which involves acquiring information that directly stated in a section is important and also prerequisite for higher level understanding. At this level, the readers are able to comprehend what the author has said.

2) Interpretive Reading

Interpretive reading involving reading between the lines or making inferences, it is the process of deriving ideas that are implied rather than directly stated. At this level, the readers are able to understand what the author means.

commit to user
3) Critical Reading

Critical reading is evaluating written material comparing the ideas discovered in the material, which is known standards and drawing conclusion about their accuracy, appropriateness. Critical reading depends upon literal comprehension and grasping implied ideas is especially important.

4) Creative Reading

Creative reading involves going beyond the material presented by the author. It requires readers to think as they read, just as critical reading does, and it also requires them to use their imagination.

In teaching reading, a teacher must teach the four levels of comprehension level. First, use a discussion or questioning technique that brings out just what the author said or in other word, in pre-reading; a teacher asks questions related to the topic before he starts his reading. It is probably more effective to develop desire to read the article and help them arrive at a literal understanding of the piece to be read. Then, after the students have completed reading the assigned section, teacher and students should discuss it.

Based on the theories above, it can be concluded that reading is a complex process to obtain ideas or meaning from a text which is symbolized in written or printed language. Comprehension in reading means that when someone reads, he must understand what he reads. It can be said that in reading comprehension, there should be an interaction
between the author and the reader. The author expresses his ideas in the form of written language and the reader has to understand the meaning of the text intended by the author.

To be able to achieve the purposes of reading comprehension, one should have some basic reading skills as follows; (1) literal skills (recalling and recognizing of facts and information, finding the answers to specific questions); (2) interpretive skills (getting the central thought and main idea, drawing conclusions, generalizing, deriving meaning from context).

In relation to the study, those skills can be implemented into two levels of understanding as follows:

1) Reading the lines

Learners are able to understand the literal meaning i.e., responding to the precise meaning of familiar words in their context and inferring the meaning of unfamiliar words from contextual clues and also visualizing the scenes and events the words conjure up.

2) Reading between the lines

Learners are able to get the writer’s intent and purpose, to interpret clues to character and plot, and to distinguish between fact and fiction.

Referring to the theories presented above, it suggests that reading comprehension is a complex process in which the readers interact with the text to construct the meaning involving the ability to identify general ideas,
main ideas, explicitly and implicitly stated information, meaning of certain word, and understanding or finding word reference.

3. Teaching Reading

In teaching English, reading skill is an ability that cannot be neglected at all. The mastery of reading skill is regarded very important to be taught because it will influence other skills of English (i.e. listening, speaking, and writing). For example, while the teacher asks the students to read the text aloud, they learn reading and speaking. And when the teacher asks the students to answer the questions based on the text they read, they will learn writing. While the teacher asks them to listen to the text that their friends read, they will learn listening skill.

In addition, Savile – Troika (1979: 302) summarizes an effective way to teach EFL reading when she says, improving the reading skill of any students begins with identifying his weakness and then implementing appropriate method for strengthening these skills (quoted by Mey-Yun, 1989: 107)

Tay (1979: 8) suggests classroom activities by making five practical suggestions about how to teach reading skill. The five principals are: (1) Developing the ability to recognize and state main idea; (2) Developing the ability to note details; (3) Developing the ability to summarize and organize idea; (4) Developing the ability to follow the sequence of idea; and (5) Developing the ability to predict and anticipate outcome.

Here, Tay makes conclusion that the task in teaching is to try out the
students in the classroom with a ‘skill oriented’ approach and has made some suggestions about appropriate classroom activities.

a. Principle in Teaching Reading

1) A reader’s background knowledge can influence reading comprehension (Carrell and Connor in Nunan, 2003: 74). Background knowledge includes all of the experiences that reader brings to a text. If the students are reading unfamiliar topic, teacher may need to begin the reading process by building up background knowledge (Nunan, 2003: 14).

2) Build a strong vocabulary base. Recent research emphasized the importance of vocabulary to successful reading (Nunan, 2003: 74). It is easier for the reader of academic texts to have high level of vocabularies to help them to understand the message of the text (Levine and Reves in Nunan, 2003: 74).

3) Teach for comprehension. Monitoring comprehension is essential to successful reading. Part of that monitoring process includes verifying that the predictions being made are correct and checking that the reader is making necessary adjustment when meaning is not obtained.

4) Work on increasing reading rate. One focus here is to teach students to reduce their dependence on dictionary skill such as scanning, skimming, predicting, and identifying main ideas. Get students to approach reading in different ways rather than develop only students'
speed in reading.

5) Teach reading strategies. It underscores the active role that students take in strategic reading. Teaching them now to do this could be a prime consideration in reading classroom (Anderson in Nunan, 2003 : 76).

6) Encourage students to transform strategies into skills. The goal for explicit strategy instruction is to move readers from conscious control of reading strategies to unconscious use of reading skills.

7) Build assessment and evaluation into your teaching. It can be conducted in quantitative and qualitative assessment. Quantitative assessment will include information from reading comprehension test and qualitative assessment can include reading interest survey (Brindley in Nunan, 2003: 77).

8) Strive for continuous improvement as reading teacher. The teachers should view themselves as facilitators in the classroom, helping the students discover what works best.

Other principles of learning reading are:

1) The students must have purpose and motivation to learn.

2) Learning must have meaning for the learner.

3) A background experience and knowledge is necessary for learning.

4) The learner must be active in his learning.

5) Learning requires the forming of habits.

6) Much learning by association.
7) Learning requires practice.

8) Favorable attitudes toward learning foster effective learning.

9) Students learn at different rates and in different method.

10) Learning is more effective if the learner knows for what he is learning (Sherped in Simanjuntak, 1988: 16)

From the ten principles above, (Simanjuntak, 1988: 18) states that:

1) Reading requires purpose and motivation (interest, need).

2) Reading requires meaning for the learner. Reading must have meaning for the learner; the goal of reading is to enable the reader to get meaning from the printed material.

3) The teacher must bring much background information to any reading task.

4) Reading is an active process, it requires learner to be active.

5) Reading requires practice.

b. The Activity of Teaching Reading

The purpose in teaching reading is to develop the student’s reading skill, so that they can read English text effectively and efficiently. According to Abbot, et al., (1981: 29) there are kinds of activities in relation to reading classroom activities.

1) Pre-reading activity

When students began to read a text, it is to create a positive attitude in their minds towards the text to be read. Dubbin and Bycina quoted by Rohman (2004: 17) state that:
The goals of pre-reading stage are to activate (or build, if necessary) the students’ knowledge of the subject, to provide any languages preparation that might be needed for coping with the passage, and finally, to motivate the learner to want to read.

Dubbin and Bycina in Murcia and Abbot (1981: 95) describe the activities including in pre-reading activities: a) finding out what the students already knew about the subject; b) asking the students to read only the text and then say or write down what they expect the text to be about; c) showing the picture to recall the students’ description about the text they are going to have; and d) giving some or all the unknown vocabulary as keyword whose meaning is crucial to understand the text.

2) While-reading activity

This activity requires the teacher’s guidance to ensure that students assume an active questioning approach to the material. The types of reading activity depend on the students’ reading comprehension skill and their experience with expository reading. The teacher might also maximize the students’ participation by having the students read to their partners, and retelling the critical information to their partners (Camie, 1990: 377).

Concerning with the explanation above, Abbot describes the activities involve in the while reading activity, they are: a) identifying the main idea; b) finding details in a text; c) following a sequence; d) inferring from the text with their particular difficulties; e) recognizing
the writer’s purpose and attitude; f) recognizing the discourse features; and g) the teacher’s role is helping both the individual learner with their particular difficulties and their whole group.

3) Post-reading activity

Camie (1990: 386) says that actually the goal of post-reading activity is to integrate, synthesis, and consolidate the information that has been read in the selection. There are some activities in post-reading such as, filling in the blank concept map, discussing content in the class notes, and developing a visual presentation of the information. In addition, there are two post-reading activities which have particular merits, the first is answering the writing questions and the second is writing summary of the content. In both cases, the students have an opportunity to study and practice the important information once again and formulate a written product that can be used in subsequent study.

c. Problems in Understanding Text

According to Nuttal (1983: 386) there are some elements that make readers find problem in understanding text:

1) The code/alphabetic symbols

The readers will find the difficulty in understanding the text, because they are not familiar with the text. So, it entails the perquisite to get satisfactory communication that is the writer and readers should shape the same code.
2) Vocabulary and sentence structure

It goes without saying that sizeable vocabulary is crucial to be success in reading. It is impossible to get the writer’s message without understanding every word of the text, but it is not possible to be absolutely certain of it, not to give the fullest response. When the sentence is not understood although the vocabulary is known, it is often caused by long and difficulty sentence to unrevealed syntactically. syntactic complexity coupled with unfamiliar vocabulary doubles the problem.

3) Cohesive devices and discourse makers.

Understanding cohesive devices is very useful to get the message of the text. A particular kind of cohesive devices is discourse makers, such as however, although, furthermore, and namely. These words are extremely useful signals to the readers. They can help the readers to establish the signification to mark the functional value of a sentence and tell the readers what the writer intends to it.

4) Problem beyond the plain sense

Problem beyond the plain sense includes reader’s background knowledge about the world. A reader who wants to understand the plain sense of each sentence may still be unable to make sense of the text as a whole. It is because he lacks the background knowledge of the text.

commit to user
5) The Concepts

Concept is part of the message that the text expresses. The concept may become a problem for a reader in understanding a text.

d. The Approaches in Reading Process

Reading comprehension focuses on the ability to derive meaning from what is read. What is meant by deriving meaning from what is read may differ among theorists; the differences are shown by the existence of three models of reading process approaches, namely bottom-up model, top-down model, and interactive model.

1) Bottom-up model

It is a lower-level reading process. Students start with the fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences, and longer texts. The student begins with the smallest elements and builds up to comprehension of what is being read.

Within a bottom-up approach to reading, the most typical classroom focus is on what we usually call reading. It involves a short reading passage followed by textbook activities to develop comprehension and/or particular reading skill.

2) Top down model

It begins with the idea that comprehension resides in the students. The students use their background knowledge, and makes
prediction. Rumelhart states that reader's knowledge is systematically, organized in schemata. The schemata can be used to anticipate text prior knowledge to make prediction about the text and then, it can be continued by using bottom up process. In this process, the students can start with the smallest elements of reading text and build up to comprehension of what is being read. Both approaches support the students in reading process. The combination will usually facilitate attempts to arrive at comprehension.

Chomsky stated that competence is the ability of someone about knowledge of his language (Chomsky in Fauziati, 2001: 4)

Reading competence is a mental process and someone's ability to interpret the meaning of text by understanding lexical meaning (synonym, antonym), understanding contextual meaning, identifying main point, finding detail information (explicit information and implicit information), inferring context using their background knowledge, and finding reference. The writer tries to use some sources of the theory in order to fulfill the indicators of skill that students have to have related to their reading skill.

3) Interactive Model

According to McCormick (1988: 78) an interactive model is a reading model that recognizes the interaction and bottom-up model simultaneously throughout the reading process. Eskey adds, interactive processing refers to the interaction between information...
obtained by means of bottom-up decoding and information provided by means of top-down analysis. Here comprehension of reading text is not only determined by text to be decoded, but also by prior knowledge of the reader. Carrel (1988: 65) also states that an efficient reader is coming from linguistic inputs of the text and the text is coming from knowledge in reader’s mind.

The interactive model (Rumelhart, 1977: 111) stresses both what is on the written page and the reader bring it using both reciprocal skill. It views reading as the interaction between reader and text. Following those conceptions, Eskey introduces model of the interactive reading process.

![Figure 2.1 Interactive Approach to Second Language Reading](image-url)
B. The Task-based Learning

1. The Definition of Task-based Learning

Many language experts have different opinion about the definition of task, Nunan (in Willis 2000: 1) defines a task as “a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. “Willis (1996: 23) defines a task as an activity “where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome.” Here the notion of meaning is subsumed in “outcome”. In a communicative task language is used to bring about an outcome through the exchange of meanings.

Prabhu in Bangalore, states that in Task-based learning, the tasks are central to the learning activity. It is based on the belief that students may learn more effectively when their minds are focused on the task, rather than on language they are using. He explains further in his definition about it that the term task-based learning mainly originates from the literature on language education (Nunan, 1989: 38). It serves as a contrast to the form-focused approach. In task-based learning, the learning activity focuses on the meaningful use of language within a social milieu. Learning activities are organized around tasks instead of around language items. The underlying assumption is that by engaging learners on a purposeful communication task, they would be able to learn the structure of the language in more natural meaningful way.
Breen in Ellis (2003: 4) defines a task as ‘structural plan for the provision of opportunities for the refinement of knowledge and capabilities entailed in a new language and its use during communication’. Breen specifically states that a ‘task’ can be ‘a brief practice exercise’ or ‘a more complex work plan that requires spontaneous communication of meaning’. Richards, Platt, and Weber define a task as an activity which is carried out as the result of processing or understanding language, i.e. as a response, for example drawing a map while reading a text, draw a conclusion after reading a text, may be referred to as tasks. Tasks may or may not involve the production of language.

A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make teaching more communicative … since it provides a purpose for classroom activity which goes beyond practice of language for its own sake’. Then, Lee (in Ellis, 2003: 5) also states that task is

a. A classroom activity or exercise that has
   1) An objective obtainable only by the interaction among participants,
   2) A mechanism for structuring and sequencing interaction, and
   3) A focus on meaning exchange;

b. A language learning endeavor that requires learners to comprehend, manipulate, and or produce the target language as they perform some set of work plans’. Bygate, Skehan, and Swain (in Ellis, 2003: 5) define a

commit to user
task as an activity which requires learners to use language, with emphasis on meaning to attain an objective.

Long (1985: 89) frames his approach to task-based language teaching in terms of target tasks, arguing that a task is a piece of work undertaken for oneself or for others, freely or for some reward. The examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, talking a hotel reservation, finding a street destination and helping someone across a road. In other words, ‘task’ is the hundred and one thing people do in everyday life, at work, at play, and in between.

Breen in Brown (1994: 83) defines a task as really a special form of technique. In some cases, task and technique may be synonymous (a problem-solving task/technique; a role play task/technique, for example). But in other cases, several techniques may comprise a task (for example, a problem solving tasks that include, let’s say, grammatical explanation, the teacher initiated questions, and a specific turn-taking procedure).

Tasks are usually “bigger” in their ultimate ends and techniques. Task-based learning is a perspective that we can take within a CLT framework that forces us to be carefully consider all of the techniques that we use in the classroom in terms of a number of important pedagogical purposes; (1) do they ultimately point learners beyond the forms of language alone to real world context? (2) do they specifically contribute to
communicative goals? (3) are their elements carefully designed and not simply haphazardly or idiosyncratically thrown together? (4) are their objectives well specified so that we can at some later point accurately determine the success of one technique over another? And (5) do they engage learners in some form of genuine problem solving activity?

While these definitions vary somewhat, they all emphasize the fact that tasks involve communicative language use in which the user’s attention is focused on meaning rather than grammatical form. This does not mean that form is not important. His definition refers to the development of grammatical knowledge to express meaning, highlighting the fact that meaning and form are highly interrelated, and that grammar exists to enable the language user to express different communicative meanings. However, as Willis and Willis (Nunan, 2006: 6) point out, tasks differ from grammatical exercises in that learners are free to use a range of language structures to achieve task outcomes – the forms are not specified in advance.

2. The Frame Work of Task-based Learning

According to Jane Willis in “A Framework for Task-Based Learning” (Longman, 1996), “tasks are always activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome”.

Many teachers, when reading about task-based learning, are often surprised to find that they are already using a task-based approach in many
aspects of their teaching.

At the centre of task-based learning is the task itself. The underlying principle is that doing the task is the objective of the lesson. For example, you may want students to write their own recipe in English (Task-based learning is as much to do with reading and writing as with speaking and listening), so that is the task.

The Task-based learning is not just about getting learners to do one task and then another. If that was the case, learners would probably become quite expert at doing tasks and resourceful with their language, but they would almost certainly gain fluency at the expense of accuracy. The framework consists of three phases: pre-task, task cycle, and language focus: 1) the pre-task phase introduces the class to the topic and the task, activating topic-related words and phrases; 2) the task cycle offers learners the chance to use whatever language they already known in order to carry out the task, and then to improve that language, under teacher guidance, while planning their reports of the task Feedback from the teacher comes when they want it most, at the planning stage, and after the report. Task-based Learning provides three basic conditions for language learning-exposure, use, and motivation; and 3) the language focus allows a closer study of some of the specific features naturally occurring in the language used during the task cycle. By this point, the learners will have already worked with the language and processed it for meaning, so they are ready to focus on the specific language forms that carry that meaning. Thus, the study of these forms is
clearly contextualized through the task itself. This final phase, which includes analysis and practice component, fulfils the fourth desirable extra condition for learning explicit study of language form.

Task-based learning is advantageous to the student because it is more student-centered. Although the teacher may present language in the pre-task, the students are free to use what they want. This allows them to use all the language they know and are learning, rather than a single construct. Furthermore, as the tasks are supposed to be familiar to the students, students are more likely to be engaged, which may further motivate them in their language learning.

In task-based learning the teacher is generally a facilitator, always keeping the key conditions for learning in mind. Facilitating learning involves balancing the amount of exposure and use of language, and ensuring they are both of suitable quality.

In task-based learning framework, most of the emphasis is on learners doing things, often in pairs or groups, using language to achieve the outcomes and guided by teacher. The teacher is involved in setting tasks up, ensuring that learners do tasks independently; the teacher still has overall control and the power to stop everything if necessary.

Task-based learning as had been stated by Willis can be seen as a two stage process. The first stage is to involve learner’s communicative tasks. The second stage is to look closely at the language involved in carrying out a task and learn from that language.
Nunan in Willis and Willis (2001: 173) states that in addition to task-based syllabuses, we have project-based, content-based, thematic, and text-based syllabuses. Pedagogically, task-based language teaching has strengthened the following principles and practices: 1) a needs-based approach to content selection; 2) an emphasis on learning to communicate through interaction in the target language; 3) the introduction of authentic texts into the learning situation; 4) the provision of opportunities for learners to focus, not only on language, but also on the learning process itself; 5) an enhancement of the learner’s own personal experiences as important contributing elements to classroom learning; and 6) the linking of classroom language learning with language use outside the classroom.

Tasks have been defined in various ways. Nunan (2006: 3) draws a basic distinction between real-world or target tasks, and pedagogical tasks. Target tasks, as the name implies, refer to uses of language in the world beyond the classroom. Pedagogical tasks are those that occur in the classroom.

3. The Characteristic of Task-based Learning

Skehan (in Nunan, 2006: 5) drawing on a number of other writers, puts forward five key characteristics of a task: 1) meaning is primary; 2) learners are not given other people’s meaning to regurgitate; 3) there are some sorts of relationship to comparable real-world activities; 4) task completion has some priority; and 5) the assessment of the task is in terms of outcome.

Ellis (2003: 16) defines task in the following way: a task is a work plan
that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills and also various cognitive processes.

Nunan defines a task as a piece of classroom work that involves learners in comprehending, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, middle and an end. He gives five characteristics of a task-based approach to language teaching: 1) an emphasis on learning to communicate through interaction in the target language; 2) the introduction of authentic texts into the learning situation; 3) the provision of opportunities for learners to focus, not only on language, but also on the learning itself; 4) an enhancement of the learner’s own personal experiences as important contributing elements to classroom learning; and 5) an attempt to link classroom language learning with language activation outside the classroom (Nunan in Brown, 1994: 228).
The priority of task-based learning is not the bits and pieces of language but rather the functional purposes for which language must be used. Brown (1994: 229) states that the task-based learning focuses on the whole set of real world task itself. Input tasks can come from a variety of authentic sources:

1) Speeches  
2) Conversation  
3) Narratives  
4) Public announcement  
5) Cartoon strips  
6) Letters  
7) Poems  
8) Directions  
9) Invitation  
10) Textbooks

11) Interviews  
12) Oral descriptions  
13) Media extracts  
14) Games and puzzles  
15) Photos  
16) Diaries  
17) Songs  
18) Telephone directories  
19) Menus  
20) Labels

Brown and Yule (1997: 122) clarify the task types as follows: 1) description; 2) Instruction/Description; 3) Story Telling; 4) The eye-witness Account; and 5) Opinion Expressing.

4. The Advantages of Task-based Learning

A number of potential advantages of the task-based learning can be summarized as follows: 1) a task-based lesson can usually give the learners an active role in participation and creation and hence increase their learning
motivation; 2) a task lesson can provide more opportunities for the students to externalize their thinking through their actions. This can help them to reflect on their thinking. The teacher can also be more responsive to the needs of the students; 3) it allows students to use their knowledge they have learnt and apply it productively in the task context (procedural knowledge). It can also link cognitive learning to the affective or value dimension engendered in the task situation; 4) the practical experience can help learners to appreciate why certain academic questions are important and provide an experimental substrate for the development of a further academic discourse; 5) This task usually requires the creation of some objects as outcome. This can provide a shared focus where students can work together. In the process, different participations, including peer learners in the team and the tutor, can project different views on the same situation and develop meaningful discussion on the matter.; and 6) the task will usually generate objects that are also amenable to cross group evaluation. The students can present their own products and/or evaluate others’. Everyone can take part in evaluating the strength and weaknesses of the work generated within the classroom community.

The task-based learning provides students with a natural context for language use. When students work to complete a task, they have abundant opportunities to interact. The interaction is believed to facilitate language acquisition as students have to work to understand each other and to express their own words (Larsen, 2000: 144).
Task-based learning is more student-centered. Although teacher may present language in pre-task, but later students are free to use they want. This allows them to use all the language they know and learn them. They are not only used a single construct (Willis, 2006)

Engaging students in task work provides a better context for the activation of learning process than form-focused activities, and hence better opportunities for language learning to take place (Richard-Rodger, 2001: 223)

The main advantage of task-based learning is used for genuine purpose, meaning that communication should take place and that when preparing the report for the class, students should consider language form in general rather than concentration on a single form. The aim is to integrate all four skills and to move from fluency to accuracy plus fluency.

C. Task Design for the Reading Lesson

Given the learning context and the interactive approach to teaching reading, the design for the reading lesson for this group of students has been based on the framework proposed by Nunan (1989:47). He suggests that a language learning task requires four components; the goal, the input, the activities, and the roles for the teacher and students. Goals are defined as: ‘...intentions behind any given learning task...’(Nunan, 1989: 48). Input refers to the text which is the point of departure of the task to be read. Melvin and Stout (1988) suggest some practical considerations for material selection such as where to find materials. Another consideration for material selection is the level of students which may influence the degree of difficulty of the materials. In
addition, the content of the material selected should also be interesting to the students. This is perhaps, according to Rivers (1988), the most important criterion for selection (p.50).

It is important to note that the materials for a reading lesson should be authentic, that is ‘any material which has not been specifically produced for the purpose of language teaching’ (Nunan, 1989, p.54). The reason for using authentic materials is, ‘classroom texts... do not adequately prepare learners for coping with the language they hear and read in the real world outside the classroom. If we want learners to comprehend written texts in the real world, then the learners need opportunities for engaging in these real world texts in class’ (p.54). Activities, as a task component, are what learners actually do with the text to be read. In a big class where attention to individual students is almost impossible, the use of group work as a management device is a good alternative. An argument in favor of using this technique is advanced by Long (1990). He points out that in group work, students have more talking time and more opportunities to develop interaction and relationships, a factor necessary for the development of more creative talk. Another argument for using group work is the quality of language produced which is capable of greater variety than that commonly produced in a teacher-centered classroom. Brumfit (1984) also argues that the use of small group work has to be seen as ‘linguistically necessary’ (p.77) because it provides more time for students to intensify involvement and more time to give and get feedback from peers.

Psychologically, group work increases the intellectual and emotional
participation or involvement of the individual in the task of learning a foreign language. Some students are more intelligent than others, while some are more gifted in learning languages, some are outgoing, communicative, extrovert personalities, while others are shy, withdrawn introverts. In small groups, all these types of learners can meet and mix, compensating for one another’s strong points and deficiencies as language learners. Thus, Brumfit (1984) sees group work as an important part of a communicative methodology and argues that ‘group work may increase the efficiency of accuracy work’ (p.78).

The ultimate goal of teaching reading is to help students understand texts and this goal is achieved through conscious and systematic training of reading skills. The degree of text comprehensibility, to a large extent, depends on the kinds of vocabulary contained in a text, the complexity of syntax, and familiarity of the topic in the text. In order to fully understand a text, necessary reading skills such as the ability to recognize and infer meanings of unfamiliar words, the ability to understand the text structure, and the ability to recognize relations of meanings through the use of cohesive devices, should be developed.

Throughout the lesson, the skills necessary to process the text are developed so that they are available for text processing to take place. Both top-down and bottom-up strategies are addressed to facilitate comprehension. The top-down application is developed through building background knowledge of the text content (content schemata), and the bottom-up
application is developed through examinations of the text structure (formal schemata).

The teaching activities begin with a pre-reading activity which aims at providing background knowledge of the text so that students can organize the information in the text and decide which information is important for comprehension, and which information can be ignored. The availability of background knowledge will help determine how well the students will understand the text. The pre-reading activity will aim at providing background knowledge to the text and relate it to the students’ personal experiences which they may want to share with the class (Beck & Carpenter, 1986).

Vocabulary training in comprehension processing is essential for understanding of the text. The vocabulary exercises in the lesson may link words with their associated meanings in different contexts, for instance. In addition to the words in the vocabulary section, the discussion will also concentrate on meanings of words that the students need to know. These words are also discussed in different contexts. In comprehending the texts, the students will be encouraged to examine the text structure. A text structure is a schematic representation that students need to recognize in the process of comprehending the texts. Being fail to recognize the text structure will likely result in poor comprehension.

Meanings and concepts in a text are not disconnected but related to one another by cohesive devices such as co-reference and pronouns. Very
frequently, meanings and concepts are connected by other logical relation devices such as because, if, then, or unless and these devices are sometimes not explicitly stated. When these connectives are absent, students will have to be able to find the connection between concepts in the text. The students’ comprehension will be facilitated if they recognize how connectives work in a text (Beck & McKeown, 1986). Another related notion to text cohesion is the idea of new and given information. Given information refers to information in previous sentences, and new information refers to added information in a sentence. In reading a text, students need to know these kinds of information and identify which information is new and which information is given.

To ensure that comprehension is taking place, students’ understanding of a text should be monitored. Comprehension monitoring may consist of any behavior that allows evaluation of whether comprehension is taking place and use of any appropriate strategy if comprehension is blocked. This monitoring will take the form of questions that ask students to reflect on what they understand about a particular section in the text. The questions will be discussed with the class and this will allow the teacher to learn the level of the students’ understanding of the text.

The interactive model for teaching reading and its procedure of material presentation is based on an assumption that successful comprehension is the result of interaction between processes of top-down and bottom-up strategies. The students should be able to employ those strategies and this can be achieved through systematic procedures of processing texts.
The primary emphasis of text organization and its procedure for presentation is the reason why getting feedback during the reading process is so important. The feedback is obtained from discussions of vocabulary study, text structure, and comprehension monitoring activities. In this interactive model, the teacher is expected to assume a greater significance. The teacher’s job is not only to monitor the reading process, but also to facilitate it. Therefore, the teacher’s task is to activate the student’s schemata, to guide the student’s awareness of the text structure, to assist in strategy development, and to create a relaxed interaction between the students and the text (Swaffar, 1988).

D. Teaching Procedures

Historically, task-based learning seems to have gained currency since the 1996 publication of Jane Willis’s A Framework for Task-Based Learning (Longman). Jane Willis summarizes the difference between PPP and task-based learning: “the focus on language form comes at the end” (Willis 1996 p.52).

The task based lesson, based on her framework, is structured as follows:
The aim of the task based learning framework is to create the optimum conditions for language learning. Willis (1998, p.3) identifies these three essential conditions as:

Pre-task

This serves as an introduction to the topic and task. It may involve brainstorming, a pre-task, introduction of useful words and phrases, preparation time or listening to native speakers doing the task. New structures are not pre-taught.

The Task Cycle

This cycle has three essential phases and one further optional phase. They are namely:

commit to user
a. Task

Learners begin by carrying out a communication task, using whatever languages they already have, in pairs or groups. A task is a goal-oriented activity in which learners achieve a real outcome. According to Willis (1996, pp 26-28), there are six main types of task:

1). Listing
2). Ordering and sorting
3). Comparing
4). Problem solving
5). Sharing personal experiences
6). Creative tasks

Grammar exercises, practice activities are examples of activities which are not tasks. Tasks have a specific objective that must be achieved in a given time. Learners are free to choose whatever language forms they like to achieve the goal of the task. The emphasis is on meaning rather than form. The teacher monitors discreetly and does not correct errors.

Closed tasks are highly structured with specific goals and relatively predictable language forms. Open tasks are less structured with less specific goals and less predictable language forms.

At this stage, the teacher monitors and encourages attempts to communicate meaning in the target language. While helping students to formulate what they want to say, the teacher does not correct errors. The emphasis is on spontaneity and fluency.
b. Planning

Having completed the task, students prepare to report on the outcome. Now the emphasis is on organization and accuracy. The teacher advises students on language and helps them correct any errors they make during this phase.

c. Report

Some or all of the groups report briefly to the whole class. The others listen in order to compare findings or conduct a survey. The teacher may rephrase but not correct the language.

d. Optional post task listening

This phase allows students to listen to native speakers do the same task and to compare the language.

Language Focus

There are two activities which are usually done in this phase, they are:

a. Analysis

Learners focus on form and ask questions about language features. This step deals with grammatical problems contained in the text. Since the text contained many grammatical features, it was necessary to focus only on one grammatical feature that was considered important for comprehension. The grammatical feature was put in its context in order to show to the students how the structure was used. The students were then given time to look for other sentences in the text that used the structure.
b. Practice

The procedure for teaching reading described above was effective in providing the students with the skill to tackle reading problems encountered during the course. They learned how to divide complex sentences into meaningful chunks. They learned complex words in contexts as individual items without too much concern about inflectional or derivational formations. They found group work and class discussion helpful because it was the time when they could help each other and gain information from other students in the class.

Difficulties in the language were compensated for by their background knowledge of the topic. Group work was mostly done in Indonesian and this was found to be helpful in keeping the group work going.

Teacher conducts activities based on the analysis work or examples from the text or transcript. The theory behind the Task-Based Learning framework is that it is the methodology which most adequately fulfils the key conditions for language learning implied by SLA research findings. These conditions are exposure to real language, opportunities for real use of language, motivation and focus on language are provided for at each phase of the task based learning framework as illustrated by Willis (1996, p.60).
From the characteristics of task-based learning above, the researcher believes that task-based learning can improve students’ reading comprehension at class IX A SMP Negeri 1 Kawedanan in the academic year 2011/2012.

E. Review of Related Research

This section consists of five articles that researcher has collected through any journals related to the use of the task-based learning in language learning. At first researcher just quoted what experts say. He, then, makes a construct.
1. Gusti Astika (Satya Wacana University: Salatiga, 2004), wrote an article that released on EA Journal Volume 22 No 2 entitled ‘A task-based approach to reading English for specialized purposes’. She optimized that the task-based approach to reading English for specialized purposes was effective in providing the students with the skill to tackle reading problems encountered during the course. They learned how to divide complex sentences into meaningful chunks. They learned complex words in contexts as individual items without too much concern about inflectional or derivational formations. They found group work and class discussion helpful because it was the time when they could help each other and gain information from other students in the class. Difficulties in the language were compensated for by their background knowledge of the topic. Group work was mostly done in Indonesian and this was found to be helpful in keeping the group work going.

2. The recent study was done by Nazenin Ruso (Eastern Mediterranean University, Turkish Republic of Northern Cyprus, 2007) that is released on July 21st, 2011 on Asian EFL Journal 18 entitled ‘The Influence of Task Base Learning on EFL Classroom’. He focuses his study on the influence of Task Based Learning on EFL Classrooms. The study examined the influence of TBL approach on students ‘classroom performance and motivation in EFL classrooms. Although the main focus was of this work on students’ performance and motivation, he also investigated how implementing a TBL approach influenced the
researcher’s professional development. The analysis of data collected by different data collection methods revealed that both students and the classroom teacher were highly satisfied with TBL approach mainly in terms of adding variety to the classroom activities and increasing learning in class. The findings of the students’ and researcher’s diaries revealed that TBL was helpful in students’ motivation and learning. It encouraged students’ practice opportunities of the target language receptivity in the lessons as a result of presenting various tasks. In the light of students’ reflections for the tasks used during the study, which were very positive, it can be concluded that students were receptive to the idea of TBL while learning English as a second language. The findings of the semi-structured interviews revealed that students do not like their teachers talking too much. Although the students were not familiar with the concept of TBL which defined this change, they stated that their teacher presented them various tasks that create opportunities for practice. The students’ thoughts about TBL were quiet positive. They indicated that more emphasis was shown on interaction in class. This interaction was encouraged not individually but within group work as well. The students stated that their teacher presented various tasks in class and they made use of practice opportunities. They also indicated that an enjoyable classroom atmosphere developed as a result of the tasks and the nature of this enjoyable classroom learning situation affected their learning.
3. As stated in *Implementing task-based learning with young learners* (Oxford University: 2001), David Carless wrote an article released on ELT Journal Volume 56/4 October 2002. He drew the qualitative classroom observation data from case studies of three EFL class in Hong Kong primary schools. It analyses four themes relevant to the classroom implementation of task-based learning with young learners, namely, noise/indiscipline, the use of the mother tongue, the extent of pupil involvement, and the role of drawing or colouring activities. For each of these issues, he noted that there was significant improvement in implementing task-based learning with young learners though it was hard at the beginning. Teacher should have well-prepared in implementing task-based learning by organizing the pair-work or group work well, be a good language model by using the target language as far as possible when interacting with their classes, and maximize the involvement of the students during group work by developing more inclusivity in the classroom, whereby all students are encouraged and supported to make oral contribution during lessons.

4. As stated in *Reading Comprehension: A Task-Based Approach Using Pre-Text/and Side-Text Questions as Guide* (1986), M.O. Tinuove developed a model of teaching reading comprehension using task-based approach. He used the questions to aid the students understanding at the literal, inferential and evaluative levels of reading - comprehension as the students are encouraged to do both pre-reading and
concurrent/simultaneous thinking as they attack the passage. Consciousness and concentration in reading, as well as making appropriate responses are encouraged. The various guiding questions equally served as interpretive reinforcement as the reader progresses logically through the text. The students were involved in ‘learning by doing’ and be truly literate to face academic challenges, as well as the wider reading exigencies that would be their lot outside the classroom.

5. Ana Rochanah that graduated English Education Department, Graduate School Sebelas Maret University Surakarta on February 9th, 2010 had conducted an action research using task-based activities to improve students’ writing ability at class X-5 students of SMA Negeri 1 Bojonegoro, concluded that a) task-based activity can improve students’ writing ability. The improvement of the students’ writing can be identified from the improvement of writing achievement, b) task-based activity can improve writing classroom into a better situation. Furthermore she said that the implementation of task-based activity in writing class can rise students’ participation in the teaching learning process and it can enhance students’ writing ability.

Based on the discussion above, it can be concluded that the task-based learning is a good method to help students comprehending a text. The result of the study motivated and inspired the researcher to develop a similar model to solve the problem confronted by the class IX A students of SMP Negeri 1 Kawedanan Magetan.
F. Rationale

Reading is a thinking activity which involves comprehension strategies of the reader to gain knowledge. When students can read texts effectively, they are successful readers. The students still encounter some difficulties in comprehending English texts. Many students do not like to read English text because of their lacks of vocabularies that they have which give obstacles for them to understand the text or to get meaning of the text. They find difficulties in interpreting the unfamiliar words in the text that results in the low understanding of the sentences, the information and the main ideas in the text; they got difficulties in identifying the implicit and explicit information of the text. Besides, many students have low motivation in reading class. It is due to the fact that the students have low English achievement particularly, their reading test result is not good.

Reading comprehension is a thought process through which readers become aware of idea, understand it in terms of their experiential background, and interpret it in relation to their own needs and purpose. Comprehension involves almost every type of understanding and thinking. Therefore, in reading lesson, teacher should use the techniques which explore and maintain students’ thinking process. The students have no interests and motivation in reading class because the teachers use one technique, method or media over and over again. The reading class becomes monotonous and the students get bored easily of this. So, the teachers should be creative to solve these problems. In line with this, the writer proposed a solution that is,
by using task-based learning in teaching reading to improve the students’ reading comprehension.

It is widely believed that learners learn better if they are taught to build up relations between the terms in a text. Task-based learning is used to motivate and involve students in thinking, reading, and writing aspects. It enhances vocabulary development by helping student link new information with previous experience. Accordingly, the researcher believes that it is necessary to use task-based learning for teaching reading comprehension. Students need to read about what they are interested in and to interact and communicate effectively.

G. Hypothesis

Based on the related theories above, the writer proposes the following research hypothesis:

The use of task-based learning can improve the reading comprehension of class IX A students of SMP Negeri 1 Kawedanan in the academic year of 2011/2012.
CHAPTER III
RESEARCH METHODOLOGY

A. The Place and Time of the Study

The study is a classroom action research, which implements task-based learning to improve students’ reading comprehension. This study will take place in SMP Negeri 1 Kawedanan, Magetan, East Java. The location of the school is about 11 kilometers from the central of Magetan. The school has 27 classes (nine of the ninth grade, nine of the eighth grade, and nine of the seventh grade). There are five English teachers in the school and all of them are S1 graduates.

Time allotment for English is 4 x 45 minutes a week (for each meeting) for regular classes and 6 x 45 minutes a week for international classes. This research will be conducted in September to December, 2011.

B. The Research Subject

The subject of the research is class IX A students of SMP Negeri 1 Kawedanan Magetan. There are 28 students in the classroom. The English teacher and the researcher are the agents. The other English teachers assist the researcher. They will be as analysis or observers.

There are some reasons for choosing class IX A students as the subject of the research. The first reason is they were assumed to have an adequate knowledge of vocabulary and grammar which will help them in understanding or comprehending reading texts. The second one is they have no interest and motivation in following the reading class.
C. Research Method

The method used in this research is an action research. There are various definitions of action research stated by some experts. Kemmis as quoted by Hopkins (1993: 44) gives the definition of action research as follows:

Action research is a form of self-reflective inquiry undertaken by participators in a social situation (including education) in order to improve the rationality and justice of a) their own social or educational practice, b) their understanding of these practices, and c) the situation in which practices are carried out.

Mills (2000: 6) states that action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in teaching learning environment to gather information about the ways how their particular schools operate, how they teach, and how well their students learn. Moreover, Nunan (1997: 18) argues that action research has distinctive feature that is those affected by planned changes have the primary responsibility for deciding on courses of critically informed action which seem likely to lead to improvement, for evaluating the results of strategies tried out in practice. Ebbut as quoted by Hopkins (1993: 45) states that action research is about the systematic study of attempts to improve educational practice by group or participants and by means of own reflection upon the effects of these actions.

Based on several definitions stated by some experts, the writer concludes that action research is any systematic inquiry undertaken by participators in a social situation (including education) which is directed towards greater
understanding and improvement of practices are carried out.

Classroom action begins with questions about classroom experiences, issues, or challenges. It is a reflective process which helps teachers to explore and examine aspects of teaching and learning and take action to change and improve. (http://www.teachingenglish.org.uk/transform/teachers/teacher-development-tools).

D. Procedures of the Research

The action research cycle or spiral is sometimes used as a way of representing action research. Its essential features are the cyclical moments of planning, executing and fact finding, but there many variations like Morwenna Griffiths’ 1990 model. Griffiths’ model contains three loops which adds an inner loop associated with reflection in action (Schon, 1983), and an outer loop associated with long-term reflection. She explains that the ‘research proceeds by doing and by making mistakes in a self-reflective spiral of planning, acting, observing, reflecting, planning, etc. This spiral is one in which feedback is going on in many ways at once. This is recognizable the messy real world of practice...’ (Griffiths, 1990:43).

1. Planning

In this stage, the researcher shares ides with the collaborator in order to discuss the lesson plan, material, media, time, schedule, and instrument for observation. The topic of reading comprehension in the lesson plan is based on the syllabus in the curriculum. The reading material that the researcher uses is
report and procedure text because those are the text types that are taught in the ninth grade of Junior high school. The researcher uses video shooting to record all proven activities in the class. By this way, the comparison actually can be analyzed. Photographs, journals, field notes, interview questions sheet are also necessary to support in observation.

2. Implementing

The researcher carries out the lesson plan in the classroom. He will conduct the teaching activities step by step based on the lesson plan. He applies task-based learning in teaching reading to the ninth grade students.

3. Observing

The activity is observing the students’ progress in reading during the action and making notes in observation sheet such as: the student-student interaction, the student-teacher interaction and anything they do during the teaching and learning process. The researcher is helped by the collaborator who will be asked to observe the activities, give his ideas, opinions, and also note the strength and weaknesses of lesson plan implementation using task-based learning in teaching reading.

4. Reflecting

After carrying out teaching and learning activity during task-based learning, the researcher will recite the occurrences in the classroom as the effect of the action. The researcher and the collaborator will evaluate the process and the result of the implementation of task-based learning in teaching reading. The evaluation will give advantages in deciding what the researcher
has to do in the next cycle.

5. Revising

The revision is aimed to improve the condition that had not been successful in the previous cycle. By revising the plan, it is hoped that the rest of problems could be handled in the following cycle.

E. Technique of Collecting the Data

To obtain the data, the researcher uses some instruments, namely: observation, interview, questionnaire, and test.

1. Observation

The researcher will observe and make research diary while the observer will make field notes of all activities done in the process of teaching and learning reading comprehension through task-based learning. In doing the observation, the researcher is helped by two collaborators to observe all of the students’ activities and situation during the teaching-learning process using the task-based learning. The function of the collaborator here is to evaluate the teacher or researcher’s teaching, to offer suggestion on the best way to teach and to help him observe the students in teaching-learning process. In other words, the collaborator was the active participant who gave a big contribution to every step of his research.

2. Interview

This technique is held at the beginning and the end of the research
to know the students’ view of teaching-learning process, especially in teaching reading.

3. Questionnaire

The questionnaire is a set of questions provided to obtain responses indirectly as it is occurred in non-face-to-face situation. It is given in the form of written questions with available answers in ranged-degree. It is aimed to gather information from the respondents about their activities, opinions, expectations and attitudes and perceptions in reading. The researcher uses questionnaire in the preliminary research and at the end of the implementation.

4. Test
a. Reading Comprehension Test

The researcher conducts tests of reading comprehension. There are a pre-test and a post-test which are used to collect the data. Each test contains 20 items. The test consists of text and questions which are related to the text that has been taught to the students.

b. Try-Out Test

The test instrument will be tried out first before it will be implemented in the teaching and learning process. It is aimed to know the validity and reliability of the test instrument. The test instruments are analyzed using internal validity and reliability.

To get the valid test, the internal validity and reliability is applied. The formula is as follows:

\[
\text{commit to user}
\]
a. Internal Validity

\[ S_t = \sqrt{\frac{\sum x^2}{n}} \]

\( S_t \) = Standard deviation of the square root of the total of each squared of deviation score divided by number of respondents.

\( \sum x^2 \) = the total of square of each deviation score.

\( n \) = the number of respondents.

\[ r_n = \frac{\overline{X}_n - \overline{X}_t}{S_t} \frac{p_i}{q_i} \]

\( r_n \) = the validity of each item.

\( \overline{X}_n \) = sum of correct answers within the row divided by sum correct answers within column.

\( \overline{X}_t \) = the average of total correct answers.

\( S_t \) = Standard deviation of the square root of the total of the squares of each deviation score divided by number of respondents.

\( p_i \) = the total of the correct answers divided by the number of respondents.

\( q_i \) = the total of the incorrect answers divided by the number of respondents

b. Internal Reliability
\[ r = \frac{k}{k-1} \left( 1 - \frac{\sum pq}{s_i^2} \right) \]

\( r \) = internal reliability

\( k \) = the total valid items

\( \sum pq \) = the sum of multiplication of the average of correct answers and the incorrect answers.

\( St \) = standard deviation of the square root of the total of the squared of each deviation score divided by the number of respondents.

F. Technique for Analyzing Data

In analyzing the data, the researcher will use two techniques, the technique of analyzing quantitative data and the technique of analyzing qualitative data.

1. Technique of analyzing Quantitative Data

The quantitative data are gained from checking the students’ answers on the written test. The steps of analyzing quantitative data are, as follows:

a. Computing the students’ correct answers.

b. Calculating the student’s scores of the written test.

1) In analyzing the test scores of the written test, first of all, the researcher calculates the percentage of correct answers of each student by using percentage correction. The percentage is used to measure the students’ reading comprehension. To find out the percentage, the researcher uses the percentage correction formula, as follows:

\[ \text{commit to user} \]
\[ S = \frac{R}{N} \times SM \]

\( S \) = student’s mastery  
\( R \) = student’s right answer  
\( N \) = maximum number of the whole answer  
\( SM = \) Standard Mark (100)

(Suharsimi, 1998: 38)

The researcher also uses the percentage formula to look for the students’ reading comprehension level. In determining the level of the students’ reading comprehension, the researcher uses five categories which are described in Suharsimi’s (1998: 38) category system, as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>81 - 100</td>
<td>very good</td>
</tr>
<tr>
<td>61 - 80</td>
<td>good</td>
</tr>
<tr>
<td>41 - 60</td>
<td>fair</td>
</tr>
<tr>
<td>21 - 40</td>
<td>poor</td>
</tr>
<tr>
<td>0 - 20</td>
<td>very poor</td>
</tr>
</tbody>
</table>

Table 3.1 The System of Scores Category

2) After analyzing the scores of written test, the researcher uses a statistical technique to find the mean score of the students. To know the results of this research, the researcher uses a formula proposed by Ngadiso (2006: 5) by comparing the mean score of the pre-test and the mean score of the post-test. The researcher calculated the students’ mean scores by using the following
formula:

\[
\bar{X} = \frac{\sum X}{n}
\]

\(\bar{X}\) = mean (score)

\(\sum X\) = total score

\(n\) = number of students

2. Technique of Analyzing Qualitative Data

To analyze the qualitative data, the researcher will apply Interactive Model of Data Analysis as propounded by Matthew B. Milles and A.M. Huberman (1992). This model includes four different interconnected processes: data collection, data reduction, data display and conclusion drawing and verification (see Figure 1).

Figure 1: Interactive Model of Data Analysis (Miles and Huberman, 1992)
a. **Data Reduction** is a process of selection, simplification, and transformation from source of data into a coherent description.

b. **Data display** is organized information that leads to conclusion and interpretation.

c. **Data verification**: in this case, the researcher will make summary or conclusion of the research.
CHAPTER IV
THE RESULT OF THE STUDY

The aim of the research is to prove whether the implementation of the task-based learning can improve students’ reading comprehension. The result of the research implementation is presented in Chapter four which consists of two sections. The first section relates to the research which includes the condition before the research, the implementation of the research, and the final reflection. The second one relates to the findings and the discussion. The summary of the research is provided in Table 4.1.

Table 4.1 Summary of the Research

<table>
<thead>
<tr>
<th>I. Pre-research: Gaining base-line data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Observing teaching and learning process</td>
</tr>
<tr>
<td>2. Interviewing students</td>
</tr>
<tr>
<td>3. Questionnaire</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Research Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cycle I</td>
</tr>
<tr>
<td>Meeting 1: Pre-test</td>
</tr>
<tr>
<td>Meeting 2: Functional text</td>
</tr>
<tr>
<td>Meeting 3: Procedure text</td>
</tr>
<tr>
<td>Meeting 4: Report text</td>
</tr>
<tr>
<td>Meeting 5: Post-test I</td>
</tr>
<tr>
<td>Cycle II</td>
</tr>
<tr>
<td>Meeting 1: Exposition text</td>
</tr>
<tr>
<td>Meeting 2: Exposition text</td>
</tr>
<tr>
<td>Meeting 3: Report text</td>
</tr>
<tr>
<td>Meeting 4: Post-test II</td>
</tr>
</tbody>
</table>

A. The Process of the Research

1. The Condition before the Research

The research was conducted in collaboration with the English teacher of SMP Negeri 1 Kawedanan, Magetan. The researcher was the teacher who implemented the action research, and the English teacher was the observer.
Before the researcher implemented the research, he did the preliminary research through observation. The result of the preliminary stage can be seen in Table 4.2.

**Table 4.2 Result of the Pre-research**

<table>
<thead>
<tr>
<th>Issue</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students reading skill</td>
<td>1. difficulty to interpret the difficult words</td>
</tr>
<tr>
<td></td>
<td>2. difficulty to understand complex sentences</td>
</tr>
<tr>
<td></td>
<td>3. difficulty to find main idea</td>
</tr>
<tr>
<td></td>
<td>4. low reading comprehension</td>
</tr>
<tr>
<td>2. Pre-test score</td>
<td>70.89</td>
</tr>
<tr>
<td>3. Classroom situation</td>
<td>1. Not live atmosphere</td>
</tr>
<tr>
<td></td>
<td>2. Low participation of students</td>
</tr>
<tr>
<td></td>
<td>3. Teacher’s domination</td>
</tr>
<tr>
<td></td>
<td>4. Monotonous</td>
</tr>
</tbody>
</table>

In more details, Table 4.2 the condition before the research is described in the following sections:

a. **Students’ reading skill**

This study began when the researcher realized that the students had problem in English especially in reading comprehension. It was based on the preliminary interview to the students who thought reading is regarded difficult. Then, he conducted preliminary observation. The preliminary observation was conducted in order to find out the problem faced by the students and the teaching learning situation done by the previous teacher. To find out the teaching learning situation, he observed the previous teacher in teaching and learning process.

From the preliminary research, he noted that the students had difficulty to interpret the difficult words they found in the text so they could not comprehend the text well. They also got bored with the lesson because they had difficulty in understanding the complex sentences they found in the text. It caused to their difficulty in understanding the main idea of the paragraph.
As a result, they could not understand the reading text well. Moreover, they avoid studying reading. Consequently, the result of their reading comprehension test was low.

The low students’ reading comprehension could be caused by the teacher who used to apply traditional technique in teaching reading in which he only asked the students to read loudly, translate the text, and answer the question, he just gave few portions for students to discuss the reading text, he only focused on finishing the material for national examination.

b. Class situation

Based on the preliminary research through observation, he could describe that the teaching and learning process before the research was not alive. The condition mostly caused by both teacher and students.

He found that the class situation of the English lesson, especially in reading was monotonous, boring and the class was not active. Teacher used to ask the students to read the text loudly, translate the text, and then answer the questions. The students tended to be passive during the lesson. They sometimes did not pay attention to the lesson. Besides, they said that when they were asked to answer the questions, they could complete the tasks in reading material merely by matching the words and the sentences in the tasks with the words and sentences in the text without understanding what the text told them about. They tended to be dependent to the teacher in the teaching learning process; they just waited for the teacher’s explanation when he explained it. The teacher dominated the teaching learning process, while the students were just listening to his
explanation; they had no willingness to take part in the teaching learning process.

Due to the fact above, it is necessary to make an attempt to improve students’ reading comprehension by applying other teaching technique. The English teacher should be able to improve students’ interest and motivation to study English better by creating an interesting atmosphere that makes them enjoy the teaching and learning process and give fun. One of the teaching techniques which cover such kinds of those activities is the task-based learning.

Nunan (in Willis 2000: 1) defines a task as “a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form.

Task-based learning is advantageous to the student because it is more student-centered. Although the teacher may present language in the pre-task, the students are free to use what they want. This allows them to use all the language they know and are learning, rather than a single construct. Furthermore, as the tasks are supposed to be familiar to the students, students are more likely to be engaged, which may further motivate them in their language learning.

Based on the reasons above, the researcher proposed the use of the task-based learning as a solution in teaching reading. The researcher believed that the task-based learning could improve the student’s reading comprehension.

2. Research Implementation

The implementation of teaching reading comprehension by using the task-based learning consisted of two cycles. The first cycle consisted of five meetings.
One meeting was for the pre-test, three meetings for delivering the material, and one meeting for the post-test. The second cycle consisted of four meetings. Three meetings were for delivering the material and one meeting for the post-test. Each meeting took 90 minutes. In all cycles, functional text, procedure, report, and explanation text were used as teaching material.

a. Cycle 1

1) Planning the Action

Finding the fact that the students' reading comprehension was low which was shown by their low achievement, the researcher planned to teach them by choosing a certain teaching technique. The chosen technique is the task-based learning. The researcher believed that the task-based learning was an appropriate technique to improve students’ reading comprehension.

To implement the technique, the researcher constructed a lesson plan as teacher’s guidance in teaching, prepared the materials based on the curriculum, made the students’ worksheet consisting of some tasks and everything related to the action. The action plan would be implemented by the researcher and the collaborator observed the whole process during the teaching and learning process in the classroom.

2) Implementing the Action

The action plan was implemented by the researcher. In the first cycle, he introduced the functional text, procedure, report, and explanation texts. He guided the students to analyze the texts and how to comprehend
them. There were three texts which were used in this cycle. He used one
text in each meeting. The implementation of the task-based learning is
described for each meeting as follows:

a) Meeting 1

The first meeting was held on Tuesday, December 6th 2011. In this
meeting the pre-test was conducted. The test was held to know the students’
achievement in reading comprehension before the action plan was
implemented.

b) Meeting 2

(1) Opening

The second meeting was held Thursday, December 8th 2011. The
lesson started at 06.45 a.m. The researcher and collaborator came to the
class, greeted the students and checked the students’ attendance. Beginning
the lesson, the students looked very fresh because it was the first lesson of
that day. In this meeting there were 28 students in the classroom.

As planned before, the researcher has chosen the reading text which
deals to topic related to the students’ field of specialization. The researcher
chose a functional text about an announcement. This selection was not
changed in any way in order to maintain its authenticity. The reading text
was typed double-spaced in order to provide enough room for the students
to make any necessary notes. Copies of the text were given to the students
in class. In addition, for class presentation of the text, a transparency was
made for class discussion.
(a) Pre-task

The researcher explained the objectives of the teaching and learning. He introduced the topic of discussion. The class was divided into small groups of three students. The students were allowed to choose their own groups. The first task for the group was to discuss a few questions aimed to activate their background knowledge of the topic. Below are the questions for the groups:

1. What do you know about announcement?
2. Are there any announcements in your school?
3. Where do you usually see the announcements in your school?

The students discussed these questions before they read the text. They were allowed to use English or Indonesian in the discussion. At the end of the discussion, answers from each group were invited, either in English or Indonesian.

(b) Main Task

The researcher divided the phase into two parts: vocabulary study and cohesive devices. For the vocabulary study, the students were asked to underline words or phrases that they did not understand. First, they were instructed to discuss in groups the difficult words identified in the text, then, if the group did not know the meanings, they then asked the teacher to join the group to discuss the difficult words.

At this phase, the researcher circulated from one group to another to help them with word meanings either in English or Indonesian, whichever
was more helpful to aid their understanding. While circulating, the researcher made notes of common problems that the groups had. One of the students’ problems at this step was to understand phrases, especially those phrases consisting of more than two words. Phrases like this were discussed together with the whole class and they were told how to parse them in order to arrive at the correct meaning. At this step, the researcher also helped the students to understand complex sentences because understanding complex sentences is crucial for text comprehension. The researcher helped the students to point out the functions of cohesive devices they found in the text by breaking the sentences apart into chunks of ideas. Breaking sentences into chunks of ideas was helpful for the students and they commented that they were then able to get the meaning of the sentences. One drawback of this technique was that the pace of the lesson was slow, but we had an agreement from beginning of the course that understanding the text was prioritized over a large amount of text that could normally be covered in one lesson. After two or three examples of sentences broken apart by using this technique, the students were allowed to try their own skills to chunk the rest of sentences in the text and discuss their meanings. Then, they were given comprehension questions. They were told to prepare the answers and report to the class what they discovered.

The next step was presentation of group work. The researcher asked each group reported to the class the answers of the questions. They were
allowed to use either English or Indonesian. Most of the students felt more comfortable using Indonesian although the questions were in English. At this step, different answers from the groups were discussed with the whole class.

We continued to the Language Focus, this phase deals with grammatical problems contained in the text. Since the text contained many grammatical features, it was necessary to ask students to focus only on one grammatical feature that was considered important for comprehension. In this text, the researcher selected some passive constructions and explained them to the students. The grammatical feature was put in its context in order to show to students how the structure was used. The students were then given time to look for other sentences in the text that used the structure.

(c) Closing

Before closing the lesson, the researcher evaluated the students’ reading comprehension. It was done by giving the tasks based on the text given before. During the activities, the researcher monitored the class in finding the equivalents of the unfamiliar words and in discussing the text. Due to the limitation of time, the researcher asked the students to continue their work at home.

c) Meeting 3

(1) Opening

The third meeting was held on Tuesday, 13th December 2011. The
researcher and collaborator came to the class, greeted the students, and checked students’ attendance. The researcher started the meeting by reviewing the lesson of the last meeting. After that, the researcher continued his lesson by warming the students up first. The researcher gave the clues about the topic that will be given by asking some questions related to a procedure text.

(a) Pre-task

The researcher explained the objectives of the teaching and learning. He introduced the topic of discussion. The class was divided into small groups of three students. The students were allowed to choose their own groups. The first task for the group was to discuss a few questions aimed to activate their background knowledge of the topic. Below are the questions for the groups;

1. What do you usually see on a birthday cake?
2. Do you know what it is made of?
3. Do you know how to make it?

The students discussed these questions before they read the text. They were allowed to use English or Indonesian in the discussion. At the end of the discussion, answers from each group were invited, either in English or Indonesian.

(b) Main Task

The researcher selected the topic of procedure text from the Developing Competence in English book, entitled “Making Candles”. He
asked the students to read the text. He divided the phase into two parts: vocabulary study and cohesive devices. For the vocabulary study, the students were asked to underline words or phrases that they did not understand. First, they were instructed to discuss in groups the difficult words identified in the text, then, if the group did not know the meanings, they might ask the researcher to join the group to discuss the difficult words. At this step, the researcher circulated from one group to another to help them with word meanings either in English or Indonesian, whichever was more helpful to aid their understanding. While circulating, the researcher made notes of common problems that the groups had. At this phase, the researcher also helped the students to understand complex sentences because understanding complex sentences is crucial for text comprehension. The researcher helped the students to point out the functions of cohesive devices they found in the text by breaking the sentences apart into chunks of ideas.

The researcher found that breaking sentences into chunks of ideas was helpful for the students and they commented that they were then able to get the meaning of the sentences more easily. After two or three examples of sentences broken apart by using this technique, the students were allowed to try their own skills to chunk the rest of sentences in the text and discuss their meanings. Then, they were given comprehension questions. They were told to prepare the answers and report to the class what they discovered. The next phase was presentation of group work.
Each group reported to the class the answers to questions. They were allowed to use either English or Indonesian. Most of the students felt more comfortable using Indonesian although the questions were in English. At this phase, different answers from the groups were discussed with the whole class.

We continued to the Language Focus, this phase deals with grammatical problems contained in the text. Since the text contained many grammatical features, it was necessary to ask students to focus only on one grammatical feature that was considered important for comprehension. In this text, the researcher selected some imperatives and noun phrases and explained them to the students. The grammatical feature was put in its context in order to show to students how the structure was used. The students were then given time to look for other sentences in the text that used the structure.

(c) Closing

Before ending the class, the researcher evaluated students’ comprehension by giving tasks based on the text given before.

d) Meeting 4

(1) Opening

The fourth meeting was conducted on Thursday, December 15th 2011. Seeing that the students were ready with the lesson, the researcher began to carry out brainstorming activities. The topic that would be discussed was about a report text. The instructional process was the same.
as the process in the third meeting.

(a) Pre-task

The researcher explained the objectives of the teaching and learning. He introduced the topic of discussion. The class was divided into small groups of three students. The students were allowed to choose their own groups. The first task for the group was to discuss a few questions aimed to activate their background knowledge of the topic.

(b) Main Task

The researcher gave an explanation about the strategies to analyze the text. He gave a short explanation about the material of that day that was a report text. The text that would be discussed was “A cactus”.

Firstly, the researcher gave each student a copy of the text. The researcher asked them to read the text silently.

Secondly, the researcher explored the students’ knowledge about the topic of that day to build students’ background knowledge. He asked them to recall their knowledge about a report text. The purpose of the report text is to describe the way things are or to describe a general person, place, animal, or thing based on the systematic observation. The text organization is general classification and description.

Thirdly, the researcher asked the students to underline the vocabularies and cohesive devices that they did not understand in the text. He asked the students to discuss the difficult words identified in the text, then, if the group did not know the meanings, they could ask the researcher…
to join the group to discuss the difficult words. The researcher monitored the activities of the students from one group to another to help them with word meanings either in English or Indonesian. While monitoring, he made notes of common problems that the groups had. He helped the students in discussing the grammatical problems involved in the text. He also helped the students to understand complex sentences because understanding complex sentences is crucial for text comprehension. He helped the students to point out the functions of cohesive devices they found in the text by breaking the sentences apart into chunks of ideas. Then, he gave comprehension questions and asked them to discuss in their groups.

Finally, after students had finished the task, they were asked to report to the class what they discovered. Then each group reported to the class the answers of the questions, they were allowed to use either English or Indonesian.

(c) Closing

Before closing the lesson, the researcher evaluated the students’ reading comprehension. It was done by giving the tasks based on the text given before.

e) Meeting 5

The fifth meeting was held on Saturday, December 17th 2011. In this meeting, post-test 1 was conducted. This test was held to know the students’
achievement in reading comprehension after the action plan was implemented.

3. Observing the Action

Observing is an important aspect in a classroom action research, because it can help the researcher gain a better understanding of his own research. When the researcher implemented the task-based learning in teaching reading comprehension, the process was observed and the result can be explained as follows:

a. The first meeting

In this meeting, the pre-test was conducted. This test was held to know the students’ achievement in reading comprehension before the action plan was implemented. From the pre-test result, the mean of the students’ scores was 70.89. The score of the students’ reading comprehension based on the indicators of reading comprehension could be seen in Table 4.3.

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Max Score</th>
<th>Pre-test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>General idea</td>
<td>112</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Main idea</td>
<td>112</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Explicit information</td>
<td>112</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Implicit information</td>
<td>56</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Meaning of words</td>
<td>84</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>Word reference</td>
<td>84</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>Total Score</strong></td>
<td>560</td>
<td>100</td>
</tr>
</tbody>
</table>

b. The second meeting

In the second meeting, the teaching and learning process ran slowly. There
were some students who were not active in teaching and learning process. In brainstorming the topic, most of the students still felt hesitant to express their opinion because they were not familiar with the technique used by the researcher. Only few students were eager to give a response. While the researcher was giving instruction about how to do the tasks, they were still confused. Some students had not understood the way to do the tasks in their groups.

c. The third meeting

In the third meeting, the researcher stimulated the students’ prior knowledge. He asked the students to brainstorm on the topic. Unlike in the second meeting, the researcher did not have to give much encouragement to the students to express their opinion. Yet, he did not limit the time for the students to brainstorm. The students tended to be more relaxed compared to the previous meeting. There were some students who began to show up their interest in the lesson.

Based on the collaborator’s view, the students were more active to join the teaching and learning activities. The students did not feel shy to express their opinion. When the researcher instructed them to draw the information from the text, they could make it well. However, there were some students who were still passive; they did not give their opinion or their comment because they were shy to speak in English, but they were eager to express their ideas when they did it in Indonesian.

In general, the teaching and learning process in the third meeting ran better than that in the previous meeting. The class was alive and the students enjoyed
joining the lesson.

d. The fourth meeting

In the fourth meeting, the students were active and enthusiastic in doing the activities. First, most of them paid attention to the researcher’s explanation. Some students even reconfirmed it by asking whether they would use the same technique in studying reading like in the previous meeting. Second, most of the students could easily answer the questions related to the topic. Third, most of them were actively involved in the brainstorming activity. Fourth, most of the students could do the tasks well. They could analyze the text faster than before.

In general, it can be said that the teaching and learning process ran well in the fourth meeting.

e. The fifth meeting

In this meeting, post test 1 was conducted. This test was held to know the students’ achievement in reading comprehension after the action plan was implemented.

The result of post-test 1 showed improvement of students’ mean score. The mean score increased from 70.89 in the pre-test to 75.18 in the post-test.

The result of the post-test cycle 1 also showed that there was improvement of students’ reading comprehension before and after the implementation of the research.

The table below showed that there was an improvement of students’ reading comprehension before and after the action research based on the indicators of reading comprehension. It was proven by the increase of the
students’ correct answers on each indicator of the reading comprehension.

Table 4.4 Distribution of Students’ Correct Answers Based on the Indicators of Reading Comprehension

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Max Score</th>
<th>Pre-test</th>
<th>Test in cycle 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>1</td>
<td>General idea</td>
<td>112</td>
<td>20</td>
<td>74</td>
</tr>
<tr>
<td>2</td>
<td>Main idea</td>
<td>112</td>
<td>20</td>
<td>79</td>
</tr>
<tr>
<td>3</td>
<td>Explicit information</td>
<td>112</td>
<td>20</td>
<td>77</td>
</tr>
<tr>
<td>4</td>
<td>Implicit information</td>
<td>56</td>
<td>10</td>
<td>38</td>
</tr>
<tr>
<td>5</td>
<td>Meaning of words</td>
<td>84</td>
<td>15</td>
<td>64</td>
</tr>
<tr>
<td>6</td>
<td>Word reference</td>
<td>84</td>
<td>15</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Total Score</td>
<td>560</td>
<td>100</td>
<td>397</td>
</tr>
</tbody>
</table>

Table 4.5 Summary of the Research Findings

<table>
<thead>
<tr>
<th>Pre-research finding</th>
<th>Before Action Research</th>
<th>After Action Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Improving in students’ reading comprehension:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Mean score</td>
<td>70.89</td>
<td>75.18</td>
</tr>
<tr>
<td>2. Improvement in teaching learning situation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Atmosphere</td>
<td>not alive, uninteresting reading class.</td>
<td>live, interesting activities</td>
</tr>
<tr>
<td>b. Participation in class</td>
<td>low, SS did not pay attention to the lesson, ignored to answer the comprehension questions.</td>
<td>SS pay attention to the lesson, involve in the discussion.</td>
</tr>
<tr>
<td>c. Domination in class</td>
<td>SS were passive, T dominated the activities.</td>
<td>SS were active, SS dominated the activities.</td>
</tr>
</tbody>
</table>

Based on the table above, it could be concluded that the students had a progress. Not only the mean score of students’ reading comprehension of pre-test was better than in the post-test cycle 1 but also there were some improvements related to the teaching learning situation. Then, the researcher was eager to find out the effectiveness and consistency of the task-based learning to improve the
students’ reading comprehension in comprehending a text. After implementing the action in cycle 1, he would like to know whether there was a better progress or not, there was consistency or not. The result of the evaluation and the implementation of the task-based learning in cycle 1 were used to find the strength and the weaknesses of the implementation of the task-based learning in cycle 1 in the teaching learning process.

4. Reflecting

From the observation, the researcher and collaborator noted that the process of teaching and learning using the task-based learning generally ran well. In analyzing the data, both researcher and collaborator analyzed the strength and weaknesses of the task-based learning. They were described as follow:

a. The strength

There were some positive results in the teaching and learning process during the first cycle as follows:

1) Using the task-based learning in teaching reading attracted the students’ curiosity. The students tried to understand the text.

2) There was an improvement of students’ reading comprehension. It could be observed from the result of the pre-test and the post-test. The mean score increased from 70.89 in the pre-test to 75.18 in the post-test.

b. The Weaknesses

There were some weaknesses in the teaching and learning process during the first cycle as follows:

1) The students could not identify the implicit information of the texts,
2) Some students were still passive in the teaching and learning process.
3) Some students were bored and did not pay attention to the lesson.

5. **Revising the Plan**

To solve the problems that appeared in Cycle 1, the researcher revised the plan for the next cycle so that the weaknesses would not occur anymore. Based on the result of the evaluation above, the researcher then made some improvements in applying the task-based learning as follows:

1) In identifying the implicit information of the texts, meaning of words, and word reference the researcher gave some examples and exercises to be practiced.
2) The researcher used pictures related to the topic as instructional media. It would attract the students’ attention and encourage them to join the teaching-learning process.

a. **Cycle 2**

1) **Planning the Action**

In cycle 2 the researcher and the collaborator made some revisions and improvement in the lesson plan and some aspects in it, especially the use of instructional media. Even so, the planning of the action plan in Cycle 2 was not totally different from in Cycle 1.

2) **Implementing the Action**

In implementing the action plan, the researcher was assisted by the collaborator who acted as the observer this time. In the second cycle, he
introduced report and explanation texts. He guided the students to analyze the
text and how to comprehend it. There were three texts were used in this cycle.
Each meeting used one text. The implementation of the task-based learning is
described for each meeting as follows:

a) Meeting 1

(1) Opening

Meeting 1 was conducted on Monday, December 19th 2011. At the
beginning of the class, the researcher started the lesson by greeting the
class and explained the objectives of the lesson of that day. He also told
the students that he would use the technique that has been introduced in
the previous meeting. After that, he conducted brainstorming activities to
activate the students’ prior knowledge about the topic of the lesson. He
showed them some pictures of landslide disaster which were taken from
the newspapers and magazines, gave them some questions related to the
topic, such as: “What do you think the pictures about?” and “How can they
happen?” and introduced the topic to be discussed in the meeting, which
was “Landslide”. To expand the brainstorming activities, he also asked the
students to mention the things that they usually find when there was a
landslide disaster.

Afterwards, the researcher asked the students to classify the
information about landslide and recorded the information. Then, the
researcher divided the class into small groups of three students. The
students were allowed to choose their own groups.
(2) Main Task

The researcher gave each student a copy of the text. The researcher asked them to read the text silently. He asked the students to analyze the vocabularies and cohesive devices that they did not understand in the text by underlining them. He asked the students to discuss the difficult words identified in the text, then, if the group did not know the meanings, they could ask the researcher to join the group to discuss the difficult words. The researcher monitored the activities of the students from one group to another to help them with word meanings either in English or Indonesian. While monitoring, he made notes of common problems that the groups had. He helped the students in discussing the grammatical problems involved in the text. He also helped the students to understand complex sentences because understanding complex sentences is crucial for text comprehension. Then, he asked them to discuss the comprehension questions in their groups.

After students had finished the task, they were asked to report to the class what they discovered. Then each group reported to the class the answers of the questions, they were allowed to use either English or Indonesian.

(3) Closing

Before ending the lesson, the researcher evaluated the students’ reading comprehension by giving the tasks based on the text given before. During the activities, the researcher monitored the class in discussing the
text and answering the comprehension questions. Due to the limitation of the time, the researcher asked the students to continue their work at home.

b) Meeting 2

(1) Opening

The second meeting was held on Wednesday, December 21st 2011. The researcher told the students that he would use the technique that had been introduced in the previous meeting. Seeing that the students were ready with the lesson, the researcher began to carry out the brainstorming activities. The topic that would be discussed was “Tsunami”. The researcher asked the students to tell everything they knew about the topic. Since the students have known about the topic already, they automatically could give some information enthusiastically.

(2) Main Task

Unlike in the first meeting, the researcher grouped the students randomly. Afterwards, the researcher chose one of the students in the group as the group leader and gave them instructions of what they should do with the group in the next phase. Then, the researcher distributed a worksheet to the students. He asked them to read the text, to underline the vocabularies and cohesive devices that they did not understand in the text, to discuss the difficult words identified in the text. While the students were busy with the assignment, the researcher and the observer monitored the class.

Then, the researcher asked the students to report their work. He
asked one of the groups to report to the class what they have discussed and discovered. Some students expressed their opinion spontaneously when they found their friends made mistakes or when the information was incomplete.

As soon as the tasks was completed, the researcher asked the students to answer some comprehension questions to check whether they had understood the text or not.

(3) Closing

Before ending the lesson, the researcher evaluated the students’ reading comprehension by giving the tasks based on the text given before. During the activities, the researcher monitored the class in discussing the text and in finding the answers of the comprehension questions. Due to the limitation of the time, the researcher asked the students to continue their work at home.

c) Meeting 3

(1) Opening

In the third meeting, on Friday, December 23rd 2011, the instructional process was the same as the process in the second meeting. The lesson started at 07.30 am. The researcher and collaborator came to the class, greeted the students, and checked students’ attendance. He began the lesson by conducting brainstorming activities. He attracted the students’ attention by showing a picture of a giraffe. Then, he gave them some questions related to the picture. The text would be discussed was a report
text entitled “A giraffe”.

(2) Main Task

The researcher started to discuss the content of the text. He distributed a worksheet to the students. He asked them to read the text, to underline the vocabularies and cohesive devices. He checked the students’ understanding on some vocabularies and cohesive devices in the text by discussing them in their groups. He then gave comprehension questions based on the text. They were told to prepare the answers and report to the class what they discovered.

(3) Closing

Before closing the lesson, the researcher evaluated the students’ reading comprehension. It was done by giving the tasks based on the text given before.

d) Meeting 4

The fourth meeting was held on Saturday, December 24th 2011. In this meeting, post-test 2 was conducted. This test was held to know the students’ achievement in reading comprehension after the action plan was implemented.

3) Observing the Action

a) The first meeting

The researcher conducted some activities to stimulate the students’ prior knowledge. They paid attention to the researcher’s explanation on the
objectives of the meeting. They were very active and enthusiastic in doing the activities. They seemed that they were already familiar with the technique. When the researcher instructed to discuss and answer the comprehension questions, the students could do it well.

b) The second meeting

In the second meeting, the teaching and learning process became more effective than before. The students followed the teaching and learning process enthusiastically. They were not shy anymore to ask about the lesson if they did not understand it. In this meeting, the researcher and collaborator saw that there was a good cooperation in each group. They helped each other to discuss the topic of the lesson actively in their group.

c) The third meeting

In the third meeting, the researcher could find that there was a big improvement in their reading comprehension. The students did not feel shy to express their ideas or opinion. Most of the students could analyze the text faster than before. In general, it can be said that the teaching learning process ran well in this meeting.

d) The fourth meeting

In this meeting, post-test 2 was conducted. This test was held to know the students’ achievement in reading comprehension after the action plan was implemented.

The result of post-test 2 showed improvement of students’ mean score. The mean score increased from 70.89 in pre-test to 75.18 in post-
test 1 and 80.89 in post-test 2.

**Table 4.6 Mean Scores of the Test**

<table>
<thead>
<tr>
<th>Test</th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>70.89</td>
</tr>
<tr>
<td>Post-test 1</td>
<td>75.18</td>
</tr>
<tr>
<td>Post-test 2</td>
<td>80.89</td>
</tr>
</tbody>
</table>

**Table 4.7 Distribution of Students’ Correct Answers Based on the Indicators of Reading Comprehension**

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Max Score</th>
<th>Pre-test</th>
<th>Test in cycle 1</th>
<th>Post-test cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>General idea</td>
<td>112</td>
<td>20</td>
<td>74</td>
<td>13.21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>87</td>
<td>15.53</td>
</tr>
<tr>
<td></td>
<td>Main idea</td>
<td>112</td>
<td>20</td>
<td>79</td>
<td>14.11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>84</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Explicit information</td>
<td>112</td>
<td>20</td>
<td>77</td>
<td>13.75</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>81</td>
<td>14.46</td>
</tr>
<tr>
<td></td>
<td>Implicit information</td>
<td>56</td>
<td>10</td>
<td>38</td>
<td>6.79</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>35</td>
<td>6.25</td>
</tr>
<tr>
<td></td>
<td>Meaning of words</td>
<td>84</td>
<td>15</td>
<td>62</td>
<td>11.07</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>66</td>
<td>11.79</td>
</tr>
<tr>
<td></td>
<td>Word reference</td>
<td>84</td>
<td>15</td>
<td>64</td>
<td>11.43</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>68</td>
<td>12.14</td>
</tr>
<tr>
<td></td>
<td>Total Score</td>
<td>560</td>
<td>100</td>
<td>397</td>
<td>70.89</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>421</td>
<td>75.18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>453</td>
<td>80.89</td>
</tr>
</tbody>
</table>
### Table 4.8 Summary of the Research Finding

<table>
<thead>
<tr>
<th>Pre-research finding</th>
<th>Before Action Research</th>
<th>After Action Research Cycle 1</th>
<th>After Action Research Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Improving in students’ reading comprehension:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Mean score</td>
<td>70.89</td>
<td>75.18</td>
<td>80.89</td>
</tr>
<tr>
<td>2. Improvement in teaching learning situation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Atmosphere</td>
<td>Not alive, uninteresting reading class</td>
<td>live, interesting activities</td>
<td>interesting activities, fun</td>
</tr>
<tr>
<td>b. Students’ participation</td>
<td>Low, SS did not pay attention to the lesson, bored, ignored to answer the comprehension questions</td>
<td>SS pay attention to the lesson, involve in the discussion</td>
<td>involve in the discussion actively</td>
</tr>
<tr>
<td>c. Domination in class</td>
<td>SS were passive, T dominated the activities</td>
<td>SS were active, SS dominated the activities</td>
<td>SS were very active</td>
</tr>
</tbody>
</table>

In more detail, the summary of the research findings is described in the following section:

1. **Improving in students’ reading comprehension**

   From the result of pre-test, the researcher found that the result of students’ reading comprehension was low and still far from what was expected. The finding was supported by the result of students’ scores. The average score was 62.86. The score of the students indicated that the students faced many problems in comprehending the text. They had problem in finding the general idea, main idea, and implicit information of a text. This condition can be seen during the group discussion, they found
difficulty in understanding the general idea, main idea, and implicit information from the text. Due to the fact, it is necessarily needed to make an attempt to improve students’ reading comprehension by applying a teaching technique that makes the students could comprehend the reading text easily, make them interest in teaching and learning process by creating an interesting atmosphere in the classroom, and giving a bit fun. The teaching technique that covers such kinds of those activities is task-based learning.

After the implementation of task-based learning in cycle 1, the students’ reading comprehension score was getting better. It can be seen from the mean of students’ reading comprehension score Cycle 1 was 75.18. It also influenced the students’ interest during the lesson, allowed them to discuss either in English or Indonesian.

(2) Improvement in teaching learning situation

Before conducting the research, the teaching learning process was not alive as the teacher used to apply the conventional technique. The researcher taught the students using the material printed on students’ handbook. The students show low participation on reading class as they were seldom taught to make a better reading comprehension by using various techniques because the teacher was monotonous in teaching reading. He does not have a collection of teaching methods and ability to select the appropriate method which is suitable to the curriculum and the students’ need. He dominated the class and gave small chances to the students.
students to discuss and answer the comprehension questions. The condition after the implementation of the research was showing improvement. The atmosphere of the class was more live as there are many interesting activities. The students paid attention to the lesson; they involved in the group discussion very actively and dominated the activities. Teacher did not dominate the activities anymore. The teacher started to recognize the students’ problem.

(3) Other improvement: Students’ perception about TBL

From the questionnaire, the researcher could know that before the action the students did not know anything about task-based learning, even they were not familiar with the term. After conducting the task-based learning, the students agreed with learning reading by using the task-based learning is fun, interesting, and exciting. The task-based learning also motivates students to comprehend the reading text and they always feel curious about the following activities.

e) Reflecting

Based on the observation results, the researcher and collaborator had reflection on the result of the action in second cycle. The positive results of cycle 2 were as follow:

(1) The class became more enjoyable and fun

They did not seem depressed when they joined the English lesson. It can be seen from their attitude in joining the lesson, they were not crowded anymore. They were ready to join the class. Their response
was good during the teaching and learning process. They tried to discuss enthusiastically and answer the comprehension questions as well as possible.

(2) The students could identify the explicit and implicit information of the text. When the students were given some questions related to the text orally, they could answer correctly.

(3) The students’ reading scores improved

It can be seen from the result of the mean scores that they got from the second cycle. The mean of the post-test in the first cycle was 70.71 and the mean of post-test in the second cycle was 78.93. It can be concluded that there is an improvement.

(4) The students became more active individually and in groups.

Their activity can be seen from changing their behavior as long as they joined in English class. It seemed that they were interested in English lesson, when the teacher asked them to do the exercises they did the exercises seriously. They began to ask some questions if they did not know or understand the lesson given.

(5) The students’ motivation increased

After using the task-based learning, they did not feel depressed in learning English. Because they did not feel depressed, they learned English joyfully. Their self-confidence increased. These made them have the courage to explore and express their idea. The enjoyable and fun situation affected the students’ motivation.
From the result of reflection, the researcher concluded that the task-based learning is a suitable technique to improve the students’ reading comprehension in SMP Negeri 1 Kawedanan.

B. Discussion

The discussion is focused on using the task-based learning in the teaching and learning of reading comprehension at SMP Negeri 1 Kawedanan. In this process, the researcher identified some factors causing the low achievement of the students’ reading comprehension. The factors came from the teacher and students. The English teacher used monotonous technique in the teaching reading comprehension. Unfortunately, this technique was not suitable with the condition of the class. The students were not active in the teaching and learning process. The teacher just read the text loudly, asked the students to translate it by themselves and answered the comprehension question. The students were passive during the teaching and learning process. They also often got bored during the lesson, so that they did not understand the materials which had been taught by the teacher.

After implementing the action in the first and second cycle, some points can be taken, namely: 1) the improvement of students’ reading comprehension; 2) the improvement of the teaching and learning process.

1. The improvement of Students’ Reading Comprehension

From the test, it could be concluded that the task-based learning could improve the students’ reading comprehension. The task-based learning allows students to manifest considerable improvement in writing expression, vocabulary development, and reading comprehension. The advantages of using the task-based
learning in teaching and learning reading comprehension were:

a. Using the task-based learning in the pre-task phase can stimulate the students’ prior knowledge (schemata). The students become interested to give their opinion related to the questions given by the teacher, they attracted to involve in the learning process, they are eager answering the questions based on their background knowledge. So the teacher needs to apply pre-task in pre-reading phase in the task-based learning. The pre-reading activity will aim at providing background knowledge to the text and relate it to the students’ personal experiences which they may want to share with the class. (In line with the theory stated by Beck & Carpenter; 1986)

b. Using the task-based learning in the task cycle phase helps the students to record the information obtained from the text by asking the students to discuss in groups. The students dare to ask their friends about the difficult vocabularies or problem they found in the text when they discuss in group discussion; they can involve themselves in the discussion easily. An argument in favor of using this technique is advanced by Long (1990). He points out that in group work, students have more talking time and more opportunities to develop interaction and relationships, a factor necessary for the development of more creative talk. Another argument for using group work is the quality of language produced which is capable of greater variety than that commonly produced in a teacher-centered classroom. Brumfit (1984) also argues that the use of small group work has to be seen as ‘linguistically
necessary’ (p.77) because it provides more time for students to intensify involvement and more time to give and get feedback from peers.

c. Using the task-based learning in the language focus phase provides the students with an overall description about the text and helps the teacher to assess the students’ comprehension of the text. The teacher’s job is not only to monitor the reading process, but also to facilitate it. Therefore, the teacher’s task is to activate the student’s schemata, to guide the student’s awareness of the text structure, to assist in strategy development, and to create a relaxed interaction between the students and the text (Swaffar, 1988).

There were some indicators which showed that there was an improvement in their reading comprehension. They were:

(1) The students could find the explicit information in the text. The students’ correct answers on the comprehension questions about explicit information increased from 68.75 % in pre-test to 72.32 % in post-test 1 and 74.11 % in post-test.

(2) The students could find the implicit information in the text. The increase of the students’ correct answers on implicit information questions from 67.86 % in pre-test to 68.5 % in post-test 1 and 75 % in post-test 2.

(3) The students’ reading scores improved from cycle to cycle. The mean score increased from 70.89 in pre-test to 75.18 in post-test 1 and 80.89 in post-test 2.
2. The Improvement of the Teaching and Learning Process.

Teaching reading by using the task-based learning made the students easier to understand the content of the text. They became active in learning reading. They showed their contribution in the discussion and participated well in the teaching and learning process by giving some opinion and asking some information they did not know. They enjoyed joining the lesson. The added media also made the students comprehend the content of the text more easily. It is in line with the theory stated by Nunan in Brown, 1994: 28). Nunan defines a task is a piece of classroom work that involves learners in comprehending, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, middle and an end. He gives five characteristics of a task-based approach to language teaching: 1) an emphasis on learning to communicate through interaction in the target language; 2) the introduction of authentic texts into the learning situation; 3) the provision of opportunities for learners to focus, not only on language, but also on the learning itself; 4) an enhancement of the learner’s own personal experiences as important contributing elements to classroom learning; and 5) an attempt to link classroom language learning with language activation outside the classroom.
CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the research results and discussion elaborated in the preceding chapters, the researcher concludes as follows:

1. The task-based learning can improve students’ reading comprehension. It is proved by the increase of the students’ mean score from 70.89 in the pre-test to 75.18 in cycle 1, and 80.89 in cycle 2.

2. The task-based learning can improve the class situation. The class becomes more enjoyable and fun. The students become more active both individually and in group.

3. The advantages of using the task-based learning in teaching reading are:
   a. Using the task-based learning in the pre-task phase can stimulate the students’ prior knowledge (schemata). By giving some questions based on the students’ schemata related to the topic, the students are prepared with the topic to be read / discussed.
   b. Using the task-based learning in the task cycle phase helps the students to make notes the information obtained from the text. By asking them to study the vocabularies and cohesive devices they did not know in the text, the students are equipped with a technique to relate their prior knowledge with the new information.
   c. Using the task-based learning in the language focus provides the
students with an overall description about the text and helps the teacher to assess the students’ comprehension of the text.

B. Implication

The research findings of this action research show that the task-based learning can improve students’ reading comprehension. Teaching reading by using the task-based learning made the students easier to understand the content of the text. Furthermore, the class situation also improved. The students became more active in learning reading. They enjoyed joining the lesson.

The use of the task-based learning has proved to be an effective way in teaching-learning reading comprehension. Using the task-based learning in reading class is strongly suggested.

The steps in the task-based learning are simple and effective in teaching reading:

1. Pre-task phase

In this phase teacher explains the objectives of the teaching and learning. He introduces the topic of discussion. The class is divided into small groups of three students. The class activities are mostly done in the group discussion, students are allowed to choose their own groups. The first task for the group is to discuss a few questions aimed to activate their background knowledge of the topic. It is important to stimulate the students’ prior knowledge (schemas).

The students discuss these questions before they read the text. They are allowed to use English or Indonesian in the discussion. At the end of the
discussion, answers from each group were invited, either in English or Indonesian; it is more enjoyable for them.

2. Task Cycle

The teacher divides the phase into two parts: vocabulary study and cohesive devices. For the vocabulary study, the students are asked to underline words or phrases that they did not understand. First, they are instructed to discuss in groups the difficult words identified in the text; then, if the groups do not know the meanings, they then asked the teacher to join the group to discuss the difficult words.

At this phase, the teacher circulates from one group to another to help them with word meanings either in English or Indonesian, whichever was more helpful to aid their understanding. While circulating, the researcher makes notes of common problems that the groups had. One of the students’ problems at this step is to understand phrases, especially those phrases consisting of more than two words. It is the teacher task to help the students to understand complex sentences because understanding complex sentences is crucial for text comprehension. The teacher also helps the students to point out the functions of cohesive devices they found in the text by breaking the sentences apart into chunks of ideas. Then, students are told to prepare the answers and report to the class what they discovered.

The next step was presentation of group work. The teacher asks each group reports to the class the answers of the questions. They are allowed to use either English or Indonesian. Most of the students felt more comfortable using
Indonesian although the questions were in English. At this step, different answers from the groups are discussed with the whole class.

Then, the teacher continues to the Language Focus, this phase deals with grammatical problems contained in the text. Since the text contained many grammatical features, it was necessary to ask students to focus only on one grammatical feature that was considered important for comprehension.

Considering the potential of the task-based learning in enhancing the students’ reading comprehension, it is necessary for the teacher to learn about the task-based learning. The school can facilitate this by conducting workshop on task-based learning.

C. Suggestion

Pertaining to the research results and discussion, some suggestions are offered on the use of the task-based learning in the teaching-learning of reading comprehension.

First, teachers should focus their attention to the selection of the instructional material and media as well as the time allotment of the teaching-learning activities. The selection of the instructional material should be based on some considerations like familiarity, level of difficulty, and students’ interest. The media used should be in line with the theme, supporting the teaching-learning activities, interesting, various. In addition to the material and media, the time allotment for reading activity also needs to be considered. In this case, it is suggested to manage the time appropriately, in which the time division should be
based on the difficulty level of each phase. It is aimed to avoid the teacher from focusing on a certain stage. Thus, the time allocation for each phase in the lesson plan should be included.

Second, in the pre-task phase, it is suggested for teachers to encourage the students by giving some questions based on the students’ schemata related to the topic, so the students are prepared with the topic to be read / discussed. Once the technique is used in teaching-learning activity, the students will understand how to relate them to the topic. Therefore, with the intention to make the teaching-learning process more student-centered, it is better for the students to make their own answers in this phase.

Third, in the task cycle, it is suggested to assign the students to study the vocabularies and cohesive devices they did not know in the text, the students are expected to be independent in comprehending a text. Thus, the students are equipped with a technique to relate their prior knowledge with the new information.

Finally, in the language focus phase, it is recommended to provide the students with an overall description about the text by asking them to discuss the grammatical problems involved in the text and the teacher can assess the students’ comprehension of the text by giving them the comprehension questions.

In general, due to the fact that using the task-based learning can improve the students’ reading comprehension; it is suggested to the English teachers especially whose students have the same characteristics and in similar situation to apply this technique as one of the alternatives that can be used in the teaching of
reading comprehension.

It is also expected to share the information of the implementation of the technique through a teacher’s forum, such as in an in-service training like *Musyawarah Guru Mata Pelajaran*, workshop, and seminar or write an article about it in a journal or a newspaper.

For future researchers, it is hoped that they will conduct a similar study on the other skills like listening, speaking, and writing and at other levels of students for the improvement of the teaching English or carry out an experimental study on the same skill in order to verify the present result.