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

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Abstract

This research is quasi-experimental research. The purpose of this research is to find out the effect of using task-based language teaching on students' reading comprehension at SMAN 1 Bangkinang Kota. The research sample was 36 students of class X Mipa 1 as the experimental class and 36 students of class X Mipa 3 as the control class. The instrument of this research was a reading test that was conducted into two tests, pre-test and post-test. The instrumentation was created into 20 multiple questions. Based on the data analysis by using Paired Sample T-test in SPSS 23 for windows, the mean of pre-test score in the experimental class was 51.2 while the mean of post-test score in the experimental class was 81.2. It can be concluded that the students' who are taught by using task-based language teaching as teaching method are better than students who are taught by using conventional method. The significance of the test is 0.000 which is lower than the significance level that is 0.05 with 5% of degree. Moreover, it is also found that the students' score is improving especially for the students in the experimental class which gained 30.0 of their average score.

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INTRODUCTION

Reading is one of the important skills that students should be mastered in senior high school. Andini & Ratmanida (2019) stated that reading has to learn because reading obtains the information and the knowledge to improve our ability. The main point of the statement above is reading should be comprehended in language learning. According to Ahmadi (2017), reading comprehension is a communicative procedure in which the readers' contact with the text as their background knowledge is activated. It means that reading comprehension is dealing with the text and background knowledge. Generally speaking, most students lack skill to comprehend the text well. This is probably because most of them do not know the main purpose of reading activity which leads to less interest in participating in reading class activity. So,

teachers need techniques to help students on developing students reading comprehension. In fact, there are so many techniques or strategies in teaching reading, such as scaffolding, peer-assisted learning strategy, task-based language teaching, etc to help students to comprehend reading texts.

One technique that is possible to make students be able to comprehend the text is task-based language teaching. Task-based Language Teaching (TBLT) focuses on students-centered and uses tasks to make students comprehend the reading text. Hismanoglu, M & Hismanoglu (2011) stated that Task-based Language Teaching (TBLT) is a teaching strategy that uses tasks as the primary pedagogical tool for structuring language teaching. According to Nunan (2004) task is a classroom work that students focused on mobilizing their grammatical knowledge to express meaning rather than to manipulate form, it involves students in comprehending, manipulating, interacting, or producing in the target language. It means that the task used for students is to understand, create, produce or interact with other students by using their grammatical knowledge.

Based on the observation of students at SMAN 1 Bangkinang Kota, most students lack reading skill. For instance, the students cannot read the text comprehensively. This is probably due to limitation of reading skill. Moreover, there is a tendency that students are less interest in participating in reading class activity.

Nevertheless, task-based language teaching is not commonly implemented by the English teachers. The teachers are implementing conventional techniques. For instance, the teachers let the students read the text individually. Then, the teacher asks students to answer some questions related to the text. This technique seems boring for the students. Consequently, the students are less interested in learning reading skill. Also, students reading skill are not increasing properly. Thus, the teachers should find innovative ways on improving students' reading skills.

The studies about Task-based Language Teaching (TBLT) have been done by many writers. Some previous studies are relevant to this research. First, Nahavandi (2011), title is The Effect of Task-based Activities on EFL Learners' Reading Comprehension. It shows that reading comprehension can be improved by using Task-based Activities. The second is Lap, T. & Trang (2017), the title is The Effect of Task-Based Learning on EF Students' Learning Reading: A Case Study in the Mekong Delta of Vietnam. The third is Sukma, Rozimela Y.; Ratmanida (2020), the title is Implementation of Task-Based Language Teaching to Teach Reading Comprehension in Senior High School. Based on their research, Task-based language teaching gives significant improvement in reading comprehension

Following the explanation above, task-based language teaching was proved to be effective in improving students' reading skills. Based on these considerations, this study is expected to bridge the gap for developing language skills, especially reading skill. Thus, the researcher conducted experimental research with the title "The Effect of Using Task-based Language Teaching on Students' Reading Comprehension at SMAN 1 Bangkinang Kota".

METHOD

The researcher applied quasi-experimental research. According to Alfianika (2018), quasi-experimental research is development research of true experiment design that consists of experimental class and control group.

The researcher used pre-test and post-test as the research design. The researcher taught experimental class and control class. The experimental class has been taught by using task-based language teaching while the control class has been taught by using conventional method.

The population of this research was the tenth-grade students of SMAN 1 Bangkinang Kota. The purposive sampling technique is used to choose the samples. The researcher chose two classes and divided them into experimental class and control class. The samples consisted of 72 students; they are X Mipa 1 as experimental class and X Mipa 3 as control class.

The instrumentation of this research is a reading test. This reading test consisted of 20 multiple-choice questions with five options (A, B, C, D, E) in each item. It has been given to the tenth-grade students of SMAN 1 Bangkinang Kota. There are two aspects related to the instrumentation: first, validity. According to Borsboom, D. & Mellenbergh (2004), validity is about whether a test measures what it should measure. Moreover, Validity is one consideration in evaluating the instrumentation of the research. The researcher asked an expert in this field for checking the validity of instrumentation. Here, the researchers asked Dinovia Fannil Kher, S.Pd, M.Pd who is one of the lecturers in the English Department of Universitas Negeri Padang. Furthermore, the researcher measured the item validity of the reading test by using SPSS. Second, reliability. In this research, the researcher uses Cronbach's Alpha to measure the reliability of the instrument. According to Arikunto (2010), an instrument can be said to be reliable if it has a reliability coefficient of 0.6 or more. The result of the reliability test was used to see whether the questions are reliable or it must be revised.

The researcher collected the data through both pre-test and post-test. Both of the tests were arranged into 20 multiple choices questions which were adopted from UN Bahasa Inggris. The test was given for both the experimental class and control class. This test aimed to identify the effect of task-based language teaching on students' reading comprehension. A pre-test was used to know how far the students' reading comprehension was before the researcher gives a treatment. Moreover, the post-test was used to know how far the improvement of students' reading comprehension was after using task-based language teaching.

Quantitative data analysis was used in this research, which is numerical data that can be formulated using statistical methods. The data was analyzed by using Paired Sample T-test. Paired Sample T-test is used to compare two data between students' pre-test scores and post-test scores to find out the significant difference in students' reading comprehension. The researcher measured the normality and the homogeneity of the data before the researcher analyzed the data by using a T-test. It is used to know whether the data is normally distributed and homogenous or not. Normality test and homogeneity test is done by using IBM SPSS 23 version for Windows.

1. Hypothesis Test

After the normality test and homogeneity test is done in both sample classes, so the researcher did a hypothesis test. The hypothesis test is used to know whether the research hypothesis is accepted or rejected. Thus, the researcher used Paired Sample T-test in analyzing the data. The following are the formulas of T-test:

$$t = \frac{X1 - \overline{X2}}{S\sqrt{\frac{1}{n1} + \frac{1}{n2}}}$$

Where:
t = the value of t-calculated
X_1 = mean of the experimental group
X_2 = mean of a control group
S = sum of squared deviation score of experimental group and control group
n_1 = number of the experimental group
n_2 = number of a control group

The following are the procedures of Paired Sample T-test by using SPSS:
1. Open SPSS
2. Input the data into data view
3. Set the data variables
4. Click analyze - compare means – Paired Sample T-test
5. Add variables into paired variables
6. Click Ok

2. Normality Test

The normality test is used to show whether or not the data come from a normal distribution. The normality test in this research will use *Kolmogorov – Smirnov* method in IBM SPSS 23 version for Windows. This test was done in both pre-test and post-test from experimental class and control class. The normality test was analyzed by using the Kolmogorov Smirnov formula as follows:

$$KD : 1{,}36\ \frac{\sqrt{n_1 + n_2}}{n_1\ n_2}$$

Notes: KD = Kolmogorov-Smirnov
n1 = The total number of Sample obtained
n2 = The total number of Sample expected

If the significant value is higher at 0,05 than (P>0,05), the data is the normal distribution. Otherwise, if the significant value is lower 0,05 than (P<0,05), the data is not normal.

The following are the procedures of the Kolmogorov Smirnov Test by using SPSS:

The procedures are:

a. Open SPSS
b. Input the data into data view
c. Set the data variables
d. Click analyze - regression – linear
e. Add variables into the dependent list and independent list
f. Click save – unstandardized residuals – continue
g. Click analyze – Nonparametric tests – legacy dialogs – 1 – sample K-S
h. Add unstandardized residuals into the test variable list
i. Checklist test distribution normal
j. Click OK

3. Homogeneity Test

The homogeneity test is used to know the homogeneity of the data between the population of the experimental class and the control class. The homogeneity test was tested by using IBM SPSS 23 version for Windows. This test was done in pre-test and post-test results from the experimental class and control class. The homogeneity test was analyzed by using Levene's Test formula as follows:

$$W = \frac{(n-k)\sum_{i=1}^{k} n_1(\bar{Z}_i - \bar{Z})^2}{(k-1)\sum_{i=1}^{k}\sum_{j=1}^{k}(\bar{Z}_{ij} - \bar{Z}_i)^2}$$

Notes: n = The total number of students
k = The total number of the class
$\bar{z}_{ij} = |Y_{ij} - Y_t|$
Y_i = an average of group i
$\bar{z}_i$ = an average of group Z_i
$\bar{z}$ = an average of group Z_i

If the significant value < 0,05, it means the data is not homogenous, and if the significant value > 0,05, it means the data is homogenous. The following are the procedures of Levene's Test by using SPSS:

1. Open SPSS
2. Input the data into data view
3. Set the data variables
4. Click analyze - descriptive statistic – explore
5. Add variables into the dependent list and factor list
6. Click plots – power estimation – continue
7. Click Ok

RESULT AND DISCUSSION

Research Finding

1. **Data analysis of data collected from Test**

a. Normality Test

This test is used to show whether or not the data come from a normal distribution. The data were analyzed by the Kolmogorov-Smirnov test in SPSS 23. The scores were analyzed toward several data classes. Both data were from the control class and the experimental class. The result of the normality test could be seen in the following table.

Table 1. The Normality of Pre-Test

Kolmogorov-Smirnov		
Test Statistic	N	Significant (Sig.)
.141	36	.068

The table description above showed the data analysis of students' reading pre-test shown that the significance (sig.) value is 0.068. If the significance is higher than 0.05 with a 5% degree, the data were normally distributed. From the table can be concluded that the data of the reading pre-test was normally distributed.

Table 2. The Normality of Post-Test

Kolmogorov-Smirnov		
Test Statistic	N	Significant (Sig.)
.094	36	.200

The table description above showed that the data analysis of students' reading post-test showed that the significance (sig.) value is 0.200. If the significance is higher than 0.05 with a 5% degree, the data were normally distributed. From the table, it can be concluded that the data of the reading post-test was normally distributed.

b. Homogeneity Test

This test is used to find out whether or not the sample variance was homogenous or not. The researcher used Levene's test to do the homogeneity test. The data are presented in the table below

Table 3. Homogeneity Test of Pre-Test

		Levene statistic	**df1**	**df2**	**Sig.**	**Description**
Average	Based on mean	.335	1	70	.565	Homogenous

The table shows that the significance level from the test of homogeneity of the pre-test was 0.565 which is higher than 0.05 with a 5% degree. It can be concluded that the distribution of the pre-test data was homogeneous.

Table 4. Homogeneity Test of Post-Test

		Levene statistic	df1	df2	Sig.	Description
Average	Based on mean	.026	1	70	.873	Homogenous

The table shows that the significance level from the test of homogeneity of the post-test was 0.873 which is higher than 0.05 with a 5% degree. It can be concluded that the distribution of the post-test data was homogeneous.

2. ***Research Finding***

These research findings can be seen in the following table. The table shows the total number of students were 36 students in each sampling class.

a. The Result of Students' reading Pre-Test

The data is the part of the students' reading pre-test result which was conducted in the experimental class and control class. The data of the score could be seen in the table below.

Table 5. Students' Pre-Test Score

Class	N	Max	Min	Mean	SD
Experimental Class	36	90	20	51.25	19.69
Control Class	36	85	20	54.86	17.70

The data above were taken from two classes X Mipa 1 as experimental class and X Mipa 3 as control class. The total number of students was 72 students are divided into 36 students for the experimental class and 36 students for the control class. The score above is the result of the pre-test conducted before the researcher did the treatment for the students. The maximum score of the experimental class was 90 while the minimum score was 20. The maximum score of the control class was 85 while the minimum score was 20.

However, the mean is the average of the students' score which accumulated from reading test of each student. The mean of the control class was higher than the mean of the experimental class. The control class got 54.86 while the experimental class got 51.25. Moreover, the standard deviation is a measure of the amount of variation. The experimental class got 19.69 while the control class got 17.70

b. The Result of Students' Reading Post-Test

The students' scores of reading post-test in both classes can be seen in the following table.

Table 6. Students' Post-Test Score

Class	N	Max	Min	Mean	SD
Experimental Class	36	100	25	81.25	17.82
Control Class	36	100	30	62.36	17.18

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The data above were taken from two classes X Mipa 1 as experimental class and X Mipa 3 as control class. The total number of students is 72 which is divided into 36 students from the experimental class and 36 students from the control class. The score above is the result of the post-test conducted after the researcher did the treatment for the students. The maximum score of the experimental class was 100 while the minimum score was 25. Otherwise, the maximum score of the control class was 100 while the minimum score was 30.

However, the mean is the average of the students' score accumulated from reading test of each student. The mean of the experiment class was higher than the mean of the experimental class. The experimental class got 81.25 while the control class got 62.36. Moreover, the standard deviation is a measure of the amount of variation. The experimental class got 17.82 while the control class got 17.18.

The collected data was analyzed by using Paired Sample T-test to answer this research problem formulation whether there were significant differences between the mean scores in the experimental class and control class.

Table 7. Paired Samples Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Eksperiment Post-Test Eksperiment	-30.000	24.785	4.131	-38.386	-21.614	-7.263	35	.000
Pair 2	Pre-Test Control Post Test Control	-7.500	15.515	2.586	-12.750	-2.250	-2.900	35	.006

The table above is the result of the data after analyzing pre-test and post-test both of the classes by using the Paired sample T-test in SPSS 23. The table shows the significant value (2-tailed) is 0.000 for the experimental class and 0.006 for the control class ($p<0.05$). Thus, the results of the experimental class and control class experience change. It can be concluded that the treatment can improve students' reading comprehension.

Therefore, it means that H_o is rejected and H_a is accepted. It can be concluded that there is a significant difference between the mean students learning outcomes in the experimental class and control class.

Discussion

The findings of the research of the effect of task-based language teaching on students' reading comprehension were significant where the mean of students' pre-test score was 51.25, and the post-test score was 81.25. It means that the pre-test score and post-test score were different. It indicates that there is a significant effect of using task-based language teaching on students reading comprehension. The type of tasks used in this experimental research was two types. First, matching and using illustrations in which the students match the picture with paragraphs, second reorganizing the information in which students rearranged the information of reading texts given by the teacher. The findings of this research were similar to the result of the research conducted by (Nahavandi, 2011) with the research's title The Effect of Task-based Activities on EFL Learners' Reading Comprehension, in which the result of this research is reading comprehension was improved by using task-based language teaching. Moreover, (Lap & Trang, 2017), in their research The Effect of Task-Based Learning on EF Students' Learning Reading: A Case Study in the Mekong Delta of Vietnam, also found that task-based language teaching significantly improved students' reading comprehension. Therefore, it was concluded that task-based language teaching has an effect on students' reading comprehension.

CONCLUSION

Based on the findings and discussion, several conclusions can be described, the first is the students who are taught by using task-based language teaching as a method have better reading comprehension than the students who are taught by using the conventional method in the SMAN 1 Bangkinang. Then, the students who are taught by task-based language teaching as a method significantly improved their reading scores from 51.25 of pre-test to 81.25 of post-test. Furthermore, after the researcher conducted the test; pre-test, and post-test, and gave the treatment four times, the researcher concludes that the use of task-based language teaching as the method is effective in improving students' reading comprehension at SMAN 1 Bangkinang. By using task-based language teaching as the method can help students easier to enrich their reading.

Based on the conclusion above, there were some suggestions for English teacher, students, and next researcher as follows:

1. For Teacher
   a. The English teacher is suggested to use task-based language teaching as a method in the teaching and learning process to improve students' reading comprehension.

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b. The teacher should be more creative in the teaching and learning process to increase students' motivation in learning English.

2. For Students
   a. The students should develop their reading by using an interesting method such as task-based language teaching because it can attract the students' interest and motivation in the learning process.
   b. The students should practice reading to enrich their knowledge.
3. For The Next Researcher
   a. The next researcher is suggested to use task-based language teaching in other topics.
   b. The next researcher can apply task-based language teaching at a different level.

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