THE EFFECTIVENESS OF TEACHING READING COMPREHENSION USING TASK-BASED LANGUAGE TEACHING AT THE FIRST GRADE OF MA HM TRIBAKTI KEDIRI IN ACADEMIC YEAR 2015/2016

ARTICLE

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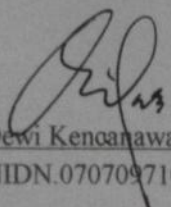
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Approved and Accepted by all its qualification
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ABSTRACT

RIANJANI NOVIKASARI.The effectiveness of teaching reading comprehension using task-based language teaching (TBLT) at the first grade of MA HM Tribakti Kediri academic year 2015-2016. English Education Department. The Faculty of Teacher Training and Education. Nusantara PGRI Kediri University.

Reading is about understanding written text. By reading students can increase their knowledge and to face new information in the text. The traditional teaching technique would become not interested in learning if the technique used were monotonous. It made the learning process not effective. The researcher uses quantitative and the design is an experimental design, so the research data can be evaluated by using statistical analysis. The research design was presented to the first grade students of MA HM Tribakti Kediri. The population of the study was the first grade students of MA HM Tribakti Kediri. And the sample class was X-3 IPS class. It was 25 students on X-3 IPS class.

The pre-test result indicated that total score of pre-test is 1728 then, the mean of pre-test is 69,12. By being given series of treatments with task-based language teaching improved student reading skill.

Improved the post-test result showed that 1882 of totally score with mean 75,28. Then, the result of the pre-test and post-test was analyzed by using the t-test formula. The result of statistical analysis showed that the t-score is 15,555 > t-table of significant level 1% is 1,318 and t-table of significant level 5% is 1,711 at the degree of freedom of 24. It means that the result of the study is significant, in which Ha is accepted and Ho is rejected. From the analysis above, it can be concluded that TBLT is effective. Finally, the researcher can apply this technique as a variation technique on teaching reading.

Keyword: Reading comprehension, Task-based language teaching (TBLT).

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I. INTRODUCTION

Reading is one of the language skills which are very important to develop students' knowledge in their studies. Jonson (2008:3) states that "Reading is the practice of using text to create meaning". Meanwhile, Pang, *et al.* (2003: 21) says that "Reading is about understanding written text". It means that reading is one activity to understanding written text.Based on two statements above it can be concluded that reading skill is one activity to understanding written text and to create meaning.Meanwhile, Pang *et al.* (2003: 6) say that "Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. In short, there are many processes in reading such as: process involving word recognition and comprehension,retrieve explicitly,straightforward inferences, integrate ideas, evaluate content, bottom-up, andtop-down.

In teaching learning process, a teacher plays an importance role to lead the class activities towards the success of classroom teaching. According to Klingner K. Janette *et al.* (2007: viii) "Teaching Reading Comprehension is instructional techniques and activities that are scientifically validated, moving from how to assess reading comprehension to teaching students how to flexibly and effectively use multiple comprehension strategies". From the statement above it can be concluded that teaching is activity to help students to learn how to flexibly and effectively use multiple comprehension strategies and assess reading comprehension strategies.

Rohim (2009: 4) state that in order to enhance the process of comprehension, the reading class activities should be divided into three categories: before reading, during reading, and after reading as follows:

a. Before reading

There are two activities in pre-reading: the first of this is previewing the text can be done by looking at the title, the pictures, and the print in order to evoke relevant thoughts and memories. And build background by activating appropriate prior knowledge through self-questioning about what they already know about the topic (or story), the vocabulary, and the form in which the topic (or story) is presented.

b. During reading

There three activities in whilst-reading: checking understands of the text by

paraphrasing the author's words, monitoring comprehension and fix-up strategies: use the cueing systems to figure out known words and imaging, imagining, differencing, and predicting and integrative new concepts with existing knowledge; continually revise purposes for reading.

c. After reading

There are four activities in post-reading: summarize what they have read by retelling the plot of the story or the main idea of the text, interpret and evaluate the ideas contained in the text, make applications of the ideas in the text to unique situation, extending the ideas to broader perspectives, use study strategies for note taking, locating, and remembering to improve content-area learning.In short, the teacher should determine certain activities to help students comprehend reading texts well.So, in this activity of study the researcher uses task-based language teaching in teaching learning process.

Richards and Rodgers (2001:223) say that task-based language teaching refers to an approach based on the use of tasks as the core units of planning and instruction in language teaching.Instead of a language structure or function to be learnt, students are presented with a task they have toperform or a problem they have to solve.In

this line,Ellis (2009:222), Task based language Teaching is based on principle that language learning will progress most succesfully if teaching aims simply to create contexts in which the learner's natural language learning capacity can be nurtured rather than making a systematic attempt to teach the language bit by bit.

The researcher believes that task-based language teaching is good alternative in teaching learning process. By TBLT strategy, make the students think actively and automatically build a good interaction between the teacher and the students in teaching learning process.It makes the researcher wants to hold a research about teaching reading comprehension in MA HM Tribakti Kediri. And the research project entitled, "The effectiveness of teaching reading comprehension using task-based language teaching (TBLT) at the first grade of MA HM Tribakti Kediri academic year 2014-2015".

II. METHOD

The research design that is used in this study is quantitative research. The quantitative research uses pre-experimental design. The writer concludes that there are two kinds of variables in this research, the first variable is task-based language teaching which is taken by how students task

competence that they know from the test given; it is considered as independentvariable (variable X). Reading comprehension taken from the ability in reading in the form of task is considered as dependent variable (Y).

The research was conducted in MA HM Tribakti Kediri at the first grade of X-3 IPS academic year 2015/2016 and it was conducted in first semester. The researcher only used pretest and post-test as the way for collecting the data. Pretest will be conducted before the researcher give treatments to the students and post-test will be conducted after the researcher give treatments to the students.

The population in this research was students of the first grade of MA HM Tribakti Kediri academic year 2015/2016. The sample of this research is the first grade students only X-3 IPS, which has 25 students consist of 25 female. This total samples of this research are 25 students.

The teaching learning process was done in two meeting there are pre-test,meeting treatments and the post test. The first meeting was conducted by giving the pre-test to know students' ability before being taught using Task-based language teaching. Then the treatments. Finally meeting was giving the post test to know

students' ability after being taught Task-based language teaching.

In analyzing the data, t-test was used to prove the hypothesis and to know whether this research was significant or not by looking at the results of pre-test and post-test.

III. FINDINGS AND DISCUSSION

Based on the result from the table of pre-test can be showed that the highest score on the pre-test is 83 and the lowest score is 53. The average score that is gained on the pre-test is 67. From the table and the explanation above can be concluded that the reading comprehension of the second grade students on MA HM Tribakti Kediri are poor, it can be seen from the average score which they gained on the pre-test.

After being given the treatment, the students' reading comprehension was improved that can be seen from the result of students' reading ability in post-test there is a changing score of their reading comprehension score. When it is compared to the pre-test achievement, it can be seen that there is an increasing score. The highest score on the pre-test is 87 and increase became 90 on the post-test. The lowest score also improve from 53 became 63. It is automatically increase the average score of the post-test, the average score is 70.

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From the result analysis mentioned above, it is known that t-score is 15,555 at the degree of freedom 24 and the t-table is 1,711 at a level of significance 5% and 1,318 at the level of significance 1%. After comparing t-score and t-table, it is known that the t-score is higher than t-table of significance 5%, 15,555>1,711 and t-table of significance 1% 15,555>1,318. Since the t-table is lower than the t-score it means that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. As a conclusion, it can be said that there is the effectiveness on teaching reading comprehension using TBLT strategy to the first grade students of MA HM Tribakti Kediri.

Table 4.8 the table of t-test based on significance 1% and 5%

Df (N-1)	t-score	t-table 1%	t-table 5%	Significant	
24	15,555	1,318	1,711	H_0 Rejected	Ha Accepted

IV. CONCLUSION AND SUGGESTIONS

The conclusion is about the effectiveness of TBLT (Task-Based Language Teaching) on teaching reading comprehension to the first grade students of MA HM Tribakti Kediri. It also can be effective because supported by the student's behavior, and the interaction. It can be said that the students behavior appear when they are giving the attention to understand the material, it's about recount text and proved by the students motivation to follow the lesson where almost the students raise their hand to answer question of the tasks and answer the questions from the teacher. By TBLT strategy, make the students think actively and automatically build a good interaction between the teacher and the students in teaching learning process.

Finally, the suggestion is given for the teachers and for the students. There are the suggestions for the teacher who apply the TBLT technique. Before applying the TBLT technique the teachers have to find the suitable material that will be discussed on the lesson. Then, from the researcher experiences, the students usually have the problems to answer question of the tasks. It is caused by their lack previous knowledge about the material, to prevent this problem; the teachers should prepare a series of question that guide the students on increasing their previous knowledge. Next, the teachers have to give extra attention on guiding the students when they do the task because it is as the basic component of TBLT. Then, there are the suggestions for the students. The students have to participate actively during the teaching-learning process. The next suggestion students

should enrich their knowledge and their vocabulary mastery by creating reading as habitual activity.

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