**The Effects of Task-Based Language Teaching (TBLT) Approach on Reading Comprehension**

AchmadTaqlidul Chair Fachruddin

achmadtaqlidulchair@gmail.com

Mansur Akil

mansurakil@unm.ac.id

Sahril

sahrilfbsunm@unm.ac.id

**ABSTRACT**

This research aimed to find out: (1) Whether or not the Task-Based Language Teaching (TBLT) approach affects students’ reading comprehension in term of literal, inferential and extrapolative comprehension, (2) The students’ reading motivation toward the application of Task-Based Language Teaching (TBLT) approach. This research employed quasi-experimental method which involving fifth semester students of *Sekolah Tinggi Ilmu Kesehatan Panakukang Makassar*. The instruments were reading test and questionnaire. The data from reading test were used to figure out the effect of TBLT on students’ reading comprehension (literal, inferential, and extrapolative comprehension) by using t-test while the data from questionaire were to figure out the students’ motivation. All collected data were analyzed through SPSS 2.0. The results of reading test revealed that TBLT significantly improves students’ comprehension. Sequentially, the most evolving level of comprehension was inferential, extrapolative, literal comprehension. It was indicated by the scores of t-test for inferential comprehension was 0.000 which smaller than α value (0.5), the extrapolative comprehension was 0.021 which smaller than α value (0.5), the literal comprehension was 0.094 which smaller than α value (0.5), and for all score was 0.000 which smaller than α value (0.5). Moreover, the result of questionaire displayed that the students who were taught through TBLT became more motivated to read in domain of reading efficacy, reading curiosity, and reading challenge motivation.

***Key words: Task-Based Language Teaching, reading motivation***

**INTRODUCTION**

Reading is a process that requires a great deal of practice and skill. Active reading is gist of comprehension which combining reading with critical thinking process, thus, inevitably it becomes basic of learning process. (Chesla 2009)

In the context of private college that applies English for specific purpose such as in *Sekolah Tinggi Ilmu Kesehatan Panakukang* which has Nursing major, students need to read some literature that is appropriate for their major. Students’ reading material in English classroom situation requires proper reading for nursing that constructs students’ comprehension and always deals with other subjects in nursing major. Developing a language course should be a clear focus on English for Specific Purposes and on the target discipline. Learners expectation using target language are various and it deals with their professional purposes, which might be concider as important case in identificating the learners’ needs (Chostelidou 2010). It can be concluded that reading material for nursing major is supposed to accomplish with students’ need and can be their information source that can support their professional purpose in nursing.

As a receptive skill, reading has a great contribution to the students’ internal knowledge. To gather the knowledge, students need to achieve the comprehension on reading. Reading comprehension is not easy to achieve. There are many aspects that must be considered if the teacher wants to successfully conduct the teaching learning process. One of the important aspects is giving the students a chance to read during the lesson andalso make sure that they completely understand what they read. To fullfill this aspect, teacher needs to apply a method or an approach which can lead students to their comprehension and reading motivation. One of the approaches that is assumed to develop students’ skill in communicative ability is Task-Based Language Teaching.

Task-Based Learning (TBL) has its popularity among teaching and education practitioner. Some reasons for this attention are the desire of educators to promote the real communication or the exchange ofmeanings rather than forms. Another reason is the fact that practitioners advocatebetter language learning when students are not focusedonly on linguistic forms. If task-basedinstruction takes place, language learning is moremeaningful and natural.Task-Based Learning as an approach requires teachers to plan lessons, not only for class activities, but also for real communication. In the term of reading activity, the communication happens between the author and the reader. The tasks which are provided will lead students to the good comprehension of the author’s writing. Task-Based Language Teaching hopefully provides the solutions for students to engage comprehension in reading.

Considering about the issues above, the researcher formulates research questions as follows:

1. Does the Task-Based Language Teaching (TBLT) approach affect students’ reading comprehension in term of literal, inferential and extrapolative comprehension?
2. How is students’ reading motivation toward the application of Task-Based Language Teaching (TBLT) approach in teaching reading?

**REVIEW OF LITERATURE**

***Concept of Task-Based Language Teaching***

To develop students’ competence in using second language effectively and easily, students need to face some kinds of situations that they meet outside the classroom, they need to experience a situation where the language is used as a communication tool. Task-based language teaching (TBLT) is teaching process that use language as communicating tool.(Ellis (2003)

Theory of language learning is a basic theory of TBLT. TBLT proposes to foster processes of negotiation, modification, rephrasing and experimentation and the use of tasks as a central component in language classroom because it provides better contexts for activating learner acquisition processes and promoting L2 learning.( Shehadeh,2005; Richards and Rodgers ;2001).

***The Methodology of Task-Based Language Teaching***

There have been many task-based TBL models for class lessons. Ellis (2003) presents a model that focuses on meaning and real-world activities that demand learners to process language for real situations:

 A framework for designing task-based lessons

|  |  |
| --- | --- |
| Pre-task (consciousness-raisingactivities) | Framing the activity(e.g. establishing the outcomeof the task)Regulating planning timeDoing a similar task |
| During task | Time pressureRegulating topic |
| Post-task (Focused communicationactivities) | Number of participantsLearner reportRepeat task Reflection |

This model shows English language development occurs when learners has enough time to prepare and perform a task. The pre-task shows students the grammar that they will master in the future and form is engineered by the design of the task. On the other hand, during task stage focuses on communication activities, which means performance is crucial. The way teachers handle error correction and how students react to the task are important. Teachers are required to let communication flow and find strategies to make error correction in such a way that indirect focus on form is accomplished. Finally, students report to class. They may be exposed to any kind of input and then share with the group about their understanding.

***Reading Comprehension***

Reading comprehension is a reader’s activities which interact with writer through written text which involve a simultaneous process of comprehending, understanding and getting information. Reading comprehension is the process of extracting and constructing meaning through interaction and involment with written language simultaneously (Dole 2002). The phrase of *extracting and constructing meaning* is to highlight the text importance and insufficiency as a reading comprehension determinant. It can be noticed that the role of readers’ background knowledge has a contribution to achieve a real understanding on written text.

Moreover, reading comprehension is a process that occurs before, during and after a person reads a particular piece of writing intentionaly, actively and interactively. Comprehending a passage is a complicated process to get the text’s meaning which is a combination of the explicit, literal meaning of the words and sentence, as well as the inferred meaning that can be uniquely generated by the reader (Green & Roth, 2013). Reading comprehension entails three elements. They are the reader, the text and the activity.

As a conclusion, reading comprehension is a simultaneous active process which readers gain informations and purposes of the author from written text with fully comprehension and understanding.

Every reader has their own level of reading comprehension. Different types of reading comprehention are distinguished according to the readers’ purposes and the type of reading they use (Richards 1995). According to Smith, Richard and Johnson (1980), reading comprehension levels involve literal comprehension, inferential comprehension and extrapolative comprehension.

**METHOD**

**Design and Sample**

The researcher employed quasi-experimental method to measure the effect of Task-Based Language Teaching (TBLT) approach on students’ reading comprehension at *Sekolah Tinggi Ilmu Kesehatan Panakukang* in academic year 2017/2018. This method involved two groups, the experimental and the control group. The experimental group received TBLT approach in reading teaching process while the control group was taught by conventional teaching approach which was Silent Reading. This research was descriptive quantitative research design to figure out the answers of the research problems. Total sampling technique was used in this research. Total sampling is a type of purposive sampling technique in which the sample is chosen to examine the entire population that have a particular set of characteristics. The researcher took two classes as the sample that became experimental group and control group. The number of each class was 25 students, thus the total number of sample was 50 students.

**Instrument and Procedure of Collecting Data**

Quantitative data were collected through reading test and questionnaire.The reading test was used in pre-test and post-test. The pre-test aimed to know the basic reading comprehension of students before giving treatment. Meanwhile, the post-test that was given after the treatment was aimed to figure out the progress of students’ reading comprehension. So, the reading test was aimed to know the effect of Task-Based Language Teaching on students’ reading comprehension. The experimental group was given questionnaire to figure out the attitude of students toward TBLT approach.

**Data Analysis**

In analysing the data, the researcher used statistical analysis to two instruments. To analyze the students’ reading comprehension, the researcher did it in three steps. They are scoring the student’s answer, classifying the student’s score and calculating the mean score, standard deviation and t-test. Meanwhile, to analyze the students’ motivation, the researcher did scoring on student questionnaire.

**FINDINGS AND DISCUSSION**

After the data were gathered, descriptive statistics applied to know the significant differences between students’ reading comprehension achievement of experimental and control group. Students’ achievement of the experimental and control groups on the pre-test and post-test were provided using the SPSS program. See tables below.

Table of the P-value of T-test of The Students’ Score on Experimental and Control Group

|  |  |  |  |
| --- | --- | --- | --- |
| Variables | P-value | (α) | Remarks |
| Pre-test of Experimental and Control Group | 0.371 | 0.05 | Not Significantly Different |
| Post-test of Experimental and Control Group | 0.000 | 0.05 | Significantly Different |

Based on the result of the data analyzis in the t-test hypothesis in table above, the researcher found that p-value at pre-test of experimental and control group was 0.371 which mean there was no significant different between experimental and control group when the pre-test was gathered. While the p-value at post-test of experimental and control group was 0.00 with degree of freedom 48 which mean there was significant different between experimental and control group after the post-test was gathered. Those results prove that the application of Task-Based Language Teaching approach affect students reading comprehension.

To insvestigate the students’ motivation on reading towards the application of Task-Based Language Teaching at experimental class, the researcher used Motivation for Reading Questionnaire (MRQ) After analyzing the result of students’ questionnaires using SPSS, the researcher gained the data as can be seen in the table below.

Table of the P-value of T-test of The Students’ Motivation on Reading Before and After Treatments were Applied

|  |
| --- |
| **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 | Motivation before – Motivation after | -12.520 | 4.022 | .804 | -14.180 | -10.860 | -15.564 | 24 | ,000 |

Based on the result of the data analyzis in the t-test hypothesis in table above, the researcher found that p-value of students’ motivation on reading before and after giving treatments was 0.000 with degree of freedom 24. It means that the p-value of students’ motivation on reading before and after treatments was greater than the level of significance which was 0.05.

To support or strengthen the data above, the researcher also analyzed the mean scores and standard deviation of each domain of motivation scores in the table below.

Table of the Rate Percentage of the Students’ Motivation on Reading

|  |  |  |
| --- | --- | --- |
| Domain | Before Treatments | After Treatments |
| Mean | SD | Mean | SD |
| Reading Efficacy | 5.40 | 1.78 | 8.72 | 1.59 |
| Reading Challenge | 11.68 | 1.80 | 14.52 | 1.50 |
| Reading Curiosity | 16.40 | 2.31 | 19.92 | 1.35 |
| Reading Involvement | 14.68 | 2.08 | 15.96 | 1.74 |
| Important of Reading | 5.04 | 1.17 | 5.40 | 1.12 |
| Reading for Grades | 10.36 | 1.47 | 11.56 | 1.69 |

As shown in table above, from the six domains of reading motivation, the students at experimental group had positive changes on means of all domains when the questionnaire was given to students after treatments. The students’ motivation which had significant progress after applying Task-Based Language Teaching was on the domains of students’ reading efficacy, reading challenge, and reading curiosity.

**CONCLUSION**

Based on the findings and discussion, the researcher concludes the findings in developingreading comprehension achievement of the students as follows:

1. Thereading comprehension achievement for overall comprehension of the fifthsemester students of *SekolahTinggiIlmuKesehatanPanakukang Makassar* significantly developed after learning reading by applying Task-based Language Teaching.In term of literal, inferential and extrapolative comprehension after applying Task Based Language Teaching, the most evolving comprehension was inferential comprehension, followed by extrapolative comprehension and the last was literal comprehension. This finding indicates that the application of Task-based Language Teachingwas effective to evolve reading comprehension achievement of the students.
2. The fifth semester students who were taught through Task-based Language Teaching became more motivated to read. The result showed that the application of Task-based Language Teaching was effective to develop students’ motivation on reading.Hence, it can be said that the higher students’ motivation, the better students’ achievement in reading comprehension and vice versa.

In relation to the conclusion above, the researcher puts forwards some suggestions as follows:

1. The English teachers are suggested to apply Task-based Language Teachingin teaching reading comprehension because it was proven as effective ways to evolvestudents’ reading comprehension achievement and students’ motivation on reading. Especially in term of inferential comprehension of reading, students who were taught by Task-based Language Teaching were proven in evolving their comprehension.
2. The researcher who wants to conduct a similar research, they should enrich more tasks to apply in Task-based Language Teaching. Besides, the tasks need to be used with appropriate activities and also pay attention with teachers' experiments in providing warm-up, pre-post reading questions, time devotion for teaching reading in the classroom.

**REFERENCES**

Chesla, E. 2009. *8th Grade Reading Comprehension Success.* Learningexpress.

Chostelidou, D. (2010). A needs analysis approach to ESP syllabus design in Greek tertiary education: a descriptive account of students’ needs. *Procedia Social and Behavioral Sciences, 2*.

Dole, J.A. (2002). Comprehension strategies. In B. Guzzetti (Ed.). *Literacy in America: Anencyclopedia of history, theory and practice. Vol. 1*. New York: ABC-CLIO.

Ellis, R. 2003. *Task-Based Language Learning and Teaching*. Oxford: oxford University Press.

Green, L.B & Roth, K.L. 2013. Increasing Inferential Reading Comprehension Skills: A Single Case Treatment Study. *Canadian Journal of Speech-Language Pathology and Audiology. Vol. 37. No. 3.* Fall.

Richards, J. 1995. *Longman Dictionary of Applied Linguistics*. England: Longman House.

Richards, J. and Rodgers, T. 2001. *Approaches and Methods in Language Teaching*. (2nd ed.). Cambridge: Cambridge University Press.

Shehadeh, A. 2005. *Task-Based Language Learning and Teaching: Theories and Application*. In Edwards, C. and J. Willis (Eds). *Teachers Exploring Task in English Language Teaching*. Palgrave Macmillan.

Smith, Richards, J. and Johnson, D.,D. 1980. *Teaching Children to Read*. 2nd Edition. USA: Addison-Wesley Publishing Company.