The Effect of Using Task Based Learning Method on the Students' Achievement in Reading Comprehension

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Abstract-**The objective of this study is to investigate the effect ofTask Based Learning (TBL) method on the students' achievement in reading comprehension.This is an experimental research which was conducted at Madrasah AliyahSwstaTahfizihil Qur'an of Islamic Center. The population of this research was thetenth grade which distributed into three classes with total 120 students. By using cluster random sampling technique two classes were taken as sample. Class X-3 as experimental group was taught by using TBL method and X-1for control group taught by using lecturing method. The instruments for collecting data in this research was written test in form multiple choice test, consist of 20 questions. Pre-test and post-test were conducted in both, experimental and control group. The finding showed that the students who taught by usingTBL method got higher score than those who taught by using lecturing method. The result showed that there was significant effect of using TBL method on the students' achievement in reading comprehension which was proven for the result of analysis, was higher than (4,58 > 1,89) at α 0,05, and df 78. It means the hypothesis alternative (ha) was accepted then there was a significant effect of TBL method on the students' achievement in reading comprehension.**

Keyword: TBL, reading comprehension, students' achievement.

I. INTRODUCTION

Reading is one of the four skills to be mastered by the students. Reading is a skill that must be developed and can be only developed by means of extensive and continual practices. Students learn to read and learn better by reading. Teixeira statesreading is a key language skill that has a significant place in the teaching and learning of foreign languages [1]. This skill allows students to have access to ideas that is communicated by people in different locations and eras, give them the opportunity to broaden their horizonsand increase their knowledge. Reading in a foreign language is essential not only for promoting the students'' personal and cognitive development, but also for improving their study and job prospects in a globalized society. Due to the importance of reading, one of the priorities of language teaching should provide students with the tools they need to tackle texts in variety of contexts and to define purposes more intensively.

Reading comprehension requires understanding, processing, thinking, and prior knowledge. Within each other of these areas are many skills, concepts, and applications for alearner. Because all students learn differently and all students learn at different pace, educators are relying on practice of differentiated instruction to help them achieve positive result with students learning [2].

So, we could see that is very important to have a reading skill by the students. Therefore, the government determines in curriculum the students are expected to have a good reading skill. In fact, many students are less competent in reading. Based on her observation in MAS Tahfizil Qur'an Islamic Center, the researcher found that only 15% of the students gained good score in reading. This phenomenon showed us that reading is very difficult for the students that they cannot comprehend well.

Reading in the students' native language and reading in a foreign language learned is quite different matter. Reading in their own language is much easier than that of the language learned because they have mastered these components of language will not face significant difficulties when they are reading materials beginning from the low levels uo to the higher ones. They will not need to look at their dictionaries.

This phenomenon also found by the researcher when did the PPL on MAS Tahfizhil Qur'an Islamic Center in teaching English, especially teaching reading comprehension. The teacher usually asked the students to read the reading text and then translated it into Indonesian language. After that, teacher asked them to answer the following questions. After they finished their task, the task was submitted and teacher gave a mark. It made the class be boring, because teacher did not prepare it well. So, the students did not have good reading skill.

Most of the students did reading as a passive activity. Students did reading comprehension by reading the text from the beginning until the end, and when they found some difficult words, they stoped to read and looked for the meaning of the word in dictionary. But, actually even the students did the word per word translation it wasstill difficult for them to comprehend the text or to find out the information of the text. This situation made the class be boring. Contrast with Rahayu that states teaching reading is process of making the students master in reading and make student more understand with meaningful of the text context [3]. In teaching reading, the teacher wants to develop the students reading skill and give a good strategy to make students enjoy and fell happy until they can understand and know what will they do to read and take the point or information from the text of the reading activity. By applying appropriately method, students' reading skill could be improved. In order to solve these problems, the researcher were interested to use Task-Based-Learning (TBL). Task Based Learning is a method seeking to provide the students with natural context for language use. Task-Based Learning(TBL) is thought to create such a balance by providing an ideal environment for facilitating language acquisition [4]. In a Task-Based Learning, learners are presented with a task or problem to solve and do not concentrate on language features during performance. Language analysis is incorporated after learners have performed a task. Although TBL seems to grant meaningful use of language and can promote autonomous learning, it fails to become universally accepted by teachers and linguists due to the difficulties in evaluating learning outcome.

Wilis conveyed there are three stages that should be applied in Task-Based-Learning (TBL) Method [5]. They are Pre-task, Task cycle, and language focus. At the Pre-task, teacher introduces the topic and gives the students clear instruction on what they have to do at the task stage. At the task-cycle, teacher asks the students to make a small group to compare the result. And at the language focus, teachers give explanation about language structure according to the material.Moreover, in Task-Based-Learning, the task is central of the learning activity where the students start with the task. When they have completed it, the teachers draws attention to the language used, making corrections and adjustments to the students' performance. TBL is applied to find solution in teaching and learning process. It means that by using TBL Method, the teacher and students will have to overcome their problem in teaching learning process by doing the tasks.

TBL elaborates with small group technique. It based on the stages in TBL that the students doing the task in pairs or small group,butin this study they do the task by small groups. In teaching reading comprehension, TBL elaborates with skimming strategy,becauseskimming gives students the advantages for of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.

Therefore, It was hoped that by using Task-Based-Learning Method, the teaching learning process would be more successful, especially in teaching and learning reading comprehension.To investigate the effect of using Task-Based Learning method on the students' achievement in reading comprehension.

Research Question

"Is there any sicnificant effect of Task-based Learning method on the students' reading comprehension achievement?"

II. METHOD

Quantitative research approach was employed in this research. This research was conducted at Madrasah AliyahSwastaTahfizhil Quran of Islamic Centre on academic year of 2015/2016. The population of this research was X grade students of MAS Tahfizhil Qur'an of Islamic` Centre which consisted of X-1, X-2, and X-3 with the total population was 120 students. By using cluster random sampling technique, X-3 and X-1 were chosen as the samples of this research. By doing the same technique, X-3 was chosen as experimental group, and X-1 was chosen as control group. The instrument for collecting the data in this research was a written test in form of multiple choices test that consisted of 20 items with five options in each items. The test was taken from the reading text ofToefl book on page 185-186 and 189-190 [6].Next the data was calculated into statistic calculation. Then the data was analyzed by using t-test formula by Sudjono [7].

$$t_0 = \frac{M_x - M_y}{SE_{MX-MY}}$$

Note :

t_0	= t observation
M_x	= Mean of Variable X
M_y	= Mean of Variable Y
SE_{MX-MY}	= Standard error of $M_x M_y$

III. RESULT

To analyze the data, statistic calculation was employed in order to gain the mean score, standard deviation and the standard error. In pre-test the highest score of pre-test in experimental group was 70 and the lowest was 30 with the total score of pre-test was 2200. While the highest score of post-test was 100 and the lowest was 70 with the total score of post-test was 3295.

For the control group the highest score of pre-test was 70 and the lowest was 35 with the total score of pre-test was 2105.

While the highest score of post-test was 80 and the lowest was 45 with the total score of post-test was 2670.

Then the statistic calculation obtain used to employ the t-test formula. Based on the calculation of t-test, it was found that t-test was 4.58 and based on the t-table level of significant of 0.05 degree of freedom 78 (Nx+Ny-2) t-table was 1.89. it means that t-observation (4.58) was higher than t-table (1,89) at the level significant of 0.05 and df 78, therefore, the hypothesis was accepted. It was concluded that TBL Method had significantly increased the students' reading achievement at 10th grade students of Madrasah AliyahSwastaTahfizihil Qur'an of Islamic Center, academic year.

The result of this research showed that there was a significant effect of Task-Based Learning Method to students' achievement in reading comprehensionIt was proven by the result of t_{est} that $t_o > t_t$ = 4,58> 1,89 ($\alpha = 0,05$, df = 78).

It showed from the value side, applying TBL method in teaching reading comprehension could increase the students' achievement. Which the mean of experimental group was higher than the mean of control group. Eventhough they were given by the same material and test.

As Grace states that Task based learning helps learners to interact spontaneously: Learners are free to use whatever vocabulary and grammar they know. For instance a role play requires the learner to use language freely. It gives learners chance to try out what ever language they already know and it also gives learners a chance to notice and benefit from others expressions and thereby builds their level of confidence gradually [8]. The students in experimental group also experienced it. They tried to build their knowledge because they are free to use the language in doing the task. It motivated them to do it well.

IV.CONCLUSION

It can be concluded that there was a significant effect of applying TBL method on students' achievement in reading comprehension. It was proven from the score of the students who were taught by applying TBL method was higher than the score those who were taught by using discussion method (1095 > 565), and the calculation of the t-test showed that t observed was higher than t table (4,58 > 1,89) at the level significant 0,05 and df 78. Based on these, it was concluded that h-alternative (ha) is accepted and h-observed (ho) is rejected which said that there was significant effect of applying TBL method on the student achievement in reading comprehension.

Thereby , it could be concluded that giving the different treatment to both of samples caused a significant difference on the students' achievement in reading comprehension. The higher score of experiment class was caused by the treatment that applied in this class, that was TBL method. TBL method influenced the students to be more active in the learning process. While the control class that taught by using discussion method were not given chance to the students to be more participative.

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