

CHAPTER I

INTRODUCTION

A. The Background of the Study

There are four skills in English that students need to acquire as the basis to be able to use English. These skills are listening, speaking, reading, and writing. Reading is one of the four language skills taught to learners of English. It cannot be learned quickly and effortlessly. Mickulecky & Jeffries (2004) state that reading is very important since it can enhance students' general language skills in English; assisting students to think in English, enlarging students' English vocabulary, improving their writing, and it can be a good way to obtain about new ideas, facts and experiences. Therefore, on the basis of this opinion, reading skill has been viewed as something that can help students to enrich their insight in English language. Harmer (2003) also mentions that the ability to read texts in English is important as a bridge to understand the textbook. Reading is also one of the skills that is expected to be mastered by students in the 2013 curriculum.

There are many factors that can influence in English teaching and learning process, and one of them is the worksheet. Triantoro (2009) states that students' worksheet is a student guidance to conduct investigation or problem solving. It is also can be used to facilitate teacher in providing a practice and to

enhance students' understanding. Therefore, worksheet can be used as a platform for students to know their ability in the learning process. Worksheet is also can be extremely helpful for teachers to know their students' progress in learning process, it can be a parameter whether a student has understood one particular topic or not.

In Indonesia, based on the 2013 curriculum worksheet should possess the stages of the approach that it used. So that it will identify students' understanding from the learning process in the classroom which also is based on certain approach. One of the approaches in teaching is task-based language teaching. Moore (2018) states Task-based language teaching (TBLT) is a broadly defined approach to language teaching research and practice which uses task as a unit of analysis for research and practice in communicative language teaching. Yongliang & Shipp (2009) state that the students will have a much more varied exposure to language with task-based language teaching. They will be exposed to a whole range of lexical phrases, collocations and patterns as well as language forms.

When it comes to reading, this is particularly important that the students can comprehend the text fully from the lexical phrases, collocations and patterns as well as language forms. It is in line to what Yongliang & Shipp (2009) stated previously. Rozati (2014) claims that in all of these activities we are looking for one goal which is making students independent of the language to achieve

that goal. It means that all of the tasks in task-based language teaching approach will initiate the students to synthesize the goal of their language learning independently. This can be shown from the stages of TLBT which include report, analysis and practice in which the students will explore the materials from the tasks.

Rozati (2014) states that the more task-based approach is studied the more necessity for sequencing of activities is observed. Therefore, the more worksheets use task-based language teaching approach the more stages of exercises that are done by the students will be observed.

However, based on the reconnaissance data from the observation that has been done by researcher to worksheets used in SMA Negeri 3 Medan, it was found that the worksheet used in SMA Negeri 3 Medan for the tenth grade does not provide more varied exposure to language compare to task-based language teaching.

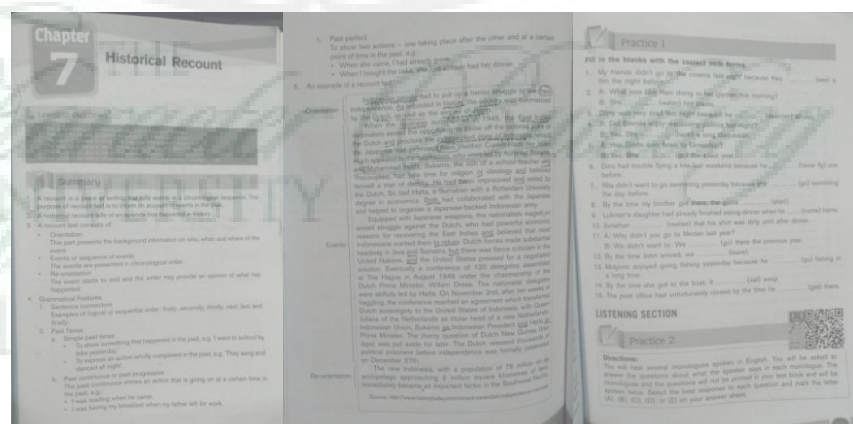


Figure 1.1 Worksheet used in SMAN 3 Medan

The worksheet used in SMA Negeri 3 Medan does not possess any particular stages of language teaching approach. There is no particular approach used in the worksheet, the worksheet simply displaying some summaries of the materials and then directly followed by practices or tasks. This kind of worksheet is overly-simplified; students are expected to answer the questions written in the worksheet. This will not help the students to synthesize the goal of their language learning because this kind of worksheet is only used as a mean to score students not to make them understand the goals of their learning.

Because it does not encourage the students to explore the goal of their language learning process independently because the students just simply answer the questions with no particular outcome of the activity. And also students are not free to use which grammar or vocabulary that they want because they simply choose the answer because most of the practices are multiple choices.

Halimah (2015) says that the use of worksheet is really crucial in teaching and learning process to increase understanding and comprehension of students, therefore a worksheet that can provide a platform for students to increase understanding and comprehension of students is highly needed. Che-Di Lee (2014) also shows that worksheets increase students' understanding and achievements and worksheets can be developed at conceptual basis for materials that are difficult to understand. Hence, the use of worksheet is really

important in the process of learning as it can increase the students' understanding towards the lesson.

Shabania & Ghasemi (2014) say that learners who were taught reading comprehension through task-based language teaching (TBLT) outperformed those learners who were taught reading comprehension through other approach. Such a result can be justified by considering some outstanding characteristics about the nature of task based language teaching and its effectiveness in EFL contexts. Task-based approach is a powerful and advancing learning method. It promotes learning language knowledge and training skills in the process of performing tasks. Teachers are both instructors and guides. Similarly, learners are both receivers and main agents. It is via TBLT that learners will master how to make full use of their own communicative abilities to shift from L1 to the target language. It presents a chance for them to learn cooperatively and interactively. Therefore TBLT is a really helpful approach in which it can advance the learning method.

However, current existing worksheet cannot really provide students with such benefits. It is only a matter of answering the questions provided in the worksheet. It cannot explore students' ability to make full use of their own communicative abilities in language. The existing worksheet does not give them a chance for students to learn cooperatively and interactively which will result that students cannot explore more on their language skills.

Therefore a more explorative worksheet is needed in SMA Negeri 3 Medan so that the students will be able to explore their language process independently and they will be able to synthesize the goal of their language learning. Hence, researcher is intrigued to develop reading worksheet for the students of grade ten in SMA Negeri 3 Medan. This worksheet will be made based on the task-based language teaching approach and also will be made based on the needs of the students.

B. The Problem of the Study

Based on the background of the research, the problem that can be formulated is as follow. How is the reading worksheet based on task-based language teaching developed to teach students' reading comprehension for tenth grade students in SMA Negeri 3 Medan?

C. The Objective of the Study

Based on the problem of the research, the objective of this research is to develop reading worksheet based on Task Based Language Teaching to Teach Recount Text for Tenth Grade Students at SMAN 3 Medan.

D. The Scope of the Study

This research is limited to only develop reading worksheet based on task based language teaching to teach students' reading comprehension for the tenth grade students at SMAN 3 Medan. In order to help the students in SMA Negeri 3 Medan, this worksheet will be developed on the needs of the students in SMA Negeri 3 Medan. This worksheet will also be only used for the purpose of teaching and learning reading recount text.

E. The Significances of the Study

The significances of this research will be classified into two, theoretically and practically.

Theoretically, this research is expected to provide more information regarding the development of reading worksheet based on task-based language teaching to teach students' reading comprehension for tenth grade students in SMA Negeri 3 Medan.

Meanwhile practically, the significances of this research are:

1. For the students, this research is expected to give them a new worksheet experience in learning recount text, motivate them to learn, and increase their reading ability.

2. For the teachers, this research is expected to give them a new approach that they can use to teach recount text. This research is also expected to encourage them to develop new reading worksheet that suits their students' needs.
3. For researchers, this research is expected to provide data, resources, and references for them about developing reading worksheet based on task-based language teaching to teach reading comprehension.

