Issued by English study program of IAIN Palopo

Analysis of the textbook Task Basic language teaching "Improving Students' Reading Comprehension" Published by Cambridge University Press

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Abstract

The purpose of carrying out this research is to provide an understanding of the students 'ability to read that is very low than it should be. In this case the students' low reading comprehension is caused by several things, namely the bad teaching and learning process makes it difficult for students to understand how to read correctly. we use Task-based Language Teaching (TBLT) this technique is used in achieving the process of understanding and learning to read students to better and easier for students to understand. This research is a classroom action research (CAR).

In this study, it was conducted in two stages, Observation and interviews were used to collect data which were then analyzed qualitatively.Students' achievement of daily-test, the students' self reflection in the form of rating format and the students' achievement of post-tests were used in order to support the data collected. The results of this study indicate that TBLT can improve not only the teaching learning process but also the class 8 of SMP swasta cendramata students' reading comprehension in recount texts.Thus, from the research on the TBLT technique, it was seen that the desire and interest of students in learning to read was increasingly diligent and began to master good reading techniques, as well as enjoying the process of learning to read.

Keywords: reading comprehension ability, Task-based Language Teaching, recount text

Introduction

Book is a window to the world of this expression clearly illustrates the benefits of reading, namely opening, expanding, one's insight and knowledge. To be able to broaden one's horizons and knowledge one mu bagist be able to understand the contents of the reading. Therefore, in the world of education teaching students to read with a good understanding, it should be the teacher's top priority. Understand the importance of the ability to read a text by using appropriate teaching methods, materials, activities, media and other requirements that can help students improve their reading comprehension skills. It seems that task-based language learning can be used to improve students' reading comprehension. TBLT is a learning method that is focused on students. TBLT provides opportunities for students to further explore a material. By choosing the TBLT method, this method can provide facilities for students with reading skills.With reading skills through this method students are given the opportunity to learn and use the language by doing several tasks.

Smith (Ginting, 2005) states that reading is a process of building understanding from a written text. Davies (Sugiarto, 2001) defines reading as a mental process or cognitive process in which a reader is expected to be able to follow and respond to the author's message, while Juel (Sandjaja, 2005) defines that reading is a process of recognizing words and integrating the meaning of words. in sentences and reading structures, so that the final result of the reading process is that someone is able to make the essence of the reading, Broughton (Scissors, 2005) argues that reading is a comprehension skill which can be considered to be in a higher order.

So it can be concluded that reading is a thought process in a written text or to get the meaning conveyed in a reading in short it can be said that reading involves a complex process. This requires a coordinated analysis of interpretations from various sources of information

This requires analysis, coordination and interpretation of various sources of information. Understand the words in the text by relating them to the knowledge possessed by readers and connecting new information in the text with their background knowledge. In the reading process, an understanding of the contents of the written text takes precedence. In other words, comprehension is the essence of reading (Richards & Renandya, 2010, p.277). Raising students' awareness of the main ideas in the text and exploring the arrangement of the text are essential for good understanding. In short, reading comprehension is the ability to construct meaning from certain written texts. 0'Shea in Klinger, et al. (2007, p.2) added that reading comprehension is a process of building meaning by coordinating numbers as a complex process. Supporting this idea, Pang et al. (2003, p. 14)

(1) What are the steps of TBLT in the classroom in students' reading comprehension learning? (2) How does the student's participation in the teaching and learning process apply TBLT from beginning to end? (3) what is the

involvement of students in improving the teaching and learning process to implement TBLT? (4) how to improve students' reading comprehension after learning the process of implementing TBLT? The purpose of this study is to provide an understanding of students' reading ability which is lower than it should be. In this case the students' low reading comprehension was caused by several things, namely the teaching and learning process that was not good so that students had difficulty understanding how to read correctly. We use Task Based Language Teaching (TBLT), this technique is used in achieving the process of understanding and learning to read students better and make it easier for students to understand. And based on the formulation of the problem above, the research objective is to (1). Determine the TBLT steps in class in learning reading comprehension of students (2) Knowing student participation in the teaching and learning process of implementing TBLT from beginning to end (3) Determine what student involvement in improving the teaching and learning process to implement TBLT (4) Knowing how to improve students' reading comprehension after learning the process of implementing TBLT

Reading comprehension

The meaning of reading comprehension

The goals in language learning are basically the four language skills. The four skills are listening, speaking, reading, and writing. Listening and speaking are oral communication while reading and writing are contained in written communication. Reading skill is one of written communication so it can be said that this skill is receptive. In a reading activity will get information and knowledge. This shows that in reading activities it is very important to understand so that you can really get information and knowledge from a reading.

Reading comprehension is important in human life and plays a very important role in the development of science and technology, not all humans who can read are able to understand what is read, so that reading does not get information In order to obtain information from a reading, it is very necessary to understand reading. (Farida rahim) reading comprehension is getting an understanding of the concept of understanding words and understanding the ideas written and conveyed by the author.

(Marohaini 1999: 4) reading comprehension is an ability that students must have, because the ability to read is what will help in gaining understanding, namely: knowledge of the structure of the text and finding or looking for meaning. Reading is the gateway to all progress for life human all the time. Reading in a broad sense covers a wide range kinds of skills. Good reading skills of messages contained in the reading material, the skills to understand that are implied in written language, as well as skills in communication through written language (Sukirno, 2015: 3). Reading can also mean the application of a set cognitive skills to gain understanding of written discourse be read.

According to (Iskandarwassid and Sunendar, 2009: 146) interpret reading as an activity to get meaning from what is written in the text. For this purpose, apart

from needing to master the language used, a reader needs to also activate various processes mentality in the cognitive system. According to Aziz (2015: 147) reading activity provides input language, just like listening. But reading activities too has the advantage of listening in terms of giving a linguistic point more accurate. In addition, good readers are autonomous and can doing activities outside the classroom. Reading activities outside the classroom can through magazines, books, or newspapers. In this way, students will acquiring a large number of vocabulary and language forms.

So that it will be useful in communicative interactions. Other experts, interpret reading is one of the four abilities principal and is a part or component of written communication. In written communication, the sound symbols of the language are changed to written symbols or letters (Tampubolon, 2008: 5). In addition, reading is defined as something complicated which involves many things, not just pronouncing the writing, but also involving visual, thinking, psycholinguistic, and metacognitive activities. As a process visual reading is the process of translating written symbols into spoken words. As a thought process, reading includes activities word recognition, literal comprehension, interpretation, critical reading, and creative understanding (Rahim, 2008: 2). Whereas Klein, et al. in Rahim (2008: 3) argues that the definition of reading includes (1) reading is a process, intended information from the text and the knowledge the reader has an important role in shaping meaning. (2) reading are strategic, good readers implement a reading strategy. Strategy applied adjusts the purpose and type of text read. and (3) reading is interactive, meaning that when reading understands the current text read, then the interaction process occurs.

Reading is an activity in the form of pronouncing or spelling a piece of writing and understanding the contents of the text by voice or in heart, and producing the content of the text that is read by the reader. This is in accordance with what is stated in the KBBI which states that reading is spelling or pronouncing what is written. reading is a cognitive skill to understand written language to obtain information. understanding that will measure someone's success in reading activities.

Task-based Language teaching (TBLT)

Long (as cited in Nunan, 1989, p.5) gives the definition of task in a broad sense. He says that a task is a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, etc. In other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play and in between What Long has is a non-pedagogical definition in that it describes the sorts of things individuals do outside the classroom, and some of these tasks do not necessarily involve the use of language.

Brown (2007) asserts that TBLT is an approach encourage teachers to focus on

the many communicative factors in the process Language learning. Task based approach aims to provide opportunities for students to experiment with and explore spoken and written language through activities learning designed to involve learners in use authentic, practical and functional language for meaningful purposes. Learners encouraged to activate and use whatever language they are already in the process of completing a task (Nunan, 1989).

TBLT is an approach to using assignments as major components in language classes because they provide context better to activate the learner acquisition process and promote they learn a second language or learn a foreign language. TBLT can be concluded that approach based on language learning theory rather than language structure theory (Shehadeh, 2005). Therefore, TBLT is a method of teaching and learning emphasize their learning experience to be involved in the process activities in class and build student-centered learning so that students are active and proficient in mastering languages, especially English. TBLT provides many benefits to help learn foreign languages. (Ellis, 2009) stated that TBLT provides opportunities for learning 'natural' in a classroom context. TBLTI has intrinsic motivation. This matter consistent with the educational philosophy that the learner focuses on but also give permission for teacher input and guidance. It contributes

To improve communication fluency and not neglect accuracy. And It can be used in conjunction with a more traditional approach. Hashemi et al (2012), to teach practical lessons with task-based involves having stages or components of the lesson tasks as the main component such as pre-tasks that pay attention to activities the diverse range that educators and learners can undertake before them start doing errands; during-task that the task cycle activity itself and different instructional options and post-task focused procedures for directions for doing tasks. ENP-based process of modifying.

Thus, with this approach the learning process can be proven in active learning and student-centered learning.

Method
Types of research

This research is a quantitative descriptive study survey approach. Surveys are used to collect data or information large by using a relatively small sample (Syaodih, 2007: 82). This matter means, that this research will describe a symptom of the data quantitative in nature. Quantitative data, namely reading comprehension scores described or searched for the mean score, then categorized so that it is obtained expected frequency and percentage.

Place and time of research

This research was conducted in August-September 2020. The research site was carried out at a private souvenir Junior High School in Medan.

Population and research sample

Population

Sugiyono (2011: 80) "Population is a generalization area consisting of objects / subjects that have certain qualities and characteristics that are determined by researchers to be studied and then draw conclusions."

The population and sample of this study were students of grade 8 private junior high school cendramata Medan in the 2020 academic year.

Sample

Arikunto (2006: 131), also said that the sample is a part or representative of the population that is currently being studied. If the research is carried out by part of the population, it can be said that the research is a sample research.The population in this study were students of class VIII SMP Private Cenderamata Medan as research subjects. Because The population in this study was small, namely 20 students, so this study was a population study, meaning that the sample taken was the entire population and was taken according to the needs of the researcher. Which category Saturated sampling is selected. "Saturated sampling is a sampling technique when all members of the population are used as samples" (Sugiyono, 2010: 124). Then The research sample was all students of class VIII SMP Private Cenderamata, amounting to 20 students consisting of 8 students male and 12 female students.

Data collection

Data collection instrument

The research instrument used in this research is the development and theory of reading learning. The instrument in this study is an objective test. The scoring system used is objective scoring. In scoring the test results, it can be seen how students' reading comprehension of the English text. Nurgiyantoro (2001: 76) the answer to the objective test is certain, there is only one answer right. In scoring the objective test, if the answer is correct it matches the key answer then the value is one (1) and if the answer does not match the key answer then the value is zero (0). Each item only requires one answer.

Therefore, students are directed to answer each item with one answer the score is collected and used as material for analysis. The preparation of the instrument is carried out in the following steps:

a.Choose an English reading text that is appropriate for grade 8 SMP.

b.Give multiple choice questions.

This instrument can be used as a task for students as a form of implementing TBLT with students learning more independently at home to understand reading and being able to answer some questions given by the teacher.

Research technique

assessment techniques in this study, using Penelitian Acuan Patokan (PAP) which attempts to interpret the test results obtained by students by comparing them with predetermined benchmarks (Nurgiantoro 2001: 397).

This benchmark is in accordance with the KKM of English subjects, which is 70, thus it can be determined that a score of less than 60 is very low, (60-69) is low, (70-79) is medium, (80-89) is high, (90-100)) very high category.

Validity

The instrument used in this study was a reading comprehension test, so the validity used in this study was content validation. Content validity questions how well the instruments fit together

with the purpose and description of the material taught or a description of the problem to be

 researched (Nurgiyantoro, et al., 2009: 339). Content validity is the extent to which the elements of the assessment instrument are relevant and represent the constructs of measuring instruments that are targeted for specific purposes (Haynes, et al. 1995).

A test is said to have high validity if the high validity of the items is high, item analysis is carried out to measure each item. The instrument tested in this study was in the form of multiple choice questions totaling 50 questions to test the validity of the 30 items the instrument was tested on. 20 students of grade 8 private SMP Medan souvenirs.

Data collection technique

The data collection technique in this research is the implementation of students' comprehension ability tests. The test given is an objective test in the form of multiple choice, with 4 alternative answers that are intended to capture data. The

application of TBLT for students can help students to be more independent in learning at home, students can read text repeatedly to gain understanding from the reading. So they can answer several multiple choice questions correctly and the answers will become data, how students understand a reading.

Data analysis technique

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Analysis of the data obtained in this study with using descriptive statistical analysis. Descriptive statistics are used for calculate the mean score, standard deviation, variant, maximum, minimum, sum, range, kurtosis, and skewness (Ghozali, 2009: 19). Score the mean (mean) then categorized so that the expected frequency and percentage are obtained.

Results

Discussion

This research data collection was conducted on September 26, 2020. Data collection was carried out through a reading comprehension ability test of grade 8 students of private Cendramata SMP.

Based on the sampling carried out, it was obtained 20 students in grade 8. Thus the total respondents in this study were 20. The problem of reading comprehension ability tests in this study was in the form of multiple choice with 4 alternative answers.

Test questions, developed from development of Ruddell's taxonomy of reading learning theory. Based on taxonomy, students' reading comprehension can be seen from three levels understanding, namely factual, interpretive, and applicable (Zuchdi, 2008: 100). The number of reading comprehension test questions is 30 items, consisting of 10 level questions factual understanding, 10 level questions of interpretive understanding, and 10 level questions applicative understanding. Therefore, the presentation of the results of this study is presented based on these three levels of understanding.

There were five steps of the TBLT in the reading teaching learning process that I adopted from Willis and Willis (2007, p.34-40). Then I adapted the steps in order

to adjust the learner needs. The steps of the reading teaching learning process in the implementation of this study were: a) Introducing the topic and obtain some interesting appropriate vocabularies, pictures and texts from applicable sources related to the topic, b) doing a reading session, c) preparing for the report in groups, c) reporting the result, d) focusing on grammar, and e) writing a text.

It can be concluded that the initial steps of TBLT (Pre-Task phase) also gave the students chance to explore their background knowledge and the vocabularies needed to comprehend the texts. The tasks in this step made the students' vocabulary mastery increased. In the next step, the students had tasks that helped them to improve their grammar mastery so that the students became easier in comprehending the texts given. The tasks followed after that (Task-Cycle) provided a lot of chances to the students to train their reading comprehension ability. There were some texts and questions followed the texts to be done by the students both in groups, in pairs, or individually.

There were some improvements of engagement reached by the students in the teaching learning process applying TBLT. First, the students were not actively engaged in the teaching learning process before the actions, however they were actively engaged in the teaching learning process during the actions. During the teaching learning process before the actions, the students did not enjoy doing the tasks, but the students enjoyed doing the tasks during in the teaching learning process during the actions. Third, the students were not ready to learn at the initial meeting of the action, but they were ready to follow the teaching learning process at the next meetings. Fourth, the students did not bring their dictionaries at the initial meeting of the action, however they brought the dictionary or 'word piggy bank' in the next meetings. Finally, some students did not want to work in groups at initial meetings, fortunately, they wanted to work in groups, in pairs, or individually like what I ordered.

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Conclusion

The results of this classroom action research indicate that TBLT can improve the teaching and learning process but not only that, TBLT can improve the teaching and learning process of reading comprehension for private junior high school students in Cendramata for the 2020/2021 academic year.

The learning process using TBLT it also results in student progress in reading and working on questions that have long texts. The average reading score of the previous students was very low, but after the TBLT-based teaching and learning process was determined, the students' scores could reach the KKM and there were also those who got scores above the KKM. Therefore, TBLT can be applied in various schools to improve the process of teaching and learning and students' reading comprehension well, thus helping students to read diligently at home. And the result of this research is that TBLT is able to involve students in the teaching and learning process of students and mastery of the vocabulary and language they read so that they get a lot of new vocabulary. So that students' reading skills can improve well.

References

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