

**THE IMPLEMENTATION OF TASK BASED LANGUAGE TEACHING
IN READING COMPREHENSION TO THE EIGHT GGRADE
OF SMPN 5 SERUWAY**

THESIS

By

NOVA ASTUTI NINGSIH

1042010143

English Education Department



FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)

ZAWIYAH COT KALA LANGSA

2015 M/1437 H

STATEMENT OF CERTIFICATION

**THE IMPLEMENTATION OF TASK BASED LANGUAGE TEACHING
IN READING COMPREHENSION TO THE EIGHT GRADE
OF SMPN 5 SERUWAY**

By

NOVA ASTUTI NINGSIH

1042010143

has been defended in Sidang Munaqasyah before the Council of Thesis Examiners
and has been accepted as a Partial Fulfillment of Requirements for Sarjana
Pendidikan(S.Pd) in English Education Department of Faculty
of Tarbiyah and Teacher Training, on:

Saturday, December 05rd, 2015
Safar 24th, 1437 H

Council of Thesis Examiners

Chairman,

Secretary,

Drs. Zainuddin, MA

NIP. 19681022 199303 1 004

Rita Mahriza, Ms

NIP. 198401117 201101 2 005

Examiner I,

Examiner II,

Mhd. Rasyid Ritonga, MA

NIP. 19770513 200912 1 005

Cut Intan Meutia, MA

NIP. 19790529 200912 2 005

Certified by:

The Dean of Tarbiyah Faculty and Teacher Training
State Institute for Islamic Studies (IAIN) Zawiyah Cot Kala Langsa

(Dr. Ahmad Fauzi, M.Ag)

NIP 19570501 198512 1 001

STATEMENT OF APPROVAL

**THE IMPLEMENTATION OF TASK BASED LANGUAGE TEACHING
IN READING COMPREHENSION TO THE EIGHT GRADE
OF SMPN 5 SERUWAY**

Submitted to the Tarbiyah and Teachers Training IAIN Zawiyah Cot Kala
Langsa as a partial fulfillment of the Requirement for the degree of Sarjana
Pendidikan (S.Pd) in English Education Department.

By

NOVA ASTUTI NINGSIH

1042010143

English Education Department

Approved by

Main Supervisor,

Co Supervisor,

Nina Afrida, M.Pd
NIP. 19840501 201101 2 015

Rita Mahriza, MS
NIP. 19840117 201101 2 008

ACKNOWLEDGEMENT

Firstly, I praise to Allah SWT, lord of the world, the creator of everything, who has given the writer strenght and healthy to finish this paper. The writer says peace and salutation to our prophet Muhammad SAW (Peace Upon Him), who has guided the writer from the darkness to the lightness.

The writer expresses her special thanks to the lectures; Mrs. Nina Afrida, M.Pd and Mrs. Rita Mahriza, MS who has guided, advised and directed the writer in writing this paper which tells about “The Implementation of Task Based Language Teaching in Reading Comprehension to the Eight Grade of SMPN 5 Seruway”. The writer also expresses thank to my parents, my family and my friends who have continuously given spirit, financial and motivation to finish this paper.

The writer hopes this paper can be useful for all readers, they are able to understand more about Task based Language Teaching Approach and the writer also hopes for reader to give some suggestion for the perfection of this paper.

Langsa, Desember 11th, 2015

The Writer

NOVA ASTUTI NINGSIH

TABLE OF CONTENTS

ACKNOWLEDGEMENT.....	i
TABLE OF CONTENTS.....	ii
LIST OF TABLES.....	iv
ABSTRACT.....	v
CHAPTER I INTRODUCTION.....	1
A. Background of Study.....	1
B. Research Question.....	4
C. The purpose of the study.....	4
D. The Significant of Study.....	4
E. Terminology.....	5
CHAPTER II LITERATURE REVIEW.....	8
A. Reading	8
1. Definition of Reading Comprehension.....	8
2. Types of Reading.....	10
3. Types of Classroom Reading Performance....	11
4. Benefits of Reading.....	13
5. The Purpose of Reading.....	14
6. Strategies of Reading.....	15
B. Task Based Language Teaching.....	21
1. Definition of TBLT.....	21
2. Characteristic of TBLT.....	22

3.	Benefits of TBLT.....	23
4.	Framework of TBLT.....	23
5.	Challenges of TBLT.....	25
6.	Advantages of TBLT.....	26
7.	Teacher Roles in TBLT.....	27
8.	Learner Roles in TBLT.....	27
CHAPTER III	RESEARCH METHODOLOGY.....	29
A.	Approach and Kind of Study.....	29
B.	Research Methodology and Variable.....	30
C.	The Source of Data.....	31
D.	Tecnique of Collecting Data.....	31
E.	Technique of Data Analysis.....	32
F.	The Verification of Valid Data.....	33
G.	Research Procedure.....	33
CHAPTER IV	FINDING AND DISCUSSION.....	
A.	Finding of the Research.....	
1.	Pre- Implementation.....	
2.	Implementation of Cycle 1.....	
3.	Implementation of Cycle 2.....	
B.	Discussion of Research.....	
CHAPTER V	CONCLUSION AND SUGGESTION.....	
A.	Conclusion.....	
B.	Suggestion.....	

BIBLIOGRAPHY.....

APPENDIX.....

ABSTRACT

Reading is first of all skill that should be achieved by students in learning English, because it is very helpful to open student's skill to find out many information in the world. Not only that, but also Reading is important in several ways, firstly reading is a tool of learning. This means that through reading we can acquire information which will be organized and stored in the brain. Secondly, reading can develop our knowledge of language. Thirdly, reading refines the reader thinking development which depends on language. Fourthly, reading develops creativity. It seems that the expectation for reading is to train the students to be competent. To be competent needs teacher's creativity to use innovative teaching method during teaching and learning process.

The teaching and learning process should be involved the student actively. Therefore, the writer wants to implement of Task Based Language Teaching approach in learning process so that the students will be active and also learning process will be effective. It is important to explore by using Task Based Language Teaching. Task Based Language Teaching can facilitate the students learning by involving them actively during teaching and learning process. Task Based Language Teaching is an approach which emphasizes on the process of learning to communicate through interaction in the target language. Through this approach, the students are trained to concentrate their minds not only to learn the structure of a language, but also to produce the language. This is in line with the principles that task-based language teaching is the stipulation of opportunities for students to focus not only on language but also on the learning process itself. Mulyono finds out that students taught by using Task Based Language Teaching get better achievement in reading comprehension

The objective of the research are to find out whether implementation of Task Based Language Teaching improve student's ability in reading comprehension and to find out student's responses by implementation of Task Based Language Teaching in Reading Comprehension. The source of data was students of class VIII³ at SMPN 5 Seruway, the number of students was 25 consisting of females and males. The research was conducted by using Classroom Action Research (CAR). The procedure of the research was administrated into two cycles where each cycle consisted of two meetings. Each meeting included four steps namely: planning, action, observation, and reflection. The researcher collected the data by using test and observation. Test used to find out whether implementation of Task Based Language Teaching improve student' ability in reading comprehension and observation used to find out students' responses by implementation of Task Based Language Teaching in reading comprehension. From the result of test and observation of cycle 1, the writer was found the result of test was 17 students got score ≥ 70 from 25 students, the percentage is 68%. While the result of the observation, the writer got 75%. Then, the result of cycle 2, it improved into 21 students got score ≥ 70 from 25 students and the percentage was 84%. While, the result of observation is gotten 82,5%. Thus, it is

concluded that implementation of Task Based language Teaching improve toward student's achievement in reading comprehension and students' responses by implementation of Task Based Language Teaching was positive respond to the eight grade of SMPN 5 Seruway.

Key words: Reading comprehension, Task Based Language Teaching

Saturday, December, 05th, 2015
Safar 24th, 1437 H

Approved by:

Main Supervisor,

Nina Afrida, M.Pd

NIP. 19840501 201101 2 015

Co. Supervisor,

Rita Mahriza, MS

NIP. 19840117 201101 2 008

Chairman,

Dsr. Zainuddin, MA

NIP. 19681022 199303 1 004

Secretary,

Rita Mahriza, MS

NIP. 19840117 201101 2 008

Examiner I

Mhd. Rasyid Ritonga, MA

NIP. 19770513 200912 1 005

Examiner II

Cut Intan Meutia, MA

NIP. 19790529 200912 2 005

Certified by:

The Dean of Tarbiyah and Teacher Training Faculty
State Institute for Islamic Studies (IAIN) Zawiyah Cot Kala Langsa

Dr. Ahmad Fauzi, M. Ag
NIP. 19570501 198512 1 001

CHAPTER I

INTRODUCTION

A. BACKGROUND OF STUDY

Reading is first of all skill that should be achieved by students in learning English, because it is very helpful to open student's skill to find out many information in the world. Reading is a process used or done by the reader to get the message or information presented by the writer through the words. Furthermore, the purpose of reading in language is not only to get meaningful information from the text but also to extend one's horizons and experiences. Therefore reading is necessity in our life.

Reading is an important language skill because without this skill one can not obtain various information acquired through reading text, books, novels, newspaper and magazine. Reading is important in several ways, firstly reading is a tool of learning. This means that through reading we can acquire information which will be organized and stored in the brain. Secondly, reading can develop our knowledge of language. Thirdly, reading refines the reader thinking development which depends on language. Fourthly, reading develops creativity. The knowledge that people acquire through reading and which retain in the brain becomes the basis of their creative action.

It seems that the expectation for reading is to train the students to be competent. To be competent needs teacher's creativity to use innovative teaching

method during teaching and learning process. The teaching and learning process should be involved the student actively.

Based observation on Monday 3th September 2014, the writer has found some problem when giving reading materials for the students. The problems are students' ability in learning English particular in reading comprehension is poor and interaction between teacher and students do not run well yet, so students' respond in learning process are not optimal. Therefore, the teacher should knows what method of reading that can help the students so that students interest of learning reading and to meet goal of learning.

Another negative situation refers to the students' reading achievement. It seemed that many students at SMPN 5 Seruway got low score in reading, especially students of class VIII³. This point of views was obtained by examining the teacher' diary. It is show that the students were considered incompetent yet in reading. So, the expectation of the curriculum could not be reached. It is need innovative ways to improve this situation.

As stated in the curriculum, the reading comprehension includes the aspect of finding main idea of the text and other information either implicit or explicit in the text. Reading also involves varous activities in the class room. After reading, sometimes the students should write a summary about what they have read. In this case, it is important to apply teaching and learning strategy that able to help them to develop their reading achievement as well as integrated language skill.

Based on the statement above, the writer wants to implement of Task Based Language Teaching approach in learning process so that the students will

be active and also learning process will be effective. It is important to explore by using Task Based Language Teaching. Task Based Language Teaching can facilitate the students learning by involving them actively during teaching and learning process.

Task Based Language Teaching is an approach which emphasizes on the process of learning to communicate through interaction in the target language.¹ Through this approach, the students are trained to concentrate their minds not only to learn the structure of a language, but also to produce the language. This is in line with the principles that task-based language teaching is the stipulation of opportunities for students to focus not only on language but also on the learning process itself. Mulyono finds out that students taught by using Task Based Language Teaching get better achievement in reading comprehension.² Therefore, the researcher interested to do research entitle “*The Implementation of Task Based Language Teaching in Reading Comprehension to The Eight Grade of SMPN 5 Seruway*”

B. Research Question

1. Does implementation of Task Based Language Teaching improve student's ability in reading comprehension?

¹ Nunan. *Task Based language Teaching*. (Cambridge: University Press, 2004), p.17

² Mulyono. *Pengaruh Motivasi Belajar dan TBLT Terhadap Hasil Belajar Membaca Bahasa Inggris*. Program Pasca Sarjana, 2011, p.61

2. How is student's responses by implementation of Task Based Language Teaching in reading comprehension?

C. Purpose of Study

The objectives of this study are:

1. To find out implementation of Task Based Language Teaching improve student's ability in reading comprehension
2. To find out the student's responses by implementation of Task Based Language Teaching in Reading Comprehension

D. The significant of study

The study expected to:

1. For the Teacher

The writer hopes the result of this study is expected to be one of alternative in selecting and in teaching method until to the students are interesting in reading. Not only that but also escalation of learning English through Task Based Language Teachig approach at SMPN 5 Seruway become efectiveness in the classroom. Furthermore, it can be an impact on the improvement of student's ability.

2. For the students

The writer hopes for the students confident to understand in understanding the text and the result of this study will be useful for students, especially for the students who are not interest in reading until the students at SMPN 5 seruway attain the improvement of reading abilty.

3. For the writer

The writer can increase the writer's knowledge about Task Based Language Teaching and this study will be able to increase the experience for the writer

4. For Further Research

It is hoped that this thesis will be useful for the next researchers

E. Terminology

To make clear understanding the terms, the writer explains the meaning of the terms as follows:

1. Implementation

Implement means "carry out (a plan, idea, etc.) To make something that has been officially decided start to happen or be used."³

2. Task Based language Teaching

According Spratt Task-Based Language Teaching is an approach communicative which activities focus on discussion, task, presentation and language focus.⁴

According to Freeman Task Based Language Teaching is an approach which intends to provide students with natural situation for language utilization. This approach allows the student to have the opportunity to actualize themselves through conversational English. As stated by Freeman when student are instructed to complete a task, they surely have a

³ Horsby, A.S. *Oxford Learner Pocket*. (China:Oxford University, 2004),p.215

⁴ Spratt. *The Teaching Knowledge Test*.(New York:Cambridge University Press, 2005),

lot of opportunities to interact one another. This kind of interaction enables the students to acquire some language uses and expressions that are beyond their conjecture. This is due to the fact that they have to try to understand one another to solve the problems in a task they are doing.⁵

From statement above can conclude that Task Based Language Teaching is a communicative approach which intends to provide students with natural situation for language utilization which activities focus on discussion, task, presentation and language focus.

3. Reading Comprehension

Meanwhile according to Hornby in Lusiana reading comprehension means reading with the power of understanding of the printed symbols.⁶ Beside that Burns said that Reading Comprehension is a reading thinking activity as such relies for its success could upon the level of intelligence of the reader, his or her speed of thinking and ability to detect relationship it means that a student could not be desperate with his or her own intelligence in comprehending the reading material.⁷

From explanation above, it concluded that reading is a skill and as an activity which is very important to be developed in language class. Reading is a process with the power of understanding of the printed symbols.

⁵ Freeman. *Techniques and Principles in Language Teaching*. (Oxford University Press, 2000), p.71

⁶ Hornby. *Some Problem in Teaching Reading Comprehension*. (Palembang: Universitas of PGRI Palembang, 2007), p.10

⁷ Burns. *English Grammar-An Intermediate Reference and Practice Book*. (Butler and Tanner Ltd,1985), p.45