THE USE OF TASK- BASED LANGUAGE TEACHING TO IMPROVE STUDENTS' READING COMPREHENSION

THESIS

Submitted by

NAQIA AZZUHRA
NIM. 180203091

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR- RANIRY
BANDA ACEH
2023 M/ 1443 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
in Partial Fulfillment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

by:

NAQIA AZZUHRA
NIM. 180203091

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

Main Supervisor,   Co-Supervisor,

Syarifah Dahliana, M.Ag., M.Ed., Ph.D.   Siti Khasinah, S.Ag., M.Ag

Date: 17/ 02/2023   Date: 08/02/2023

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:

Thursday, 9 March 2023
17 Sya'ban1444 H

In Darussalam, Banda Aceh

Board of Examiner,

Chairperson,

Syarifah Dahliana, M.Ag., M.Ed.,Ph.D

Secretary,

Siti Khasinah, S.Ag., M.Ag

Member,

Azizah, S.Ag., M.Pd

Member,

Fithriyah, S.Ag., M. Pd

Certified by:
The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D
NIP. 197301021997031003

SURATPERNYATAANKEASLIAN

(Declaration of Originality)

Saya yang bertanda tangan dibawah ini :

Nama : Naqia Azzuhra

NIM : 180203091

Tempat/tanggallahir : Banda Aceh, 19 Oktober 2000

Alamat : Jln mireuk taman, Desa Tanjung Selamat, Kec Aceh Besar , Banda Aceh, Aceh.

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

The Use of Task- Based Language Teaching to Improve Students' Reading Comprehension

Adalah benar-benar karya saya ,kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya,maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh,25 februari 2023
Saya yang membuat surat pernyataan,

Naqia Azzuhra

ACKNOWLEDGEMENTS

All gratitude is due to Allah subhanuhuwa ta'ala, the creator of the universe, who has provided me with blessing, health, knowledge, and chance to finish my study at the English Language Education Department UIN Ar- Raniry and to write and complete my thesis, entitled "The Use of Task- Based Language Teaching to Improve Students' Reading Comprehension**.** Peace and blessing be upon to our prophet, Muhammad SAW, all his family and companions.

I would like to express my deepest gratitude and appreciation to my first supervisor, Syarifah Dahliana, M.Ag., M.Ed., Ph.D. for her direction, patience, inspiration, and comprehensive understanding. Furthermore, I would like to thank my second supervisor, Siti Khasinah, S.Ag., M.Pd., for her encouragement, support, and numerous important ideas and corrections for my thesis, This thesis would not have been finished without their genuine, patient, and encouraging assistance. Then I would also like to express my sincere thanks to all of the staff and lecturers of the English Department, along with all of the staff of the Faculty of Tarbiyah and Teacher Training of UIN Ar-Raniry, who assisted and guided me during my studies at the English Department of UIN Ar-Raniry.

Then, the most outstanding thanks and love go to my father and mother, Drs. Saifuddin and (almh.)Maryana. Thank you for the everlasting supports both emotionally and financially also for always believe in me and hope the best for me. In

addition, I would like to thank my sister, Afrah Hafidzah who has assisted me in carrying out this thesis from start to finish, thank you for all the encouraging guidance and support, and I will not be able to complete the thesis without the help and support from kind people around me.

I also express my appreciation and gratitude for all my beloved friends, Nabila Atika anwar, Nanda Mahfudzah, Bunga Fildzahrina, Nurul khaira, Meilisa Ariani and also for all my friends of English department who accompanied me to get through all things together and all of my Jeumala Amal high school friends, who have always supported and assisted me in every decision I have made and have always motivated me in the process of completing this thesis, inspire me and provide all of the happiness in my life. I wish they will live the best life, receive all the happiness that they deserve and reach the dreams they wanted ever since.

Finally, I recognize that this study is still far from flawless, thus the constructive criticism and recommendations for enhancing this thesis are greatly appreciated. Perhaps this thesis will assist in educational advancement.

Banda Aceh, January 30th , 2023
The writer,

Naqia Azzuhra

ABSTRACT

Name	: Naqia Azzuhra
Reg. No.	: 180203091
Faculty	: *Fakultas Tarbiyah dan Keguruan*
Major	: Department of English Language Education
Thesis working title	: The Use of Task- Based Language Teaching to Improve Students' reading comprehension
Main supervisor	: Syarifah Dahliana, M.Ag., M.Ed., Ph.D.
Co – supervisor	: Siti Khasinah, S.Ag., M.Pd.
Keywords	: Task Based Language Teaching, Reading Comprehension

The purpose of this study is to determine whether the use of task- based language teaching improve the students' reading comprehension. To obtain the answer of the research, the researcher applied a quantitative pre- experimental research design. The sample was selected using a purposive sampling technique and the population was the students in senior high school level of MAN 2 Pidie, and the sample of the study was class X- 1 and the total of participants was 23 students. To collect the data the researcher conducted tests (pre- test and post- test), and distributed the questionnaire to the participants. To examine the result of pre- test and post- test the researcher applied statistical formula to calculate the average score of the tests, while the research hypothesis was analyzed by using the independent t- test from the SPSS for windows ver. 22. In accordance with the data analysis, the students' average score of pre- test was (46, 94) and the post test was (75, 65), thus it showed the improvement of students' score before and after conducted the treatment. According to the result of the t- test, the value of t_{score} is higher than t_{table} (12,068> 2, 0739), which indicated that the alternative hypothesis is accepted. It can be conclude that the use of task- based language teaching can improve the students' reading comprehension. Additionally, the result of questionnaire showed that the majority of students responded positively to the implementation of task- based language teaching in the Process of learning and teaching in reading class.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

Appendix A   : Supervisor's letter of appointment
Appendix B   : Letter of recommendation for appointment letter of   conducting
                 research from Tarbiyah faculty and Teacher Training
Appendix C   : The confirmation letter of conducting research
Appendix D   : Instrument of research
Appendix E   : Autobiography

CHAPTER I

INTRODUCTION

The first chapter consists of the background of study, limitation of research, statement of research problem, objective, significant of the research and definition of key terms.

A. Background of Study

Reading is a crucial aspect in the field of language learning. The skill helps students to develop other related English skills, such as grammar, vocabulary, and writing, since it is believed that reading has an important role in the process of gaining knowledge. In this way, it is important to consider reading comprehension as a main factor for verbal communication and interaction (Elizabeth, 2003).

In education field, it turns out that teaching reading is a rigorous process that needs teacher's effort, one of the teacher roles is to facilitate the learning process for the students especially by making them feel motivated, since it is argued that motivation is a main factor in how often one practices a particular skill. This is particularly important since reading as one of English language is best improve through frequent practice. Other role of the teacher is to build the willingness and design the activities that would engage the student's attention in the learning process (Davies, 2005).

Theoretically, Prabhu (1987) stated in order to acquire the target language in a more effective way, students have to be involved in processing the meanings of everything that they hear and read. Thus to motivate and provide the students with a purpose for processing the meaning and help them to focus directly on reading comprehension, teachers should use the task- based language teaching(TBLT); an approach of language learning that includes doing a recognizable task. Task- based language teaching was first developed by Prabhu (1987), where he argued that the students will learn in more effective way unless when their minds are centered or focused on the task instead of on the language they are using.

There are further sound reasons for the teacher to use task based language teaching. Büyükkarcı (2009) stated that, firstly a task based language teaching gives the students an active role in participating and creating the activities, thus this will lead the students to feel more motivated in language learning especially in building their reading comprehension. Secondly, it offers some opportunities for students in the side of implementing their thinking trough their actions. Moreover, it also affected to the teachers that they can have a better understanding on the students need in the learning process.

Based on the observation of teaching and learning process, the researcher was discovered that the students at senior high school level are still having some

difficulties in reading class, especially in comprehending the text in the aspect of finding the main idea, understanding detail information of the text, also determine the meaning of vocabulary in reading text. However, reading itself is inherently a quiet and solo task that actually required the students to do more practice, but in the implementations most of reading class are teacher- centered, wheres it limit the time for the students to practice. It has been discovered that the teacher tends to implement a common method in practically every teaching and learning process (Penagos & Casarrubia, 2020), thus the most appropriate step or strategy to solve the issue, for instance, identifying the activity or method that the teacher should use or apply in teaching reading. In relation to the previous context, this research was conducted to discuss the problem's solution, through the use of task- based language teaching as a language learning approach in improving student's reading comprehension ability.

B. Research Question

The following are formulation of the problem that was discussed in this study:

1. Does the use of task-based activities increase students' reading comprehension?

2. What are the student's perceptions on using task- based language teaching in learning reading?

C. The Aim of the Study

Based on the statement of problems above the aims of this research are:

1. To examine whether the use of task based language teaching improves the student's reading comprehension.
2. To find out the student's perception on the use of task based language teaching in learning reading.

D. Hypothesis

The researcher proposes the following research hypothesis based on the related theories mentioned above, that is:

Ha: The use of task-based activities is effective to improve student's reading comprehension.

Ho: the use of task- based language teaching is not effective to improve student's reading comprehension.

E. Significance of Study

The research is expected to provide several contributions to many parties. For the students it may help them to have positive thought of the implementation of Task

Based language teaching. Whereas for the teachers the result of this study hopefully will give an insight on the use of task- based language teaching in improving the student's reading skill. Further the study is expected to improve the teacher's teaching ability especially in creating the most suitable activities in teaching reading skill.

F. Terminology

There are several important terms that will help the readers to understand the essence of this study. They are as follows:

1. Task- based language teaching

"A task is defined as an activity that required learners to arrive at an outcome from given information through some process of thought and that allowed teachers to control and regulate that process" (Prabhu, 1987, p.23). Klapper (2003) confirms the task as meaning based activities that quite related to students basic communicative needs and with some real- world relationship. Task-Based activities seem to be the process of learning a language by solving a problem or performing a task without focusing on language features. A task is an activity which consists of three stages: the pre-task, the task itself, and the focus on language (prabhu, 1987). In addition, a Task-based activity, according to Willis (2005), is an alternative method of teaching

languages. It can help students by exposing them in situations where oral communication is required to complete a specific task.

In this research, task-based language teaching was defined as an approach in which tasks are implemented as the central focus of instruction and planning and are presented as an effective instrument in this method.

2. Reading comprehension

According to Caldwell (2008) the term reading comprehension refers to the process of extracting and constructing meaning trough interaction and involvement with written language. In similar fashion, Laila (2009) stated that reading comprehension is the ability to extract an idea or meaning from a textual content, understand it in light of prior experience or knowledge, and perceive it in light of the reader's needs and purpose. In another account, Woolley (2011) stated that reading comprehension is defined as the process of extracting meaning from text. Reading comprehension seeks to gain an overall understanding of what has been described in the text rather than obtaining meaning from isolated phrases and sentences. Thus, in this research, the term of reading comprehension is defined as the ability to analyze text, understand its meaning, and integrate it with what the reader already knows is reffered to as reading fluency.

CHAPTER II

LITERATURE REVIEW

This chapter gives an overview of the literature on the theoretical foundations of task-based language teaching, the concept of reading comprehension, and relevant studies on the use of task-based language teaching to improve student reading comprehension.

A. The Concept of Task- Based Language Teaching

1. The Definition of Task- Based Language Teaching

According to Richards and Rodgers (2001), Task-Based Language Teaching (TBLT) refers to an approach based on the use of tasks as the primary unit of planning and instruction in language teaching. Long (1985), specifies a task as a piece of work undertaken for oneself or for others, freely or for remuneration. Task- based language teaching, nevertheless is based on several communicative language teaching principles (Richards and Rodgers, 2001). As such an example:

a. Real-world communication activities are crucial for language learning.

b. Activities which involve the use of language to achieve meaningful tasks promote learning.

c. Language that is meaningful to the learner promotes learning process.

Task is essential to the learning activity in task-based learning, since it assumed that students learn more efficiently when their minds are focused on the task given (Prabu, 1987). The learning activity in task-based learning focuses on the meaningful use of language. In addition, according to Richards and Schmidt (2002), Task-Based Language learning is a teaching approach based on the use of communicative and interactive tasks as the central units for the planning and delivery of instruction. Thus, stand at the same perception as the previous definition about task- based language teaching, and it can be concluded that task- based language teaching are thought to be primarily aimed at involving learners in communicative language use, with learners' attention focused on meaning rather than linguistics aspects, also it stated that the activities is a piece of classroom work in which students comprehend, manipulate, produce, or interact inside the target language while their attention is primarily focused on meaning instead of form.

Hence, Task-based learning has the advantage of allowing students to use their skills at their current level, allowing them to develop language through its use. It has the advantage of directing students' attention toward achieving a goal in which language becomes a tool, and builds their awareness that the use of language itself is a crucial thing in the process of language learning.

2. The Stages of Task- Based Language Teaching

Task-based language teaching is divided into three stages: pre-task, task-cycle, and language focus (Willis, 2005). The explanation is as follows:

Table 2.1
Willis' Task- Based Framework

Task based stages	Definition
Pre- task	The teacher discusses the topic with the class, highlighting useful words and phrases, and assisting students in understanding task instructions and preparing for them. Learners may hear a recording of others performing a similar task, or they may read a portion of a text as a warm-up for a task.
Task cycle	a. **Task**: Students work in pairs or small groups to complete the task. The teacher observes from a distance, encouraging all attempts at communication rather than correcting them. Students are free to experiment because the situation has a "private" feel to it. Mistakes seem to be meaningless. b. **Planning**: Students plan to report to the entire class (orally or in writing) on how they completed the task, as well as what they decided or discovered. Because the report stage is public, students will naturally want to be accurate, so the teacher will be on hand to provide language advice. c. **Report**: Some groups make a presentation to the class, while others exchange written reports and compare results. The teacher serves as the chairperson and then comments on the reports' content.

	The framework's final phase is language focus. During this phase, students examine the language structures that have naturally emerged during the task cycle. By this stage, they have mastered the meaning of the new language and must concentrate on form. At this stage, all sorts of practice activities, including various drills, are carried out.
Language focus	

Additionally, Prabhu's procedural is considered one version of TBL since it was built around a syllabus that did not include linguistic requirements but rather involved a series of tasks in the form of problem-solving activities. Prabhu (1987) appears to believe that the task based language teaching instructs through communication rather than through pre-selection, which is a similarity of concept and form. There are several phases to consider:

Table 2.2
Prabhu's Framework

Phase	Selectable example
Pre task	1. Outlining the activity
	2. Scheduling time
	3. Taking out a similar task
During task	1. Time constraint
	2. The total number of participants
Post task	1.Learner evaluation
	2. Increasing consciousness
	3. Repeat the activity

Willis (2005) stated that in implementing task-based learning, the teacher can modify the procedure outlined above. To create a successful learning environment, the procedure outlined above can be tweaked based on the goal of learning and the level of proficiency of the students. In conclusion the researcher applied the task based language teaching stages that according to Willis as a procedure, because Willis outlined the 'task cycle' in significant detail, which is more practical in a real natural classroom.

3. **The Major Benefits of Task-Based Language Teaching**

Previous research found that the use of tasks on learning could have an impact on improving reading comprehension. Sinaga (2015) discovered that task-based learning has a positive and significant effect on student reading comprehension; students who are taught using a task-based learning approach outperform students who are taught using a traditional approach to reading skills. Basaran & Tilfarlioglu (2007) in their research study they figured out that task- based writing activities has a significant impact to their reading comprehension skill, it stated that task- based writing activities could be an method of integrating the four skill of English language learning and enhance the learning effectiveness. The result of experimental study showed that there is a statistically significant stride on behalf of the experimental group, in the aspect of the score obtained at sections related to reading.

Besides, Nahavandi (2013) explained that task- based language teaching affected the student's reading comprehension in positive way; it showed in the result of research study that the activities of task- based has some pedagogical impact for language teacher, in the finding of study the researcher found several effect of the use of task- based language teaching in reading class, for instance, the students are able to increase their responsibility of learning then task- based language teaching also provide the students with the opportunity for group work. According to the characteristic of task- based language teaching that students also have an important element of language processing in the reading class. Thus the researcher argues that by applying the task- based language teaching. The students are more engaged actively by learning process in the classroom. Additionally, the result showed that the students' awareness of capabilities of learning is increasing through the use of task-based learning than before.

Other productive effect of the use of task- based language teaching could be seen from the study of Arrieta& Figueroa (2020). The study analyzes about the effectiveness and the implementation of task- based reading activities for enhancing student's reading skill. It stated some benefits of using task- based language teaching in improving reading comprehension. Firstly, the use of task engage the student's motivation, creativity, and along with their interest in speaking skill. Secondly, the use of task- based language teaching to improve the reading skill helped the students

to increase their vocabulary skill, because the activity is providing the students with an opportunity to learn many words and expressions of several topics. Besides, the researchers also suggested that the teachers have to be more focus and pay the attention to some aspects that might affect to the learning process in the classroom, since the research analysis result showed that the student's motivation and interest is a crucial aspect that affected the improvement of their reading comprehension. Moreover, the researcher of this study also found some Student's difficulties when doing a reading activity, such as, lack of motivation and reading comprehension skills and the difficulty to understand the given information.

The study of Khand & Memon (2010) further illustrates the benefits of TBLT. The finding showed that task- based language teaching has a significant role that affected the student's reading skill; it provided an active learning situation in the aspect of participation, motivation, and student's interaction. The overall result of data investigated that student reading skill is increasing through the use of task- based language teaching. The main reason was because task- based helped the student to be more active on the learning process instead of being passive. The result also showed the student's positive perception of the use of task- based language teaching in reading class; generally they prefer improving their reading skill through the use of task- based approach.

To summarize, task-based learning has numerous advantages, they are: It can include students in the teaching and learning process, also it provides numerous opportunities for students to learn by doing because they are required to engage in activity while completing tasks. Finally, task-based learning can assist students in developing their understanding of the significance of form.

4. **The Weaknesses of Task- Based Language Teaching**

Grace (2013) stated that, despite the fact that task- based language teaching has produced extremely positive results in certain contexts, as with every method that has come before it, task- based language teaching also has some significant limitations or weaknesses. They are:

a) Difficulty of the Task: Although the difficulty of a task can be estimated by examining how well students perform on it, the factors that actually contribute to task difficulty are investigated so that it is possible to integrate and sequence the tasks in the language teaching syllabus.

b) The student's perception: The student's goals are said to be spread out on a continuum between those who want to get good grades and those who are not interested in gaining a good grade. If the student thinks that a task is very close to their needs, they are more likely to have an "achievement orientation."

c) When students are beginners and lack of linguistic resources, it is extremely difficult for them to engage in a task or to complete it successfully. Students may find it particularly difficult and strenuous to continue a conversation when engaged in speaking tasks such as role play or describing similarities and differences.

Furthermore, Willis (2007) proposed the following task based language teaching problems:

a) Lack of time: it is claimed that language teachers do not have enough time to design and incorporate task into the regular classes.

b) Exams: assessment is still a traditional oriented conception that tends leave little space for innovation or task- based exercise.

c) Concern about losing control: The unpredictability of the vocabulary and grammar usage, particularly during the task performance section, creates a sense of powerlessness. This presents significant challenges for more traditional learning environments.

d) Lack of perceived progress: When it comes to specific language patterns, it might be challenging since students may revert to structures and terminology that they have already acquired. When creating the assignment, the use of L1

could be seen as a flaw. This does not appear to be a problem to us as long as students use their L1 to plan and create the activity specifically.

e) Beginners should avoid: To perform appropriately, real beginners may need to learn vocabulary, communicative methods, pronunciation patterns, and specific-purpose terminology.

Overall, many techniques, methods, and approaches have been widely used in the field of second language teaching, but each method and approach has advantages and disadvantages, similar to the task-based learning approach. To the most extent possible, one should try to maximize one's strengths while reducing one's weaknesses.

5. **Task-based Language Teaching' Characterizing Feature**

According to Nunan (2004), there are several characteristic of task- based language teaching, especially for language learning, they are:

a. A concern to communicate by way of interaction in the target language on learning process.

b. The basic introduction of teaching material into the learning circumstance.

c. Providing the opportunity for students to focus on learning process itself not only on language.

d. An improvement of student's contributing experience as an important factor of classroom learning process.

e. The last characteristic is attempting a relation between language learning in classroom with the learning activities of language outside the classroom.

In addition, Swan (2005) emphasizes several characteristics of task- based language teaching, they are:

a. Instructed language learning could perhaps emphasize natural or naturalistic language use and focuses on meaning instead of language

b. Learner- centeredness should be prioritize

c. This is best accomplished by providing opportunities for student to focus on form, which will increase student's attention to language components as they emerge incidentally in lesson whose primary focus on meaning or communication

d. More formal language study before or after the task may be beneficial, this help the students to build the familiarity with formal characteristics during communication

As has been explained above, overall task based language teaching proposes learning instruction that focuses on the learning process rather than language structure, the importance of student engagement, and the consideration of English

language learning inside and outside the classroom are beneficial for students in terms of increasing the frequency of English language exposure.

B. The Concept of Reading

1. The Definition of Reading

Some experts in the field of education have defined reading in various ways. According to Jennifer (2010), reading involves thinking, comprehending, and deciphering the meaning of a text. It means that reading is a process by which a reader obtains a message from an article. Beginning readers are invited to think about reading, to know the meaning of the symbols that exist as a message to be delivered by the author, and to understand the contents of the message, so that a series of new thoughts that are conveyed by the author to the reader, thus that the reader gets the sense from the text.

Another definition proposed by Mikulecky (2008), reading is defined as a thinking process that can be done consciously or unconsciously. Reading requires applying strategies to reconstruct the meaning of written language or a reading text to accomplish goals. Thus, it can be claimed that reading is the process of receiving information through various stages of thought such as decoding, interpreting, and comprehending written text to achieve a specific goal.

2. Reading Comprehension

The process of deriving meaning from connected text is known as comprehension. It requires both word knowledge (vocabulary) and thinking and reasoning. As a result, comprehension is an active process rather than a passive one. The students actively interact with the text in order to construct meaning. This active participation includes the use of prior knowledge. It entails deducing meaning from the words and expressions used by the writer to exchange information, ideas, and points of view. Similarly, according to Grellet's (1992), reading comprehension understands the written text. It means that the reader is processing information from the text and attempting to grasp the meaning as simply as possible in order to fully understand the entire meaning of the text. To solve the issue of comprehending the written text, readers must implement several strategies that are appropriate to the text.

Additionally, some experts argued that being aware of every step and understands the objective of the text in the reading process is a crucial aspect, thus it can be claimed that the students should be comprehend the significance of each stage of the reading process. There are three phases in the reading process (Toprak, 2009), they are:

1. Pre- reading, this phase is used to gather all relevant information about the text. This enables students to make predictions about the text's content and assumptions about its structure.

2. While reading, students could perhaps keep in mind what it is they are looking for, during this stage.

3. Post- reading, students can check their comprehension at this point. Besides, at this stage, the students can examine the language of a text closely.

C. Using Task Based Language Teaching in Reading Class

The task- based language teaching method in teaching reading is an alternative presented by the researcher in this study. According to Willis (1996) teaching reading using the TBL method requires students to interact with the task. Because the TBL method does not center on the teacher, it requires students to be actively involved in their learning of reading comprehension. There are four principles for teaching reading, according to Nation (2009), they are:

1. Meaning-focused input. It follows that in a reading course, it is critical to establish practice for a variety of reading purposes. Furthermore, the reading text should be appropriate for the students' level of language proficiency, and the reading activity may be used to help them develop their language proficiency.

2. Meaning-focused output. It implies that a reading course should be established in accordance with other language skills such as listening, speaking, and writing.

3. Language-focused learning. It means that a reading class should help students improve their reading skills and knowledge so that they can read more effectively.

4. Fluency development. This principle is divided into several major points. Firstly, the reading teaching process should assist and motivate students to develop reading fluency. Moreover, when teaching for comprehension, the teacher should use material that is very familiar and does not contain any unfamiliar language features. Secondly, students should enjoy reading and be motivated to do so.

In relation to the explanation above, it can be said that when teaching reading, the teacher should pay close attention to the materials created, the tasks or activities used to engage students in reading, the students' attitudes toward reading, such as their purpose for reading and motivation, and the students' level of proficiency. By understanding how to read effectively and efficiently, the teacher and students can work together to make sure the reading teaching and learning process is successful.

According to Willis (2005), in regard to teach reading using TBLT, three stages must be completed: i.e. pre-task, task-cycle, and language focus and it is essential for teachers to begin by introducing their students to the topic of their reading text and offering them with clear instructions on what they should do at the task stage, they should also guide students in trying to remember some language that may be useful for the task during pre-testing. In the task- cycle, the teacher instructs the students to complete the task in a group and prepare themselves to write a report on what they have learned from the text and then compare their findings to those of the other groups in the class, in the last stage, students examine the language structures that developed during the task cycle; in addition they need to focus on language structure.

In sum, teaching reading through the task- based language teaching method engages students in task interaction. Because the task- based language teaching method is not teacher-centered, it enables learners to take an active role in their reading comprehension learning.

D. Relevant Studies

The researcher discovered a number of relevant studies on the use of task-based language teaching. Poorahmadi (2012) examines the effectiveness of task-based teaching in enhancing reading comprehension ability in Iranian EFL students.

102 Iranian university students were chosen as study participants. They were randomly assigned to experimental and control groups after taking a normal Cambridge Key English Test (KET) as a pre-test. The obtained test scores were then examined. The results of the analysis demonstrated a considerable improvement in the experimental group's performance on the tests. The findings could help the researcher reach the conclusion that, when compared to the traditional (i.e., exercise-based) method of teaching reading comprehension, task-based instruction was more effective in accelerating reading comprehension ability and improving end-of-the-experiment language proficiency development in Iranian EFL university students.

Similarly, the research study by Irfan (2017), explored about the effect of task-based language teaching on Students' reading comprehension. The purpose of this study was to determine whether that there might be a substantial increase in students taught reading comprehension using Task-Based Language Teaching (TBLT) and those taught using the Grammar Translation Method (GTM). In this experimental study, the sample was separated into two groups: experimental and control. Random sampling was used to select two classes. Reading comprehension exams were used to obtain data. The data was analyzed with an independent t-test and SPSS 22, and findings showed that TBLT group outperformed GTM group, where the analysis resulted in statistically significant difference in achievement between the two groups.

Another study by Astuti and Priyana (2020) explained about improving students reading comprehension trough task- based language teaching. The research was conducted for junior high school students; the result of their study showed that the use of task based activities has a progress of the test. The student's score before the action was 62, 81, the score they got for the post- test 70, 03, thus, it higher than the score before the action. It can be conclude that student's reading score is increasing through the use of task- based approach. The researchers further argue that the task- based language teaching is able to develop student willingness to participate in the learning process. The study also highlighted several advantages of the task based language teaching, they are, first it provide students with the opportunity to evaluate their previous knowledge along with the vocabulary that appeared in the texts, the students were given the task that help them to enhance their grammatical skills, thus it help them in the aspect of understanding the materials. Second, the task-cycle stages provide the students several opportunities to practice their reading comprehension skill, it can be concluded that the use of task based language teaching can improve student's ability in the aspect of, their vocabulary, reading comprehension ability, and their grammar mastery.

To summarize, several studies discussed above evaluated the TBLT by comparing it to other learning approaches in conducting research, such as comparing the TBLT to traditional methods and grammar translation methods, and then

examining the results. Furthermore, as previously explained, several studies used quasi experimental design, with two groups as research samples: experimental and control. However, in this current study, the researcher only used task-based language teaching and investigated the use of TBLT in improving students' reading comprehension while applied a pre-experimental research design.
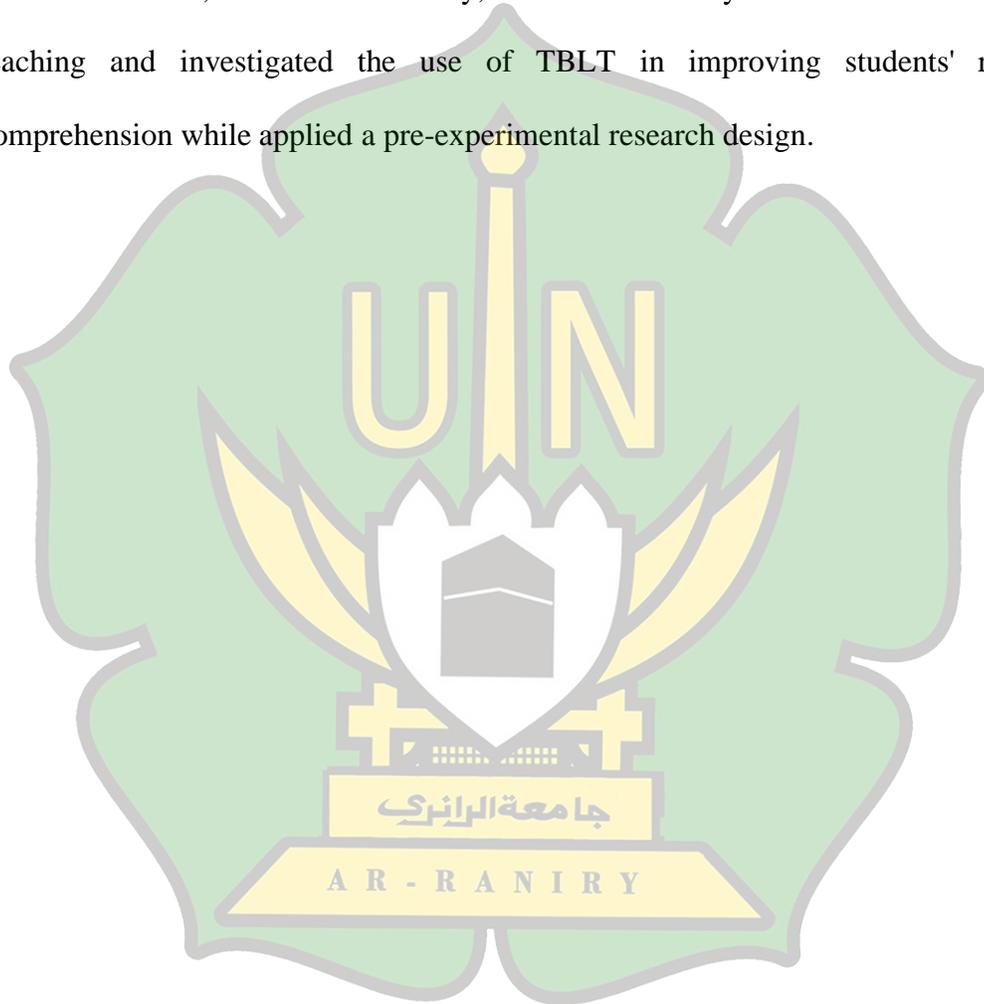
CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of research design, research setting and subject, research instruments, data collection technique, and data analysis technique.

A. Research Design

Based on research problem, it is clear that the purpose of this study is to describe the use of task- based language teaching as a learning approach in the aspect of improving student's reading comprehension. Three most common research approaches are quantitative, qualitative, and mixed methods. When responding to research questions that require numerical data, researchers typically utilize the quantitative approach, thus the quantitative method used in this research study. According to Creswell (2002), quantitative research is the process of collecting, analyzing, interpreting, and writing the findings of a study.

Specifically given that the study intends to find out the effects of particular methods on certain population, it employed experimental research as the research design. Experimental design is a study that looks for the influence of certain variables on other variables under tightly controlled conditions, it is classified into three types: pre experimental, true experimental and quasi experimental. According to Muijs (2004, p.11), the experimental group's design began with a pre-test given to the

students. Following the pre-test, the design moved on to treatment and concluded with a post-test. The design of this research was pre- experimental design, which used the pre- test and post-test in one class.

Sugiyono (2012) defines one group pretest and posttest design as a technique for determining the effect before and after treatment. Accordingly, this study used a one-group pre-test and post-test in order to compare the improvement of students' reading comprehension skill, before and after the treatment.

B. **Research Participant**

1. **Population**

According to Hanlon & Larget (2011), population is all the individuals or units of interest. Besides, Sugiyono (2015) stated that population is generalization thought up of subjects with specific qualities and characteristics chosen by the researchers to be studied and then draw conclusions based from. The population in this study was four classes of the first- grade students of MAN 2 Pidie in academic year of 2021/ 2022.

2. **Sample**

A sample is a subset of a population chosen to participate in the study. The researcher used purposive sampling as the sampling technique. According to Sugiyono (2015) purposive sampling technique that is a sampling technique based on

certain considerations. The participants that involved in this research study were one class (X-1) of the first-grade students of MAN 2 Pidie in academic year of 2021/ 2022. Therefore, in this study the researcher decided the class(x-1) based on the recommendation of the English teacher who stated that the students still have low ability to comprehend the reading text.

C. Method of Data Collection

The study used a test and a questionnaire to collect data. Arikunto (2002) defines tests as tools or procedures used to realize or measure things in an environment, in a manner, or by certain rules. When given an action, a test is conducted. The test is a tool used to assess students' abilities before and after they are required to perform certain activities in accordance with certain rules. The researcher used the test to find out whether the use of task- based language teaching improve the students reading comprehension, thus the researcher used two types of tests in this research, it describes as follows:

1. Pre-test, which was given to students at the first meeting. A pretest is a method of assessment used to examine participant performance before they get treatment as part of a research study. During the testing process, students were required to complete a pretest consisting of several questions.

2. Post- test was conducted at the last meeting after the treatment. The post-test applied at the end of the class meeting. This test was given in the last meeting

after doing treatments with the goal of determining whether the use of task-based language teaching improves students reading comprehension. The enhancement could be identifying if the average post-test score was higher than the pre-test score.

3. Treatment

The treatment was a classroom activity in which task-based language teaching in reading was used and applied, which consists of three stages: pre-task, task cycle, and language focus. The explanation is as follows:

a. First meeting

At the first meeting, the researcher gave a brief explanation of the study's purpose; that was to use task-based language teaching in a reading class. The researchers then conducted the pre-test on the students. It was carried out in order to gain an understanding of the students' abilities prior to conducting a teaching learning process.

b. Second meeting

This meeting was thought to be treatment. The researcher began the teaching process at this meeting by explaining TBLT and proving the three stages of the method. The first stage is pre-task; at this stage, the researcher divided the students into groups, gave them a reading text and introduced a descriptive text with the topic

"Borobudur Temple," and gave them clear instructions on what they needed to do for the task. The second is the task cycle, in which the researcher set up a task and students were asked to read a descriptive text then complete the list on the table of several questions before reporting the results. Thus, the final stage is language focus, where the researcher explains the language structure, specifically the tenses of sentences in the reading text, and the student asked to find and list several sentences from the text that use simple tense.

c. The third meeting

The third meeting is the treatment's second session. Thus, in the task-based language teaching procedure, the activities are divided into three stages, particularly regarding: Firstly, during the pre-task, students are directed to form groups. The researcher asked students to read the descriptive text about one of the world's historical buildings. The next is the task cycle. At this stage, the students are encouraged to do the task. They are asked to list the generic structure of the descriptive text along with the main idea of each paragraph and report the group result to the class. The last stage is language focus. The researcher explained the language structure of descriptive text, and then the students analyzed several sentences from descriptive text that consist of simple tenses. In practice, they were asked to find and mention the simple present verb from the text.

d. The fourth meeting

This was experimental teaching's final meeting. At this meeting, the researchers provided the last treatment as well as the post-test. The following is an explanation of the teaching procedure: Students are asked to read a descriptive text about the oldest mosque as a pre-task. Students responded by completing the table of several questions about specific information described in the text and reported the group's result as task cycle stage activities. For the language focus, the researcher re-explained the material about the descriptive text's language structure and then asked the students to complete the sentences in the form of a simple present tense.

4. Questionnaire

At the end of the experimental teaching, the questionnaire was distributed to the students. It consists of ten questions. The purpose of the questionnaire in this study was to determine the students' perceptions of the use of task-based language teaching in improving student reading comprehension. According to Ary (2010) a questionnaire is a set of structured questions used by researchers to elicit information from respondents.

To conclude, the objective reading test was used in this study as a pre-test and post-test. The researcher chose multiple choice items form because it was rapid, simple, and most importantly reliable, they could be evalkuated objectively, giving

the test the appearance of being fairer (Dikli, 2003). In brief, pre- test and post- test will be used to assess the improvement in student's reading comprehension skill, before and after applying task- based language teaching. Additionally, the researcher used the questionnaire to figure out the student's perception through the use of task based language teaching.

D. Method of Data Analysis

The data collected through the test were analyzed by comparing the pre-test and post-test scores to examine the student's improvement on their reading comprehension after using TBLT. The data was used to differentiate the results of the tests in order to determine whether the use of task- based language teaching as one of language learning approach can improve the student's reading comprehension score.

1. Analysis of the test

The researcher used statistical calculations to analyze the test results. The following statistical calculations were used to determine the mean score and t-score:

a. Mean

The mean is used to determine the average of the entire sample. The researcher used Arikunto (2010) suggested formula to determine the mean score, as follows:

$$x = \frac{\sum x}{n}$$

Note:

X: mean

$\sum x$: The sum of score

N: total students

    b. Hypothesis

In order to find out t- test, the researcher used SPSS ver. 22 to answer the research question whether the use of task based language teaching improves student's reading comprehension. Furthermore, if the t-score was higher than the t-table, the alternative hypothesis (Ha) of this study was accepted and the null hypothesis (Ho) was rejected.

The t score becomes very important part of the analysis in this study; the t score is used to see the difference between the pre- test and post- test, to compare the effectiveness result obtained from the research study.

    2. Analysis of questionnaire

The questionnaire data were statistically analyzed by counting the percentage of the students' responses after being taught the task-based language teaching method to improve students' reading comprehension. According to Sudjana (2008), the formula is as follows:

$$p = \frac{f}{n} \times 100\%$$

Note:
P   : percentage
F   : frequency
N   : number of sample
100 % : constant of value
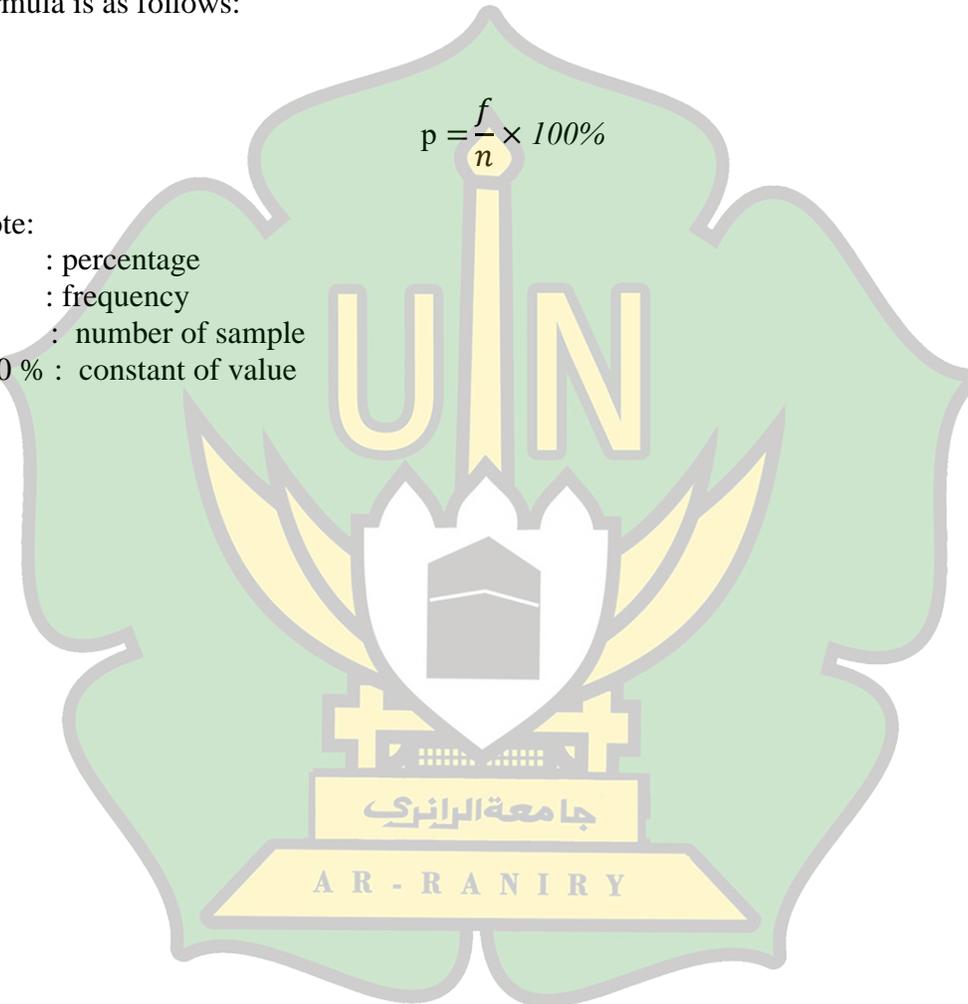
CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher discusses the findings of the study that was carried out. Research findings, test results, questionnaire analysis and discussion are all included.

A. Research Findings

The students were given the tests to assess their ability to comprehend the descriptive text during the experimental period. As previously stated, one class was selected as a sample for this study, and students were given two types of tests: a pre-test and a post-test. The data was analyzed statistically by the researcher to see if there was a significant difference between the pre-test and post-treatment results. The study also determines the students' perceptions of the use of task-based language teaching in the learning process.

In this study, task- based language teaching has been used as a learning method and it consists of three phases; pre- task, task cycle, and language focus. Thus, in conducted the treatment, the researcher applied the stages of TBLT to improve the students reading comprehension which according to the framework of

Willis as the core activities in teaching and learning process in the classroom, particularly this study focused on reading class.

1. Test Analysis

The researcher conducted tests (pre- test and post- test) to investigate the students' improvement in the learning process, and the results of the tests are listed below:

Table 4.1
The result of students' pre-test and post- test

No	Students	Score	
		Pre test	post- test
1	AER	60	100
2	AH	40	70
3	DR	60	80
4	EM	40	70
5	FSD	50	50
6	FS	50	70
7	HS	60	70
8	NF	40	80
9	NFI	50	80
10	NA	40	70
11	NAA	30	60
12	NR	70	100
13	PN	30	80
14	R	20	70
15	RA	50	80
16	SD	60	80
17	SA	50	70
18	SAA	40	80
19	SM	50	80
20	SU	40	70
21	UR	50	80
22	VA	50	80
23	WS	50	70

The data collected from the pretest and posttest scores of 23 students' reading comprehension, as shown in the table above, are as follows: The lowest pre-test score was 20, while the highest was 70, and the lowest post-test score was 50 and the highest was 100.

a. **Pre- test**

The outcomes of the pre- test obtained by all students before using task based language teaching in the learning process. In analyzing the pre-test data, the researcher calculated the score to determine the range, class number, and mean using the statistical formula:

1) Range

R= H-L

R= 70- 20= 50

The range is the difference between the highest and lowest score in the data. Based on table 4.1, the range is 50 because the lowest score of the pre-test is 20 and the highest is 70.

2) Class interval

$I= 1 + (3, 3) \log n$

= 1+ (3, 3) log 23

=1+ (3, 3) 1, 36

= 5, 4 (taken 6)

Class number refers to the number of scores that have been grouped based on the expected interval. Based on the result above, it indicated that the class interval for pre- test score is 6.

3) Interval class range

$P = \frac{R}{I}$

$= \frac{50}{6} = 8, 3$

The result shows that the length of interval class is 9.

4) Distribution of frequency

The frequency distribution of pre-test scores can be determined using the table below:

Table 4.2
Frequency of pre- test score

No	Interval class	*Fi*
I	20- 28	1
II	29- 37	2
III	38- 46	6
IV	47- 55	9
V	56- 64	4
VI	65- 73	1
	Total	23
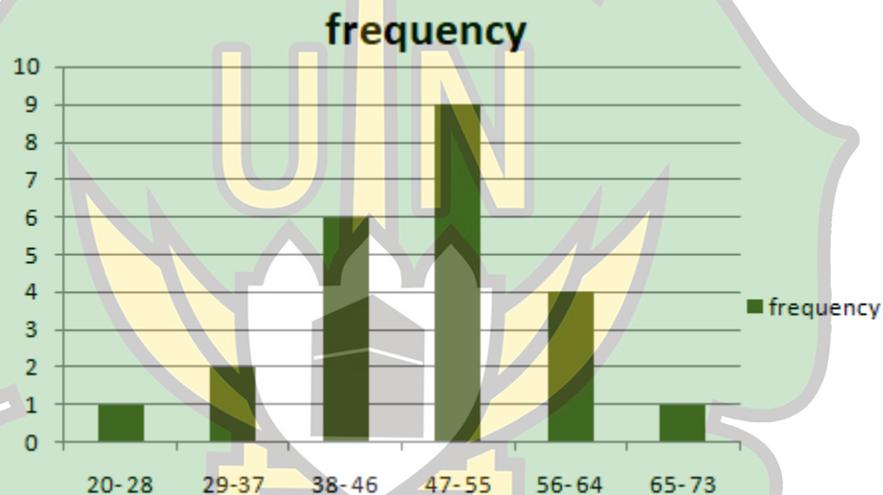
Figure 4.1 the summary of students' pre-test score

The figure 4.1 describes the student's reading score before conducting the treatment session. It indicated that the pre-test score with the highest frequency is 50, with a total of 9 students and the lowest score is 20.

5) Mean score

The following formula is used to calculate the mean score of the pre-test data:

$$X = \frac{\sum X}{N}$$

$$= \frac{1080}{23}$$

$$= 46, 95$$

After calculating the mean score, it discovered that the average score of the student's pre-test is 46, 95. As a result, the student's reading comprehension score was average or even low.

b. **Post- test**

The post- test was conducted to the students after the treatment sessions of learning process by applying the task- based language teaching method. Thus, to find out the results, the researcher used several statistical formulas, which are explained below:

1) Range

R= H-L

R= 50- 100= 50

According to table 4.1, the highest post-test score is 100 and the lowest score is 50, and therefore the post-test range score is 50.

2) Class interval

I= 1 + (3, 3) $\log n$

= 1+ (3, 3) log 23

=1+ (3, 3) 1, 36

= 5, 4 (taken 6)

The result of class interval after calculating the data is 5, 4, thus it can be taken 6.

3) Interval class range

P= $\frac{R}{I}$

= $\frac{50}{6}$ = 8, 3 (taken 9)

The interval class range result is used to determine the number of classes, and the result after calculating the data indicates that the interval class range is 9.

4) Distribution of frequency

The frequency distribution of the post- test score can be calculated as the following table:

Table 4.3
Frequency of pre- test score

No	Interval class	Fi
I	50- 58	1
II	59- 67	1
III	68-76	9
IV	77- 85	10
V	86- 94	0
VI	95- 103	2
	Total	23
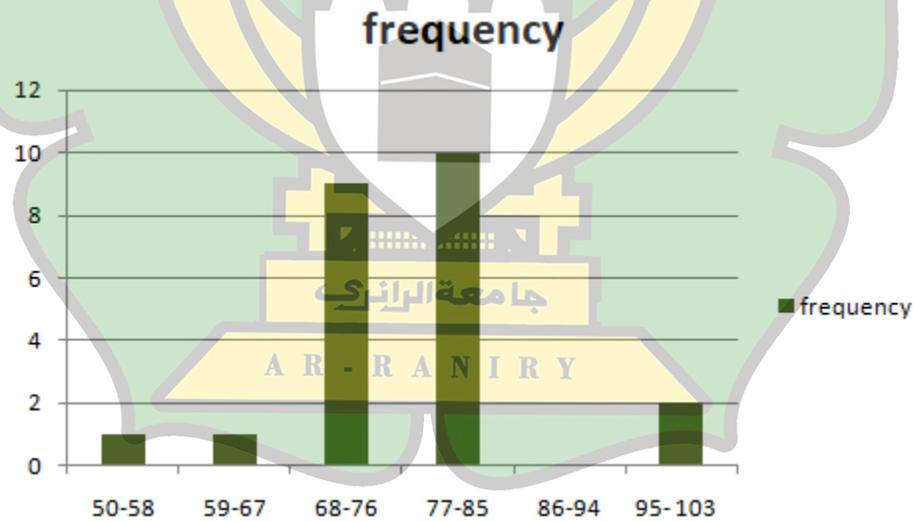
Figure 4.2 the conclusion of student's post test based on the frequency

After conducting the treatment to the students, it was discovered that the range score of the post- test had increased and received higher scores when compared to the pre-test score. The figure 4.2 above represents the improvement of the students' score in post-test, it shows from student's post test score with the highest frequency is 80 with the total students is 10 out of 23 students.

5) Mean score

The researcher calculated the mean score based on total score of students' post test, by using the formula below:

$$X = \frac{\sum X}{\sum N}$$

$$= \frac{1740}{23}$$

$$= 75, 65$$

After determining the mean result, it was found that the students' post- test average score seems to be 75, 65.

c. **The Recapitulation of pre- test and post test result**

As a whole, table 4.4 described the recapitulation of both the pre-test and post-test, as illustrated below:

Table 4.4
The score of pre- test, post- test, and mean

No	Students	Pre test	post- test
		Score	
1	AER	60	100
2	AH	40	70
3	DR	60	80
4	EM	40	70
5	FSD	50	50
6	FS	50	70
7	HS	60	70
8	NF	40	80
9	NFI	50	80
10	NA	40	70
11	NAA	30	60
12	NR	70	100
13	PN	30	80
14	R	20	70
15	RA	50	80
16	SD	60	80
17	SA	50	70
18	SAA	40	80
19	SM	50	80
20	SU	40	70
21	UR	50	80
22	VA	50	80
23	WS	50	70
Total score		1080	1740
Mean		46, 95	75,65

In accordance with the table 4.4 above, the total score of the pre-test was
1080, while the post-test, which indicates the student's score after treatment, was
1740. Meanwhile, the researcher used the statistical formula of "mean" to divide the
total score of students by the number of students who were involved in the study, and

the result explained that the pre-test mean score was 46.94 and the mean of the post-test score was 76.5.

As a result, the post-test score was higher than the pre-test score, indicating that the student's reading score improved after implementing task-based language teaching in the learning process.

2. Test of Hypothesis

The t-test, which compares data, scores, and other factors, was used by the researcher to analyze the study's hypothesis. A statistical test termed the T- test can be used to compare the means of two groups in order to find differences. To evaluate whether a learning treatment has an impact on the target population, the researcher used a t-test. The researcher used a paired t-test with SPSS version 22 to determine the t-score.

The hypothesis of this research used T_{table} at the significant level of α =0, 05. In this study the alternative hypothesis (Ha) and the null hypothesis (H_o) describe in the following :

Ha: The use of task- based language teaching is effective to improve student's reading comprehension

H_o : The use of task- based language teaching is not effective to improve students' reading comprehension

Table 4.5
 T- Test result of post- test and pre- test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	46.9565	23	11.45536	2.38861
	posttest	75.6522	23	10.79818	2.25158

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	pretest - posttest	-28.69565	11.40349	2.37779	-33.62689	-23.76441	-12.068	22	.000

After examining the hypothesis with t-score and from the SPSS output above, it can be seen that the statistical test value is t = -12.068. With a 5% significance level and degrees of freedom n-1 = 23-1 = 22, the following result is obtained: t / 2. n-1 = t 0.025. 22 = 2, 0739. Because │t│> t 0, 25, 22 (│- 12, 068│ > 2, 0739) and the result is 12, 068 > 2, 0739, thus Ha accepted. It can be concluded that the use of the TBLT method is potentially effective in improving students' reading comprehension.

Furthermore, because of t-score was higher than the t-table, the alternative hypothesis (Ha) of this study was accepted and the null hypothesis (Ho) was rejected. As a result, the mean values of the pre-test and post-test scores differed significantly.

Eventually, the t-score demonstrated that there was a difference in student scores before and after they were taught using task- based language teaching.

3. Result of Questionnaire

In obtaining the required data about students' attitudes toward the use of task-based language teaching to improve students' reading comprehension, the questionnaires were distributed to 23 students by the researcher. It was made up of ten closed-ended questions. Furthermore, the result of questionnaire was elaborated in the following table:

Table 4.6
Analysis of Questionnaire

No.	Statement	Strongly disagree		Disagree		Agree		Strongly agree	
		F	P	F	P	F	P	F	P
1.	The use of task-based language teaching in the reading class helps to support the teaching and learning process.	0	0	2	8, 69%	18	78,26%	3	13, 04%
2.	The implementation of task- based language teaching allows students to get more time to	1	4,34%	2	8, 69%	10	43,47%	10	43,47%

	practice reading skilll.							
3.	The use of task-based language teaching allows me to better understand the teacher's explanation of the reading material.	0	0	0	0	16	69, 56%	17	73, 91%
4.	The use of tasks in task-based language teaching helps me understand the reading material comprehensive	0	0	3	13,04%	2	8,69%	18	78,26%
5.	Task- based language teaching helps me to understand the generic structure of a reading text.	0	0	0	0	3	13,4%	20	86,95%
6.	Through task based language teaching, I have gained a better understanding of the language features of reading text.	1	4,34%	2	8,695	20	86,94%	0	0
7.	Through the use of task- based language	0	0	0	0	10	43,47%	13	56,52%

teaching, I get more interested in learning process.

No.	Statement							
8.	Task-based language instruction assists me in improving my reading comprehension score.	0	0	0	0	9	39, 13%	14	60,86%
9.	Task-based language teaching can improve the teaching and learning process.	0	0	3	13,04%	8	17, 39%	12	52, 17%
10.	The use of task-based language teaching guides me in comprehending the text's specific information.	0	0	0	0	4	17, 39%	19	82, 60%
	Total		0,86%		5, 21%		41,76%		54,78%

The percentage of each item in the questionnaire was shown that most of the students agreed with the statements. the first statement shows that 3 students (13, 04

%) chose strongly agree, eighteen students (78, 26 %) chose the option agree, and two students (8, 69%) chose the option disagree, thus, the result indicates that the use of task- based language teaching can support the teaching and learning process in reading class.

The second statement indicated that 10 students (43, 47%) strongly agreed, 10 students (43, 47%) agreed, 2 students (8, 69) disagreed, and 1 student (4, 34%) strongly disagreed. This implies that the task based language teaching provided the students to get more time to practice the reading skill.

The use of task-based language teaching, according to the third statement, helps students better understand the teacher's explanation of reading material. It was evidence that 18 students (78, 26%) chose strongly agree, 2 students (8, 69%) agreed, and 3 students (13, 04%) simply disagree. Further to that, the use of tasks in task-based language teaching helps students understand the reading material, as proven by 18 students (78,26%) who selected strongly agree, 2 students (8,69%) who selected agree, and 3 students (1,04%) disagreed with the statement.

The fifth statement explained that implementing task-based language teaching helps students understand the generic structure of a reading text, and the table showed that 20 students (86,95%) strongly agreed and 3 students (13,4%) agreed with the statement. Furthermore, the students gained a better understanding of the language

features of reading text through task-based language teaching, with 20 students (86, 94%) agreed, 2 (8,69) disagreed, and 1 student strongly disagreed.

In the seventh statement the result showed that there were 13 (56, 52%) students chose the option strongly agree, and 10 (43, 47%) students agree, thus it determines that through the use of task- based language teaching students get more interested in learning process.

The statement number eight described that the implementation of task-based language teaching helps the students to improve their reading comprehension, which proved to be true with 14 (60, 86%) students answered strongly agree and 10 (339, 13%) students answered agree with the statement. The result of statement nine showed that task-based language teaching can improve the effectiveness of the teaching and learning process. It can be seen from the data that 12 (52, 17) students chose strongly agree, 8 (17, 39%) students chose agree, and 3 (13, 04) students disagreed with the statement.

Therefore, the last statement determines the student's perception about the use of task- based language teaching guides them in comprehending the specific information of reading text. From the data on table above the researcher found that there were 19 (82, 60 %) students strongly agree, and 4 (17, 39%) students agree. It meant that the implementation of task based language helps students in comprehending the reading text.

In accordance to the table of result of questionnaire, it showed that the total number of students who chose strongly disagree was 0, 86%, students who chose disagree were 5, 21%, those who chose to agree were 41, 76 %, and there wer 54, 78 % who chose strongly agreed, thus it can be cocluded that most students responded positively to the implementation of task- based language teaching in improving their reading comprehension.

B. Discussion

The research question, which is also mentioned in first chapter, is explained in this section. The following is an explanation of the chapter one research question: Does the use of task- based language teaching improve the students' reading comprehension. To answer the first research question, the researcher conducted the tests to the students. The researcher taught reading class by using the task based language teaching method; the pre- test was given to the students before the treatment, while the post test was conducted after the treatment session. The results of the pre-test shows that students were got poor understanding a reading text, as evidenced by a low mean score.

On the final day of treatment, the researchers conducted a post-test to see if the students had improved after learning with task-based language teaching. Based on the calculations, the average result from the pre-test is 46.94, and the average result from the post-test is 75, 65, inferring that there is a significant difference and

improvement in students' comprehension skills. This finding supported the hypothesis that there is a significant difference in students' reading comprehension skills after they learn reading with the use of task based language teaching method. The analysis of hypothesis revealed that the t-score was greater than the t-table (12, 0681> 2, 0739). Students performed better on the post- test after receiving treatments.

The same result was obtained from several previous studies, Poorahmadi (2012) who also found that task- based language teaching is effective in advancing reading comprehension ability and improving language proficiency development. Astuti and Priyana (2020) also stated that task- based language teaching can improve students' ability in the areas of vocabulary, reading comprehension ability, and grammar. Similarly, Yulianingsih(2021) stated that using task- based language teaching as additional support for teaching bring a positive impact on the students also increase their proficiency.

Furthermore, in order to answer the second research question, what are students' perceptions of using task-based language teaching to improve their reading comprehension, the researcher distributed the questionnaire to the study participants; who were required to answer 10 questions about the implementation of task based language teaching method.

After analyzing the questionnaire, the researcher found that most of the students responded positively to the use of task- based language teaching. From the

result, it could be seen that there are some statement wheres all the participants responded positively, such as, the use of task based language teaching helps students gained a better understanding in reading class, especially in the aspect of structure of reading text, along with the language features, and specific information that consist on the text. The result also stated that the implementation of task based language teaching method guide them to understand the teacher explanations of material comprehensively and improve their score. Moreover most of students stated that through the use of task- based language teaching; they got more interested in learning process, also it helps to support the teaching and learning process in classroom.

To conclude, the researcher discovered that the majority of the students responded positively after analyzing the questionnaire. As a result, it could be seen that the use of task-based language teaching helps students to gain a better understanding in reading class, particularly in the aspect of the structure of reading text along with language features and specific information in the text. The results also showed that using a task-based language teaching method helped the students to get more time to practice the reading skill and improved their score. Further, most of students stated that by using task-based language teaching, they became more interested in the learning process, and it also helps to support the teaching and learning process in the classroom.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter includes the study's conclusion and suggestions. The analysis of the data and discussion of the results would be summarized in this section. Several suggestions are made regarding the proposed study, as well as suggested suggestions for further studies related to the study that could be conducted by other researchers.

A. Conclusions

The main purpose of this study is to investigate the implementation of the use task based language teaching to improve students' reading comprehension, as well as the students' perception of the use of task based language teaching in the learning process. Thus, based on the findings and discussion in the earlier chapters, it is possible to conclude that task- based language teaching can improve students' reading comprehension.

The improvement was indicated after the researcher conducted the treatment, as proven by the students' average pre-test and post-test scores, which are as follows: the pre-test average score is 46.94, and the average post-test result is 75, 65. It also showed that task-based language teaching is effective in improving students' reading comprehension, as indicated by the t-score, which was higher than the t-table value (12, 0681>2, 0739).

The second research question of the study is about the students perceive of the use of task- based language teaching. Accordance with the data from the questionnaire analysis it turns out that students' response to this method was positive, and it prove the effectiveness of task- based language teaching; majority of students agree that the implementation of task based language teaching aids them in comprehending reading text, as well as supporting the teaching and learning process in the classroom.

B. Recommendations

Regarding the study's conclusions, the researcher made the following suggestions:

1. The researcher acknowledged that this study still has several flaws and limitations, and the study still could not generalize to other samples. As a result, more research is needed to investigate the use of task-based language teaching at other institutions, with a focus on other English skills.

2. The students hopefully can be more focus and aware in reading class, especially during the task cycle stage of task- based language teaching, thus it will lead them to get better understanding in completing the task.

REFERENCES

Arikunto, S. (2002). *Prosedur penelitian suatu pendekatan praktek*. Rineka Cipta.

Arrieta, J. L., & Figueroa, E. Y. (2020). Enhancing 7th graders reading comprehension in the Colombian through task-based activities. In Garcia,M.G (Ed), *Reading comprehension and vocabulary acquisition in the Efl classroom* (pp. 47-66). doi: 10.18566/978-958-764-887-4.

Ary, D., Jacobs, L. C., Serensen, C. (2010). *Introduction to research in education* (8th ed). Wadsworth Cengage Learning.

Astuti,R.T., Priyana, J. (2020). Lingua Pedagogia. *Journal of English Teaching Studies*, *2* (1), 3- 11. Retrified from https://repo.undiksha.ac.id.

Brown,H. Douglas. (2001). *Teaching by principle an interactive approach to language pedagogy* (2nd ed). doi: 10.2307/3587655

Büyükkarcı, K. (2009). A critical analysis of task- based learning. *Kastamonu Eğitim Dergisi*, *17*(1), 313- 320. Retrieved from https://www.semanticscholar.org

Caldwell, J.S. (2008). *Reading assessment: A primer for teachers and coaches* (2nd ed.). Retrieved from https://eric.ed.gov/?id=ED497327.

Creswell,J.(2002). *Educational research: planning, conducting, and evaluating quantitative and qualitative research (4th ed)*. Retrieved from https://www.scirp.org

Davies, D., & Pearse, E. (2000). *Success in English teaching: A complete introduction to teaching English at secondary school level and above*. University Press.

Dikli, S. (2003). Assessment at a distance: Traditional vs. alternative assessments. *Turkish Online Journal of Educational Technology- TOJET*, *2*(3), 13-19.

Grace, T. (2013). *The strengths and weaknesses of task based learning (TBL) approach*. Retrieved from https://www.citefactor.org/article/index/26977/

Grellet, F. (1992). *Developing reading skills: A practical guide to reading comprehension*. Retrieved from https://assets.cambridge.org_excerpt.pdf

Hanlon, B., & Larget, B. (2011). Samples and populations. *Department of Statistics University of Wisconsin Madison*, *14*(2), 10-22.

Harmer, J. (2001). *The Practice of English Language Teaching* (3rd ed). Retrieved from https://www.scirp.org/(S(351jmbntvnsjt1aadkposzje))

Irfan. (2017). The effect of task based language teaching on students' reading comprehension. *English Education Journal, 8(1),* 113-126. Retrieved from http://jurnal.unsyiah.ac.id/EEJ/article/view/6132/5036

Jennifer, s. (2010). *Teaching reading in small group*. Retrieved from https://www.pearson.com/en-au/media/2387711/9780325026800.pdf

Judy, R & Rudit, B. (2010). *Reading academic English.* Tirosh Publishers.

Khamraeva, G. I. (2016). Benefits of implementation of pre-, while and post reading activities in language learning. *International Scientific Journal*, *4* (1)*,* 45-46.

Khand, Z.,& Memon, R. A. (2010). Developing reading skills through task-based activities at university level. *International Research Journal of Arts & Humanities (IRJAH)*, *38*(38), 32-54.

Klapper, J. (2003). Taking communication to task: A critical review of recent trends in language teaching. *Language Learning Journal*, *27(1),* 33-42.

Laila, N. H. (2009). *Improving students' reading ability by using printed mass media.*. Retrieved from https://www.semanticscholar.org/paper/

Long, M. (1985). A role for instruction in the second language acquisition. In K. Hyltenstam & M. Pienemann (Eds.), *Modelling and assessing second language acquisition* (pp. 289-301). Retrieved from https://link.springer.com/chapter

Mikulecky, B.S. (2008). *Teaching Reading in a Second Language*. Retrieved from http://www.longmanhomeusa.com/content/.

Moore, M.G. (1989). Editorial: Three types of interaction. *The American Journal of Distance Education, 3(2)*, 1-7. Retrievied from https://eddl.tru.ca/wp-content/uploads/2019/08/EDDL5101_W9_Moore_1989.pdf

Muijs, D. (2004). *Doing quantitative research in education*. Sage publications.

Nahavandi,N., & Mukundan,J. (2013). Task-based cycle in reading comprehension classes. *International Journal of Applied Linguistics and English Literature*, *2*(2), 107-113.

Nashruddin, N., Ningtyas, P.R., & Ekamurti, N. (2018). Increasing the students' motivation in reading English materials through task- based learning (TBL) strategy (a classroom action research at the first year students of SMP Dirgantara Makassar). *Scolae: Journal of Pedagogy*, *1*(1), 44-53.

Nation, I. S. (2008). *Teaching ESL/EFL reading and writing*. Retrieved from https://www.routledge.com/Teaching-ESLEFL-Reading-and-Writing/Nation-Macalister/p/book/9780367433765.

Nunan, D. (2004). *Task-based language teaching*. Retrieved from https://www.cambridge.org/core/books/taskbased-language-teaching/0CA4599235DCF504DE221FF8D21409F0

Olviyanti, I., Marbun, R., & Arifin, Z. (2015). An analysis on the ability comprehending a reading text by the sixth year students. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, *4*(1). 7-10.

Paul, M. M., & Kumari, D. R. (2017). Physical conditions of a classroom- dynamic elements promoting mental health and conducive learning in students. *International Journal of Applied Social Science*, *4*, 211-215.

Poorahmadi, M. (2012). Investigating the efficiency of task-based instruction in improving reading comprehension ability. *Journal of language and translation, 3(1),* 29-36.

Prabhu, N. S. (1987). *Second language pedagogy: A perspective* (4th ed). Retrieved from https://archive.org/details/secondlanguagepe00nspr

Richards, J.C., Rodgers, T.S. (1996). *Approaches and Methods in Language Teaching.* Cambridge University Press.

Sinaga, D. F. (2015). The effect of task-based learning (TBL) approach on students' achievement in reading comprehension. *Applied Linguistics*, *26*(3), 376-401.

Sudjana. (2008). Metode statistika (6th ed). Bandung: Tarsito.

Sugiyono. (2015). *Metode penelitian pendidikan (pendekatan kuantitatif, kualitatif dan r & d).* Alfabeta.

Swan, M. (2005). Legislation by hypothesis: the case of task-based instruction. *Applied Linguistics 26 (3),* 376–401.

Tilfarlioglu, F. Y., & Basaran, S. (2007). Enhancing reading comprehension through task-based writing activities: An experimental study. *The Reading Matrix*, 7(3), 3-9.

Toprak, E. & Almacıoğlu, G. (2009). Three reading phases and their applications in the teaching of English as a foreign language in reading classes with young learners. *Journal of Language and Linguistic Studies*.5(1), 21- 25.

Willis, J (2005). *Teachers exploring tasks in English language teaching*.doi: 10.1057/9780230522961

Woolley, G. (2011). Reading comprehension: Assisting children with learning difficulties. Retrieved from https://link.springer.com/book/

Yuliawati, M. I. D. (2021). The effect of using task based learning method on student's achievement in reading comprehension of descriptive text. *Indonesian Journal of Educational Science (IJES)*, *4*(1), 1-8.
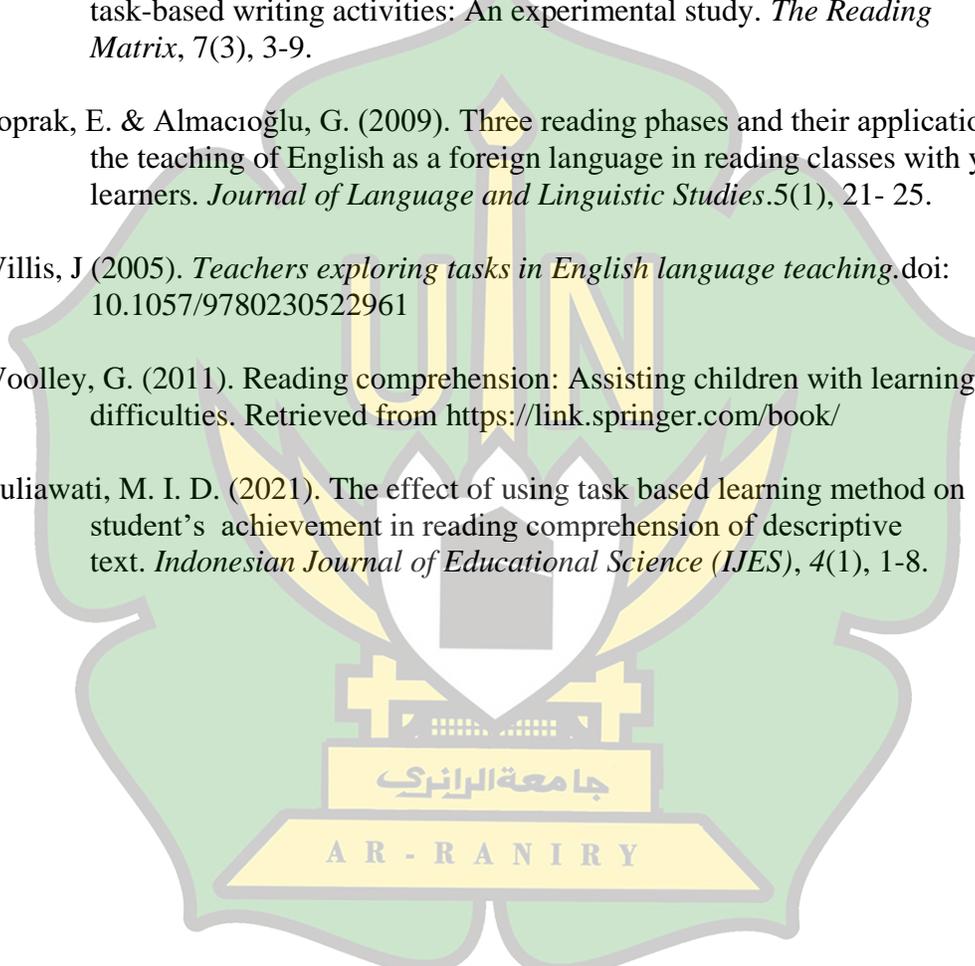
Appendix A   Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B - 4418/Un.08/FTK/KP.07.6/03/2023

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

| Menimbang | : | a. | bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-6431/Un.08/FTK/KP.07.6/6/2022 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh. |
| | | b. | bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi. |

Mengingat	:	1.	Undang Undang Nomor 20 tahun 2003,Tentang Sistem Pendidikan Nasional;
		2.	Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
		3.	Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
		4.	Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
		5.	Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
		6.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
		7.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
		8.	Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
		9.	Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
		10.	Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
		11.	Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

| Memperhatikan | : | Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 18 Mei 2022 |

MEMUTUSKAN

| Menetapkan | : | |
| PERTAMA | : | Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-6431/Un.08/FTK/KP.07.6/6/2022** tanggal **3 Juni 2022** |

| KEDUA | : | Menunjuk Saudara: |

1. Syarifah Dahliana, Ph.D.   Sebagai Pembimbing Pertama
2. Siti Khasinah, M.Pd.   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :

Nama	:	**Naqia Azzuhra**
NIM	:	**180203091**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**The Use of Task- Based Activities to Improve Students' Reading Comprehension**

KETIGA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
KEEMPAT	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023
KELIMA	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 02 Maret 2023
Dekan,

Safrul Muluk

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;

Appendix B   Recommendation Letter from Tarbiyah Faculty and Teacher
                         Training to conduct field research
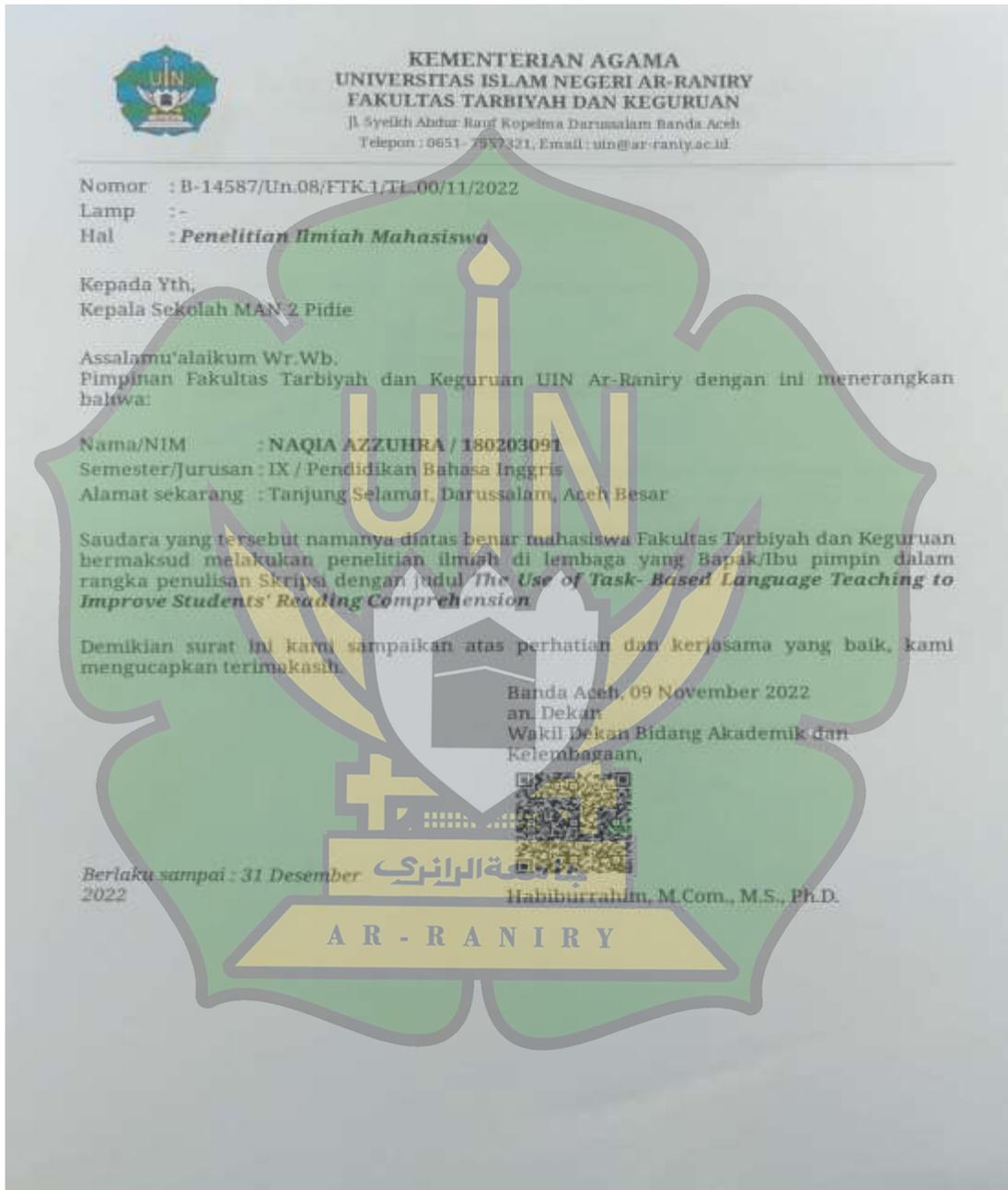
KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor   : B-14587/Un.08/FTK.1/TL.00/11/2022
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala Sekolah MAN 2 Pidie

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan
bahwa:

Nama/NIM   : **NAQIA AZZUHRA / 180203091**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Tanjung Selamat, Darussalam, Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan
bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam
rangka penulisan Skripsi dengan judul *The Use of Task- Based Language Teaching to*
Improve Students' Reading Comprehension

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami
mengucapkan terimakasih.

Banda Aceh, 09 November 2022
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,
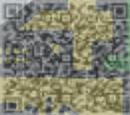
Berlaku sampai : 31 Desember
2022   Habiburrahim, M.Com., M.S., Ph.D.

Appendix C   The confirmation letter of conducting research from MAN 2
                      Pidie

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN PIDIE
MADRASAH ALIYAH NEGERI 2
KABUPATEN PIDIE
Jl. Banda Aceh – Medan Km. 125 Telp. (0653) 821696

SURAT KETERANGAN PENELITIAN
Nomor : B.934/Ma.01.05.002/PP.006/11/2022

Kepala Madrasah Aliyah Negeri 2 Kabupaten Pidie dengan ini menerangkan bahwa :

Nama   : Naqia Azzahra
NIM   : 180203091
Program Studi   : Pendidikan Bahasa Inggris
Fakultas   : Tarbiyah dan Keguruan

Benar yang namanya tersebut di atas telah mengadakan Penelitian Ilmiah pada MAN 2
Kabupaten Pidie Tanggal 16 s/d 19 November 2022 dalam rangka menyusun Skripsi sebagai
salah satu syarat untuk menyelesaikan Studi Sarjana pada Universitas Islam Negeri Ar-raniry
Banda Aceh, dengan judul *"The Use of Task – Based Language Teaching to Improve Student's
Reading Comprehension"*

Demikianlah surat keterangan ini kami berikan untuk di pergunakan seperlunya.

Beureunuen, 19 November 2022
Kepala

Appendix D   **research instrument**

Pre- Test

Name:

Please read the following text below and choose the best answer!

Borobudur is one of historical buildings in Indonesia. It is considered to be the world's largest Buddhist temple for its size (15129 m2) and height (34.5m). It is located in Magelang, Central Java. Not only it became a well known tourism destination to a lot of travelers around the world, Borobudur Temple is also included in UNESCO list of world heritage site.

Borobudur temple consists of six square floors and three circular floors which arranged accordingly and make it to be stair-like layers that you have to climb one by one to reach the top of the temple. In the middle of the floor, you will find small stairwell with couples of stairs connecting each floor that you can use as a passage to go to the top. On each level of the floor, there are a lot of relief panels and Buddha statues spread around it. Based on the data, there are 2.672 panels and 504 statues in total.

1. What is the text about?
   a. The largest place
   b. Historical building
   c. Education center
   d. UNESCO
   e. Central java
2. How many floors does the temple have?
   a. 3 floors
   b. A couple of floors
   c. 10 floors
   d. 9 floors
   e. 8 floors
3. The first paragraph is focuses on?
   a. A general description of Borobudur
   b. A specific things about the Borobudur
   c. the parts found in the temple
   d. the characteristic of the temple
   e. the direction to the floors of the temple

4. UNESCO included the temple as?
   a. Destination
   b. World heritage site
   c. Buddhist destination
   d. Largest temple
   e. Tourism attraction
5. Complete the sentence with the correct answer!

   The temple….. also considered as one of world heritage site.
   a. Known
   b. Was
   c. Is
   d. Are
   e. Were

   Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near Kampung Kraton, which was destroyed by the Dutch colonial.

   The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

6. Masjid Sultan Suriansyah was constructed in the era of ….

   a. Banjar people

   b. Dutch colonial

   c. Kalimantan king

   d. Sultan suriansyah

   e. Past era

7. The text is mainly discussed about?

   a. A king reign

   b. A palace complex

c. An Islamic location

d. A historical mosque

e. A largest building

8. From the text we know that ….

a. Some construction of the mosque takes the Banjar architecture before islam

b. Banjar people burned down the mosque

c. There is nothing special from this mosque

d. The Dutch colonial built the mosque

e. the mosque looks the same as other mosques

9. What is the main idea of second paragraph?

a. the mosque looks the same as other mosques

b. sultan suriansyah is the first king

c. the building is the oldest mosque

d. the construction history of the mosque

e. the Dutch colonial

10. The mosque is located in?

a. north Kuin village

b. Dutch

c. North Kalimantan

d. Colonial era

e. South
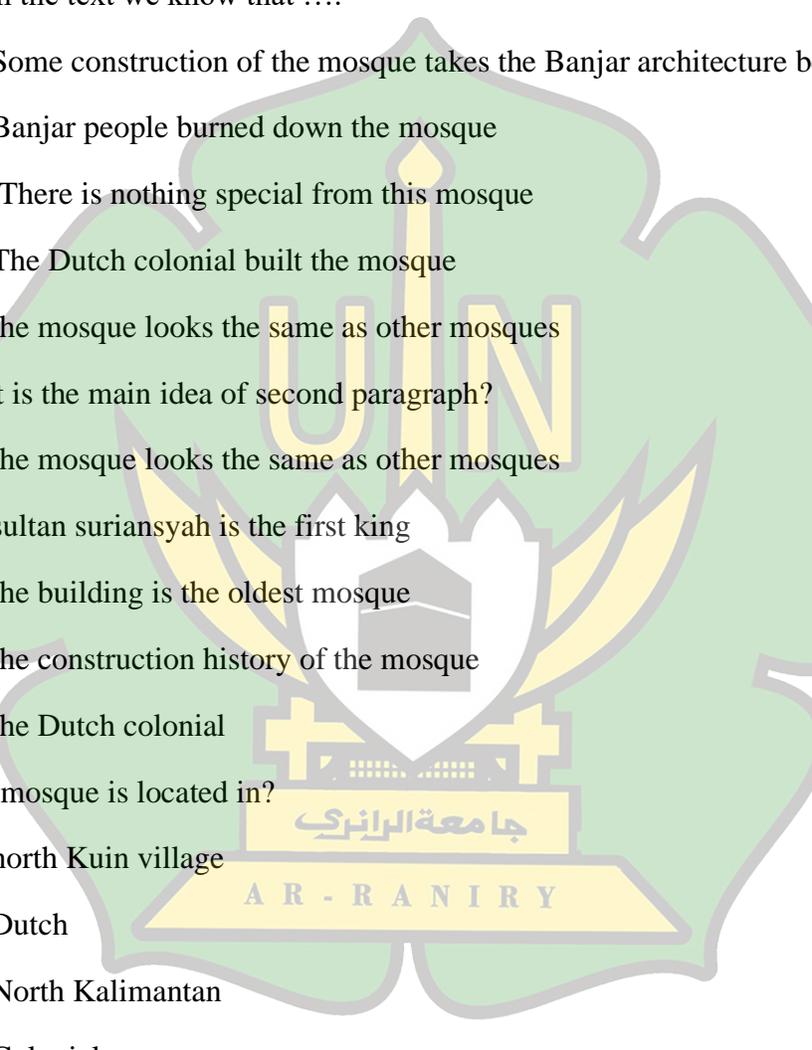
Post- Test

Name:

Please read the following text below and choose the best answer!

Baiturrahman Grand Mosque is the Great Mosque was built since centuries years ago in Banda Aceh. It is the symbol of religious life, bravery, and nationalism of Aceh people. Built on the tenure of Sultan Iskandar Muda, the mosque was functioned as a center for religious education in Nusantara (Malay Archipelago). Many Islamic scholars and students from other countries like Arab, Turkey, India, and Persia came to gain Islamic religious education there.

1. What is the purpose of the text?

a. To amuse the readers
b. To relate the writer's experience
c. To describe what the mosque is like
d. To describe the Aceh government
e. To entertain the readers

2. According to the text, what is the place that the writer describes?

a. mosque
b. Museum
c. Art gallery
d. Famous destination
e. Heritage site

3. Based on the text the mosque was functioned as?

a. Central government
b. Art site
c. Religious education center
d. An office
e. Community center

Taj Mahal is one of the seven wonders of the world. It impresses many people because it is the symbol of love from husband to his wife. Taj Mahal stands in the city Agra, in the northern Indian State of Uttar Pradesh, on the banks of the Yamuna River.

It was built in the memory of the beautiful Mumtaz mahal, who won the heart of Mughal prince, Shah Jahar. Muntaz mahal died during the birth of their child, Gauraha Begum. The construction of Taj Mahal was begun soon after Mumtaz's death. The focus of taj Mahal is the white marble tomb. Four minarets frame the tomb. Meanwhile, the main chamber houses the cenotaphs of Mumtaz Mahal and her husband, with their graves located on lower level.

4. What is the purpose of the text?

   a. To amuse or entertain the readers
   b. to describe a particular place
   c. to tell the readers what happened in the past
   d. to help the readers to do a task
   e. to inform the readers about the events

5. Why does Taj Mahal become so famous?

   a. Because Taj Mahal is one of the seven wonder in the world
   b. Because Taj Mahal is the symbol of love from a husband of his wife
   c. Because Taj Mahal stands in the city of Agra
   d. Because Taj Mahal was built in the memory of the beautiful Mumtaz Mahal
   e. Because Taj Mahal is the place to show a man's love

6. Complete the sentence below with the correct answer!

   The place ……in northen indian
   a. was
   b. were
   c. stands
   d. stand
   e. is

7. Which statement is not true based on the text?

   a. Taj Mahal is only found in India.
   b. Taj Mahal is located in the city of Agra.
   c. Auhara Begum was the wife of Shah Jahann .
   d. There are four minarets in Taj Mahal.
   e. The focus of Taj Mahal is the white marble tomb.

8. "the focus of Taj Mahal is the white marble <u>tomb</u>"

   The underlined word has the same meaning is….

   a. Grave.
   b. House.
   c. Symbol.
   d. Chamber.
   e. Marble

9. In the first paragraph the writer describes about?

   a. The things that we can see at Taj mahal
   b. The general description of Taj mahal
   c. the back story of the Taj Mahal's construction
   d. the most famous site in taj mahal building
   e. the graves location

10. The word "impress" means……

   a. influence
   b. affect
   c. disappoint
   d. impact
   e. amaze
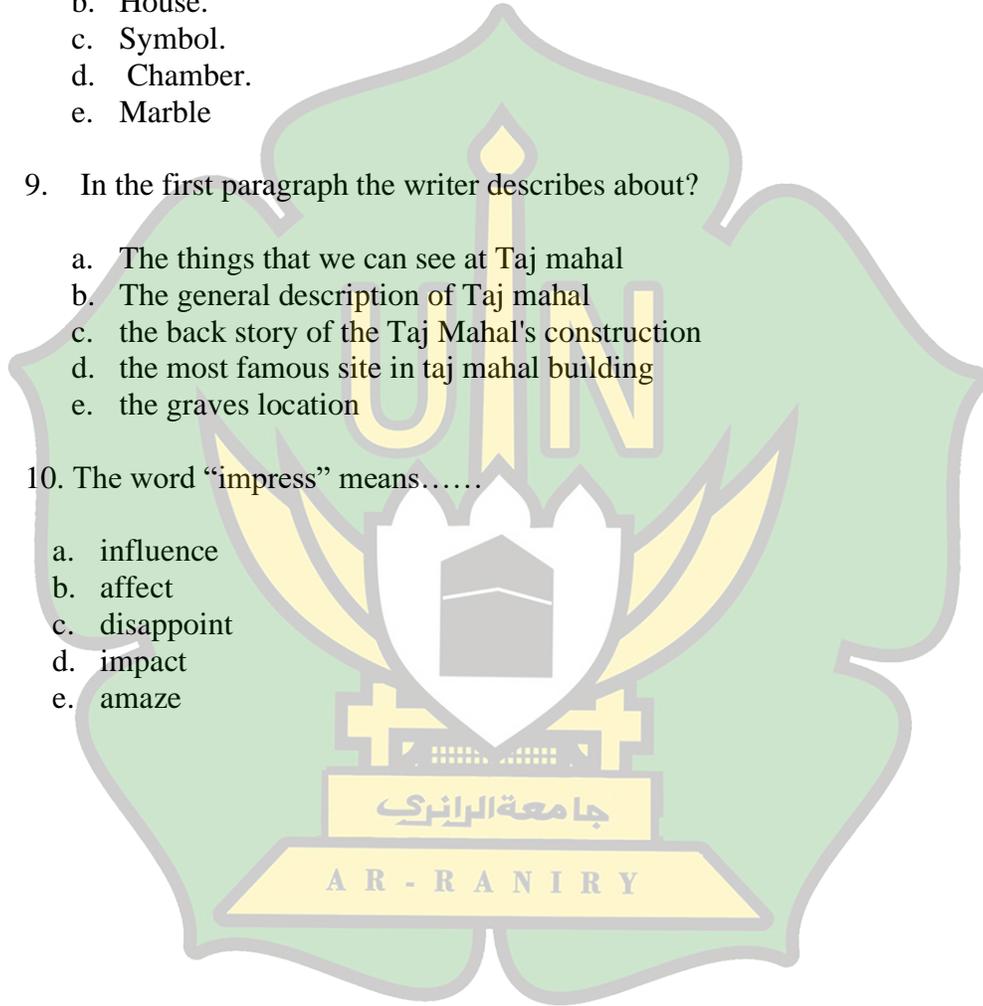
The Questionnaire of research study

No	Questions	Answer			
		SD	D	A	SA
1.	The use of task-based language teaching in the reading class helps to support the teaching and learning process.				
2.	The implementation of task- based language teaching allows students to get more time to practice reading skilll.				
3.	The use of task-based language teaching allows me to better understand the teacher's explanation of the reading material.				
4.	The use of tasks in task-based language teaching helps me understand the reading material more comprehensively.				
5.	Task-based language teaching helps me to understand the generic structure of a reading text.				
6.	task based language teaching, I have gained a better understanding of the language features of reading text.				
7.	Through the use of task- based language teaching, I get more interested in learning process.				
8.	Task-based language instruction assists me in improving my reading comprehension score.				
9.	Task-based language teaching can improve the effectiveness of the teaching and learning process.				
10.	The use of task-based language teaching guides me in comprehending the text's specific information.				