

CHAPTER I

INTRODUCTION

1.1 Background of Study

Reading is one language aspect that has to be acquired by students, since it is one of the essential elements of language learning (Rao 2009, 1). Reading is kind of process to create meaning using text as the source (Johnson 2008, 4). It is defined that reading is one of the sources to get meaning. He also argues that reading is a skill which is developed constantly. Moreover, reading is an active process that requires a lot of practice and skill (Moreillan, 2007). This definition leads into assumption that reading is one of the skills which can be improved gradually with a lot of practice.

In Indonesian academic context, for English subject, reading has become one of the requirements for students to complete and pass the degree. The evidence is portrayed from students' national examination (UN). An article from Kompasiana shows that in examination of English subject for senior high school in 2019, from total 50 questions, listening comprehension contributes only 15 questions (Herasusilo 2019). This suggests that the most questions are in type of reading comprehension. Here, reading comprehension is considered crucial for students to achieve success in their final examination.

According to Permendikbud No. 21 Year 2016 in curriculum of English subject for Senior High School, through learning activity, students are able to identify social function, text structure, and language features in accordance to

students' daily activity through many texts such as recount, narrative, explanation, descriptive, proverb, riddle, biography, and many other texts (Kementrian Pendidikan dan Kebudayaan 2016). Oxford Learner's Dictionary defines "identify" as to recognize somebody or something, and be able to say what they are. Thus, in accordance to recognize and understand text, reading comprehension is necessary in order to fulfill this competence. Therefore, many learning approaches has been developed in order to obtain this goal.

Teaching strategies have always been improved to achieve standard goal every year. However, there are still many problems which occur in developing students' proficiency. One of the problems stands on teaching approach which still holds on conventional teaching (Latip 2018). Grammar Translation Method (GTM) is one of the methods of conventional or classical teaching (Freeman and Anderson 2011). They suggested that teachers' role is very traditional, where the teacher has a full authority to control the class. The activity relies mostly on the translation and grammar lesson. Then, interaction is mostly just teacher to students, rarely between students. Latip (2018) also argued that there are three factors which contributes to the use of this teaching method, such as demand of learning system, learning habit, and teacher's self-impact. Therefore, GTM is still applied for many language teaching contexts. However, many researchers have provided solutions regarding to this problem. One of the solutions is the use of Task-Based Language Teaching (TBLT).

Task-Based Language Teaching (TBLT) is one of the teaching methods which occurs in the improvement of Communicative Language Teaching (CLT)

within 1970 – 1980 (Ellis, Skehan, et al. 2010). The term of ‘task’ is described by Prabhu as an activity to attain an outcome of learning by learners from given information through process of thought (Ellis 2003). Another definition is proposed by Nunan (as cited in Hismanoglu dan Hismanoglu 2011, 48), that stated communicative task as a part of classroom activity which involves students in comprehending, manipulating, interacting, and producing the target language which primary concern is on the meaning rather than form. This classroom activity is controlled by the teacher. Teacher’s role is choosing proper task for students based on their level of proficiency and their needs, which is headed to the learning goals, and other follow-up tasks which correlates with the learning topic, and also monitoring students’ performance (Freeman and Anderson 2011, 192). Through all these descriptions, this learning method can be one of the solutions to improve students’ language proficiency effectively.

Many researchers have pointed out the importance of using TBLT as the proper teaching approach in learning language. Early attempts was made by Ganta (2015, 2763), citing that this teaching approach can maximize the scope of communication between teachers and students through their interaction in classroom. Then, he argued that it may bring automaticity, or the more efficient, accurate, and constant towards students’ performance. Moreover, he added that it may encourage and motivate lerners to perform language more, and use that language properly (T. Ganta 2015, 2764). All of these definitions propose that TBLT is considered as a method which can develop students’ learning skill to be more communicative. This importance is underlying this study which apply the use

of TBLT in language learning activity Nowadays, COVID-19 pandemic has affected educational system around the world. This pandemic makes traditional face to face meeting in school or universities becoming impossible to happen, since it can increase the spread of this virus. Article from weforum.net shows that more than 1,2 billion children in 186 countries around the world has been affected by school closure during COVID-19 pandemic, and it may change world educational system forever (Li and Lalani 2020) . In Indonesia, face to face learning in all schools and universities has been cancelled since in the middle of March 2020 because the number of people affected by coronavirus has always been increased day by day (Purnamasari 2020). The existence of online teaching can be one of the solution to provide learning activity during this pandemic era.

Online teaching can be one of the solutions to replace face-to-face learning. Casey, et al. (2018) defined online teaching and learning as learning activity that takes outside from traditional face to face environment into virtual spaces using World Wide Web (WWW). Using this technology, the activity of face-to-face meeting can be transformed into virtual or online space. Therefore, students are unnecessary to attend the real face-to-face meeting in class. By conducting online learning, students can also attend the school meeting and doing learning activity.

This study tries to employ the use of TBLT through Online Teaching for students of grade X of SMAN 7 Surabaya majoring social science. It is one of the national state senior high school which is located on Kapasari, Surabaya. Students there are separated into three grades which are X, XI, and XII which then divided with three major interests: IPA, IPS and Bahasa. As a state school, SMAN 7

Surabaya also holds a principle to provide learning process aiming to develop attitude, knowledge, and skill for students, as stated in Permendikbud no 22 year of 2016 (Kemendikbud 2016). Based on the interview with one of the main English teachers there, generally, the students are having problem in English language learning, especially in the reading comprehension. This reason is significance with the target to be examined.

This study is aimed to study about the effect of TBLT through online learning towards the students' reading comprehension. This study used Online GTM as the comparison for Online TBLT. The reason of choosing GTM is that this method is still commonly used in many academic contexts in Indonesia, and also in the place where this study was conducted. Through many descriptions before, these two terms were considered having contrast characteristics. TBLT is considered the method with involved more communicative interaction for students. However, GTM is believed as non-communicative one, since the activity is just limited for teacher to students. Then, another reason is proposed by Freeman and Anderson (2011) that this method is emphasized on the language skill of reading. It is associated with the purpose of this research which took reading comprehension as the skill wanted to be investigated.

The research design used in this study is experimental design, since it has two independent variables (Online Task-Based Language Teaching, and Online Conventional Language Teaching). Therefore, quantitative study, in type of experimental research, is applied to gather the data, which then contributes to find whether there is significant difference of applying Online TBLT, compared to

Online Conventional Learning in type of Grammar Translation Method (GTM). The data is collected through two test activities; pre-test and post-test, which are applied into both experimental class and controlled class. To maximize in collecting the data, an efficient learning activity should be organized, which is surely based on TBLT method.

The teaching activities intended in the classroom are based on teaching model defined by Willis, which divided this learning method into three stages: pre-task, task cycle, and language focus. Pre-task activity is where the topic and vocabulary are outlined by the teacher. In task-cycle, the central activity done by doing task given by teacher, whether in pairs or groups, and making report which then presented in front of class. The final stages, the language focus, is the reviewing activity by analyzing and examining language features encountered in the task given before (Hung 2014, 41). This stages of learning were applied to the experimental class. In the control class, teaching method applied was Online GTM, where teacher became the center of teaching activity, or teacher centered. The material given in the classroom was be based on their weekly meeting subject, but the approach used TBLT

Focusing on the aim of the study and the object of the research, this study is confirmed standing under the area of English Language Teaching, specifically in Teaching English as Foreign Language (TEFL). The reason why this research is placed in EFL is based on the position of English language for the students. Peng Si (2019, 33) defined EFL where language of English is not used as primary language or not the official language of country, and people do not essentially use

it for daily communication. This definition places on mainly Indonesian state school as English as foreign language user, where the students do not imply English for their daily communication, even in their English language class.

This study is expected to help teachers of English in senior high school, especially for the teacher in the place where this research is conducted. Hopefully, it can be the source for the teacher to decide the suitable method of teaching to gain the goal of study. Since there is no similar study done in the university where the writer belongs, this study may contribute as the new reference in doing the same research related to this work.

Many studies related to this study have been done before, focusing on the use of TBLT for students in variety levels. Similar study was conducted by Munirah and Muhsin (2015), as they investigated how TBLT approach can develop students' speaking accuracy and fluency. Other studies are proposed by Ahmed and Bidin (2016), NamazianDost, Bohloulzadeh, and Pazhakh (2017), and Kafipour, Mahmoudi, and Khojasteh (2018). These three studies used TBLT as the method of study which is employed to EFL, but the variables they want to examine is on the writing skill and grammatical skill. Huang (2016), also conducted study on the use of TBLT, but the approach used is qualitative, as he examined the implication from the use of this method.

Many studies about TBLT has been conducted by many researchers around the world. However, this study tries to give new insight by combining TBLT method with online learning. The focus of this research is to examine the development of students' reading comprehension through the use of online task-

based language teaching method. In addition, the object which is Senior High is considered new to contribute in the recent studies related to TBLT.

1.2 Statement of the Problem

1. Is there any significant effect of Online Task Based Language Teaching (TBLT) on grade X students' reading comprehension in SMAN 7 Surabaya?

1.3 Research Hypothesis

1. H-0: there is no significant effect of using online TBLT towards students' reading comprehension.
2. H-1: there is significant effect of using online TBLT towards students' reading comprehension.

1.4 Objective of Study

1. This study has an aim to explain whether Online Task Based Language Teaching (TBLT) has significant effect on grade X students' reading comprehension in SMAN 7 Surabaya.

1.5 Significance of Study

For theoretical use, this study contributes more on English Language Teaching method focusing on TBLT. There are many skills which can be obtained from using this method. However, the focus of this method is on improving students' reading comprehension.

In addition, practically, this study hopefully can contribute to help teachers, especially in the school where this research is conducted, to choose the best method to apply in students' learning activity. Moreover, for students, it may helpful to improve their understanding in reading text, through many activities involved in the class. This study is also beneficial for the readers, especially for them who want to conduct further research on English Language Teaching, as source to elaborate their study. Furthermore, since there is no similar study on this topic in the Airlangga University, this study may contribute to give new insight of research.

1.6 Definition of Key Terms

Definition of many terms used in this study is considered important to gather better understanding towards the concept and to avoid misinterpretation. Many terms used are:

1. Online Teaching

Learning activity outside from traditional face to face environment into virtual spaces using World Wide Web (WWW) (Casey, et al. 2018).

2. Reading Comprehension: process of extracting and constructing meaning through interactive process between readers and written text, to organize understanding and awareness towards the issue of the text (Doff 1998).

3. Reading Comprehension Assessment: part of teaching activity which covers both administrative and non-administrative procedure which happen both in ongoing learning process, involving activity of extracting and

constructing meaning from text. Testing is part of assessment (Brown 2004; Doff 1998).

4. **Task-based language teaching (TBLT)**: a teaching approach which focuses on communication activity, which is organized through the existence of task (Nunan 2004).