

ABSTRACT

The present study examined the effect of Online Task-Based Language Teaching (TBLT) method towards students' reading comprehension, compared to Online Grammar Translation Method (GTM). The TBLT applied on this research was adopted from TBLT by Willis (1996) that split the teaching activities into 3 stages which are pre-task, task cycle, post-task. The online teaching applied was in type of synchronous model proposed by Casey, et al. (2018). GTM was chosen since this teaching method was widely used in many academic contexts in Indonesia, and also in the place where the study was conducted. Here, GTM was considered as the non-communicative, and TBLT was the communicative one. Participants chosen in this research were students of grade X of SMAN 7 Surabaya, which are majoring social science. They were then separated into two classes becoming control group and experimental group. In control group, the learning activity was based on Online GTM. In experimental group, Online TBLT was used as the teaching method. The treatment was lasted for 4 meetings for each group. To compare and measure students' reading performance for both groups, pre-test and post-test were assigned. Pre-test was given before students received teaching treatments, and post-test was also given after all the treatments were implied. Result of both independent sample t-test and paired sample t-test in the assumed alpha level of 0,05 revealed that students in EG outperformed students of CG. This suggests that Online TBLT is considered effective to improve students' reading comprehension.

Keywords: GTM; Online Learning; Reading Comprehension; TBLT