The Implementation of Task-Based Learning to Improve Students' Ability in Reading Comprehension of Historical Events Through Recount Text

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Article Info	Abstract
	Learning English as a second language requires reading skills. The ability to read helps students gain information, expand their vocabulary, and solve problems better. However, many students need help understanding reading, especially in a second language. As a result, effective approaches are needed to improve students' reading comprehension. This study uses task-based learning methods (TBL) to improve students' understanding of reading historical events through text recount. This research is carried out using qualitative methods and class action research. Checklists of observations, field records, and interviews are the tools used. At SMK Terpadu Ad-Dimyati Bandung, 25 class ten students were involved in this study. Research results show that using TBL to learn to read and understand historical events through text recount has a positive effect. Students better understand reading and are more actively involved in learning activities. Students can use TBL to discover social functions, text structure, and language elements in recount text. In addition, they acquire new vocabulary and improve their ability to understand reading. According to this study, TBL may improve students' reading comprehension in a second language. To help students understand difficult reading, teachers should use these learning strategies. Using texts that narrate historical events can also help students learn more about history and improve their reading skills.

Artikel Info	Abstrak
	Pembelajaran bahasa Inggris sebagai bahasa kedua membutuhkan kemampuan membaca. Kemampuan membaca membantu siswa mendapatkan informasi, memperluas kosakata, dan memecahkan masalah dengan lebih baik. Tapi banyak siswa kesulitan memahami bacaan, terutama dalam bahasa kedua. Akibatnya, pendekatan yang efektif diperlukan untuk meningkatkan pemahaman membaca siswa. Tujuan penelitian ini adalah untuk menggunakan metode pembelajaran berbasis tugas (TBL) untuk meningkatkan pemahaman siswa tentang membaca peristiwa bersejarah melalui recount teks. Penelitian ini dilakukan dengan metode kualitatif dan penelitian tindakan kelas. Daftar periksa observasi, catatan lapangan, dan wawancara adalah alat yang digunakan. Di SMK Terpadu Ad-Dimyati Bandung, 25 siswa kelas sepuluh terlibat dalam penelitian ini. Hasil penelitian menunjukkan bahwa menggunakan TBL dalam pembelajaran membaca pemahaman tentang peristiwa bersejarah melalui recount teks memiliki efek positif. Siswa lebih memahami bacaan dan lebih terlibat aktif dalam kegiatan pembelajaran. Siswa dapat menggunakan TBL untuk menemukan fungsi sosial, struktur teks, dan elemen kebahasaan dalam teks recount. Selain itu, mereka memperoleh kosa kata baru dan meningkatkan kemampuan mereka untuk memahami bacaan. TBL mungkin dapat meningkatkan pemahaman membaca siswa dalam bahasa kedua, menurut penelitian ini. Untuk membantu siswa memahami bacaan yang sulit, guru harus menggunakan strategi pembelajaran ini. Penggunaan teks yang menceritakan kembali peristiwa bersejarah juga dapat membantu siswa belajar lebih banyak tentang sejarah dan meningkatkan kemampuan membaca mereka.

I. INTRODUCTION

Reading is a crucial skill to develop when acquiring English as a second language (ESL). This skill enables students to obtain information, discover new things, increase their vocabulary, and enhance their focus and concentration (Rosa et al., 2021). Additionally, reading improves cognitive development, critical reasoning, and problem-solving abilities. Reading can also enhance vocabulary, language fluency, and interpersonal abilities. As such, reading is an essential component of long-term learning and a crucial skill for personal and academic success.

Experts' descriptions of reading comprehension reveal a wide range of meanings for the term. According to (Snow, 2002; Erdiana et al.,

2017), reading comprehension is doing both things simultaneously in response to written language to derive meaning. As described by (Caldwell, Lumbantobing, et al., 2020), reading comprehension involves the reader's active participation in gaining and constructing meaning from text. Building strong reading comprehension abilities is crucial for kids because it opens doors to a world of information, encourages independent study, and helps them succeed in school and life.

However, reading comprehension is a difficult skill that requires integrating multiple cognitive and language learning processes. Consequently, many students struggle with reading comprehension, particularly those learning to read in a second language. Therefore, it is important to recognise and implement effective strategies to improve reading comprehension in students (Cain & Oakhill, 2007). Educators are concerned about students who need more interest in reading. They are more serious about those who feel bored with reading (Alfaris. et al., 2023).

According to (Rosa et al., 2021), there are multiple reasons why students continue to struggle with reading comprehension, including: 1) identifying the main idea, 2) identifying supporting details, 3) drawing inferences, and 4) comprehending the meaning of difficult vocabulary. Consequently, there are numerous reasons for students' poor reading comprehension, one of which is frequently their inability to comprehend the context of English texts. Learning assumes that there are teaching and learning activities, where the part that teaches is the teacher and the part that receives the lesson is the student, where the teacher teaches the subject matter based on activities and focuses on the development of the student's knowledge, attitudes, and skills (Sumiati et al., 2023). Several teaching and learning activities and assignments could be more optimal for enhancing students' reading comprehension skills.

By the results of research conducted by (Astuti, 2018) with the title "Improving Students' Reading Comprehension Ability Using Task-Based Language Teaching at MTs Negeri 1 Yogyakarta", the results of this study, student scores improve from cycle to cycle, indicating that students are engaged in learning to read and appreciate the teaching and learning process of reading using TBLT. Then, the results of further research conducted by (Ardika et al., 2022) with the title "Implementation of Task-Based Language Teaching on Reading Comprehension

by the Polytechnic Students" the results of this study revealed that 22 out of 28 students (78.5%) met the minimum passing score of 70, indicating that the first performance criterion was met. According to the final reading comprehension test results, TBLT positively affects students' reading comprehension. Then, the results of research conducted by (Hasibuan et al., 2022), with the title "The Effect of TBL (Task-Based Learning) Method on Students Reading Comprehension Narrative Text A Study at The Eight Grade Of SMP Negeri 3 Satu Atap Andam Dewi in 2020/2021 Academic Year" The data analysis revealed that tuji was greater than tmeja (tuji12.46>tmeja2.04), given that the TBL (Task-Based Learning) method yielded "very good" results for this study (3.4 versus 36.6 and 71, respectively) and that tuji was greater than tmeja (tuji12.46>tmeja2.04).

The hypothesis is therefore adopted. It significantly impacts eighth-grade students' comprehension of narrative texts at SMP Negeri 3 Satu Atap Andam Dewi. Finally, the results of a study conducted by (Chua & Lin, 2020); titled "The Effect of Task-based Language Teaching in Learning Motivation". The results of Chua and Lin's study showed that there was a non-statistical decrease in learning motivation between the pre-treatment survey and the first-cycle post-treatment survey ($t(51)=1.04$, $p>0.05$); and a statistical increase between the post-treatment survey. The first cycle and the second cycle post-treatment survey ($t(51)=-3.52$, $p<0.05$). The results of the interviews showed that students' learning motivation was influenced by the implementation of TBLT, busy schedules and support from native Mandarin speakers. (Chua & Lin, 2020)

Task-Based Learning was utilised by the researcher to address students' difficulties with reading comprehension. According to (Nunan, 2004), Task-Based Learning is an instructional strategy that has helped students select content and increase their interaction with the target language. It presents authentic texts in learning situations and emphasises the learning process more than language. Integrating language acquisition in the classroom with language use outside of the classroom by emphasising personal experience. According to (Willis 1996; Sholeh, 2021), TBLT comprises the pre-task, the task cycle, and the language focus. In the pre-task, the instructor describes what is anticipated of the students during the task phase. (Willis, 1996; Hawara et al., 2019), propose three steps

of the TBL framework: (1) Pre-task: introduce and define the topic, use activities to help students learn useful words and phrases, and ensure students understand the task instruction. (2) Task cycle: task, planning, and report. (3) Language focus: that consists of analysis and practice. According to (Harmer, 2007), students can develop their reading comprehension skills and obtain a deeper understanding of historical events through recount text. Students can learn history plainly and concisely by recount text in the chronological order of events. This method of language instruction emphasises tasks as the vehicle for language acquisition (Willis, J., & Willis, 2007). Incorporating historical events into language instruction has been determined to enhance students' cultural sensitivity and comprehension of the world (Nunan, 2004). In enhancing students' ability to read and comprehend historical events through narrative texts, task-based learning can provide students with opportunities to engage with the language in meaningful and authentic ways, resulting in enhanced reading comprehension skills.

The research objective used by the researcher is to implement task-based learning to improve students' reading comprehension of historical events through recount text and to find out students' responses to the implementation of task-based learning to improve student's ability in reading comprehension of historical events through recount text.

II. METHOD

In this study, researchers used Qualitative methods with a Classroom Action Research approach. According to (Fraenkel et al., 2012), qualitative is a term usually used to describe research that studies the quality of relationships, activities, events, or materials.

This study also employed a classroom action research approach that included planning, action, observation, and reflection (Kemmis & McTaggart, 2007). Each of these four actions is repeated in cycles. Per the task-based learning implementation procedure, each learning cycle consists of three primary activities: pre-task, task cycle, and language concentration. During the pre-task phase, the instructor explained to the students the historical event content of the recount text and its social function, structure, and linguistic elements. At the task cycle stage, the instructor instructs students to form groups and assigns them to identify the social functions, text structures, and linguistic elements used in recount texts and presenting the group's work. At

the language focus stage, the teacher examines the outcomes of the completed tasks with the students and asks them to identify new vocabulary contained in the recount text and its meaning.

The instruments used in this research are an Observation checklist, Field notes and interviews. The first instrument is the Observation checklist, which collects information directly by observing every process during observation at the research location. The second instrument is Field notes, detailed notes made by researchers in the research context, such as observing what is happening and interviewing various sources. The third instrument is the Interview, one of the research data collection methods that ask questions that participants must answer directly or verbally. To validate the data, researchers used triangulation. According to (Fraenkel et al., 2012), triangulation is a way to see convergence (merging or integrating at one point).

The first step in analysing data is the observation checklist which begins with the researcher preparing an observation list, the researcher carefully observes the student learning process in the classroom, and the researcher sees the teacher's process when applying the task-based learning method to improve student's reading comprehension, the researcher collects data on student behaviour through observation using an observation sheet. The observation aimed to determine the extent to which they understood the text they read. The researcher gave a checklist as a mark on each activity whose data had been fulfilled, the researcher compared the results of the two meetings with the results of field notes, then calculated the results, and the researcher described the data obtained from the observation results in the form of tables and descriptions.

The second step in analysing data is field notes which begins with the researcher making field notes during observations and interviews. The researcher writes down some interesting findings in the field notes he observes, the researcher collects all field notes during observations and interviews, the researcher begins to process the data then turns it into a description that is easy to understand, and the researcher begins to conclude the field notes that have been made.

The third step in analysing data is Interview which begins with the researcher conducting face-to-face interviews with students, asking open-ended questions to participants, and

listening carefully to recorded interviews. The data selected were important and supported the research, and the reduced data were processed into an easy-to-understand descriptive form. The researcher drew conclusions based on the results of the interviews.

The participants in this study will be tenth-grade students specialising in Islamic banking at SMK Terpadu Ad-Dimyati Bandung. There will be 25 students, but the researcher will only use one class. The researcher will investigate how to implement task-based learning to enhance students' reading comprehension of recounted historical events.

III. RESULT AND DISCUSSION
A. Result

The main activity phase begins with pre-task activities in which the teacher explains the content of the recount text and provides students with text examples. In pre-task activities, students' background knowledge of the subject and the day's task is intended to be stimulated. The following activity is the task cycle, which begins with the instructor requesting students to form five groups and providing them with recounts of historical events. The students then read and comprehend the text in outline format. The teacher requested that the students identify the text's social function, text structures, and language elements. After completing Tasks 1, 2, and 3 under the direction of the instructor, each group presents its work. The teacher provides feedback regarding the outcomes of the student's presentations. The next activity, focal language, begins with the teacher questioning students in their native language about the text's message. The teacher then asks students to identify the new vocabulary and explain its significance.

This CAR Cycle I activity was carried out in tenth-grade students majoring in Islamic banking at SMK Terpadu Ad-Dimyati Bandung with a total of 25 students by the lesson plan for Cycle I

Based on the results of observations, field notes, and interviews regarding learning activities in cycle I, it is known that when the teacher explains the material to be learned, some students observe quite well. Then the teacher asked students to get into groups, and some looked enthusiastic. When the teacher gave the group task, it turned out that some students still needed help understanding the

task. Some students also contextualised the recount text given. But because students do the task in groups, so they discuss well to do the task. Some students need help understanding the meaning of the vocabulary in the assignment regarding text recount. When presenting their assignments, some students did not confidently explain what they were doing and used language with their vocabulary. This makes it easier for students to understand the text recount assignment. Students can also answer the teacher's questions and mention new vocabulary they encountered in the text and their meanings. Almost all students and each group can follow the teacher's learning well. However, it turns out that interaction in class is very lacking between teachers and students because teachers only become monitoring in class.

In the main activity stage, starting with the pre-task activity, the teacher again explained the historical event in the recount text. The next activity, the task cycle, begins with the teacher giving practice tasks to students. This aims to see the extent of students' understanding of the recount text. Students do the exercises given by the teacher. Then the students' exercise task results are collected and discussed with the teacher and students. The next activity, focus language, begins with the teacher and students reviewing what has been learned.

This CAR Cycle II activity was carried out by tenth-grade students majoring in Islamic banking at SMK Terpadu Ad-Dimyati Bandung, with a total of 25 students by the lesson plan for Cycle II. The student learning outcomes are presented in Table 1 below:

Table 1. Data from Student Learning Outcomes in Cycle II

No	Interval	Amount of students	Percentages
1	85-100	6	24%
2	75-84	12	48%
3	65-74	4	16%
4	55-64	3	12%
5	0-54	0	0%

According to the criteria outlined in this study, it is clear from student learning outcomes that students' reading abilities have improved. The scores were: 0 students got 0-54 (0%), three students got 55-64 (12%), four students got 65-74 (16%), 12 students got 75-84 (48%), and six students got 85-100 (24%). It was determined that twenty-two students

had an average post-test reading ability score of at least 65. This indicates that the number of students who passed the post-test in cycle II met the achievement criteria, as the percentage approach uses the following formula:

$$S\% = \frac{\sum n1}{N} \times 100$$

$$S\% = \frac{22}{25} \times 100 = 88\%$$

22 is the number of students who passed the examination; 25 is the total number of students; and 100 is the deviation scale. This indicates that the success criteria have been met, namely between 65 and 75 per cent of the mean score on the post-test of students' reading comprehension abilities. The reading comprehension test results revealed that 22 out of 25 students (88 per cent) in the class scored at least 65, and 6 out of 25 students (24 per cent) scored above 85. This signifies that the first performance criterion has been attained. Based on the results of the reading comprehension test, the implementation of task-based learning (TBL) positively impacted students' reading comprehension.

Good progress during teaching and learning activities utilising task-based learning; accurate information from observation sheets, interviews, and field notes. Student participation in lessons significantly increased during pre-task, cycle tasks, and focus language. This indicates that the proposed procedure was successful in conducting the study. Task-based learning (TBL) has been demonstrated to enhance students' reading comprehension. This indicates that from cycle I to cycle II, students' learning process improves.

B. Discussion

Reading is a significant portion of English language instruction in vocational high schools. It is essential for developing and comprehending other language skills, such as speaking, listening, and writing. According to (Grellet, 1981; Erdiana et al., 2017), reading comprehension is comprehending a written text by efficiently extracting the necessary information. A reader can discover the meaning, the main idea, the structure of the text, and other information from the text through reading. To understand the text, a reader must be able to locate the main idea. Students can deepen their understanding of historical events and improve their reading comprehension through recount texts. According to (Anderson, 2003; Vidya et al., 2019), a recount is a text that describes past events, typically chronologically. Its purpose is to inform the reader of what occurred and when it occurred. This indicates that recount text is a sequential reading text that provides information about a past event. This indicates that a recount text is a reading text that sequentially recounts and provides information about a past event. A good method is used in the learning process for comprehending recount text because a good method can streamline the learning process and enable students to improve their skills. Therefore, one of the methods that can be used to improve students' reading comprehension is Task-Based Learning. Task-Based Learning (TBL) is a method that seeks to provide students with a natural context for language use. According to (Siregar, 2021) Task-Based Learning (TBL) is thinking of creating a balance by providing environmental ideals to facilitate language acquisition.

Based on the observations, interviews, and field notes conducted in cycle I, there was v still students who needed help understanding the mechanism of the tasks given, and some students who needed help understanding the context in the recount text given by the teacher. However, when the teacher asked students questions, they answered well and mentioned the new vocabulary they encountered in the text and its meaning. However, it turns out that the interaction in the classroom could be better between teachers and students because the teacher only monitors the classroom. This aligns with the (Rodgers, 2001; Sholeh 2021) argument that instructors and students are responsible for fostering classroom engagement in task-based learning. When TBL collaborative research addresses learning and teaching, the status of instructors and students shifts. Although cycle I students' learning results could have been better, virtually all of them could follow the teacher's instructions for the learning process. Learning outcomes from cycle II show that students have started to comprehend the context of the recall narrative and the few vocabulary

phrases that are challenging to comprehend. The outcomes of activities that the teacher provided likewise produce fairly pleasing outcomes. So, this is in line with the (Hadi & Deliansyah 2021) state that the TBL method influences students to be more active in learning.

Based on the results of the three instruments used by the researcher in his research, it was determined that students' reading comprehension scores increased significantly and that they were interested in using the Task-Based Learning method. This is comparable to research conducted by (Astuti, 2018), which found that the results of this study demonstrate an increase in student scores from one cycle to the next, indicating that students are engaged in reading and appreciate the teaching and learning process. Observations made by the researcher during the study indicate that task-based learning (TBL) enhances students' literacy skills in every way, from the lowest to the highest levels. Task-Based Learning (TBL) enables students to 1) comprehend challenging vocabulary, 2) recognise text structure, 3) recognise specific information, and 4) recognise the main idea. This is comparable to research conducted by (R. G. Putri & Ratmanida, 2021), which revealed that TBL enables students to comprehend vocabulary, recognise specific information, identify references, draw inferences, and seek out idea repetition. According to (Willis 1996; Putri et al., 2014), TBL is merely one component of a larger framework. Pre-assignments help students identify topics and assignments. The task cycle allows them to use any language they can summon and work in pairs to achieve the objective. The language focus assists students in recognising specific language features and will lead to a deeper comprehension of their meaning and application.

This study's findings were also demonstrated. Students' performance improved after the teacher requested that they complete the task. The interaction between students as they completed the assignment allowed them to use their vocabulary while the instructor controlled the language they employed. Consequently, this is consistent with the (Irfan, 2017) conclusion that the performance of EG participants who were assigned assignments improved. The students' interaction while completing the assignments provided

vocabulary discussions and language monitoring opportunities. During the tasks, the students in the EG exchanged i. They negotiate dates to discover the opinions or beliefs of their classmates on various issues and to become familiar with various terms associated with the topic. This is comparable to (Wulandari & Syafrianto, 2018), which discovered that task-based learning improves students' literacy abilities. Because macro and micro skills can be effectively practised in an integrated set of task-based learning activities, students' reading abilities increase to various form-focused task activities. The majority of previous research indicates that the use of tasks in learning can affect reading comprehension. This is similar to the research conducted by (Sinaga, 2015; Hadi & Deliansyah, 2021), which found that task-based learning can have a positive and substantial effect on students' reading comprehension. Reading comprehension was taught using a conventional approach to students taught using the task-based learning method. This is comparable to research by (Sukma et al., 2019), in which task-based language teaching significantly improves reading comprehension.

IV. CONCLUSION AND SUGGESTION
A. Conclusiom

The results of this study show an improvement in students' reading comprehension skills after implementing task-based learning (TBL). Students showed increased participation and engagement in learning activities. In addition, they can also identify social functions, text structures, and linguistic elements better after going through tasks and presentations in groups. The teacher also provided feedback that helped students improve their understanding. However, some students still needed help understanding difficult vocabulary in this first cycle. Therefore, it is necessary to make adjustments and improvements in learning in the next cycle to overcome these problems.

Implementing Task-Based Learning (TBL) in learning students' reading comprehension of historical events through recount text positively impacts students' participation and comprehension. Student participation increased significantly during the lesson's pre-task, cycle task, and focal language phases. This indicates that the prescribed technique of

instruction is effective. Consequently, the results demonstrate that the second performance criterion has also been met: Task-based learning (TBL) has been shown to enhance students' reading comprehension.

B. Suggestion

Through task-based learning (TBL) implementation, this study aims to enhance students' reading comprehension skills using historical event recounts. This research can be an alternative method for English teachers to implement to enhance students' English reading comprehension in their classrooms. This study can be a reference for future researchers interested in using task-based learning to enhance students' English reading skills. Researchers can make this topic more comprehensive and implementable by utilising existing learning developments.

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