The Effect of Task- Based Learning (TBL) on Students' Reading Comprehension

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Article Info	Abstract
	This research explores the impact of the Task-Based Learning (TBL) approach on students' performance in reading comprehension. The primary aim is to determine how the TBL method influences students' reading comprehension achievements. The study involves a population of 52 students, all students are taken as samples from 2024/2025 X grade students of Private Senior High School of SMA Free Methodist I, Medan, divided into two groups. The experimental group is taught using the TBL approach, while the control group follows a conventional teaching method. Data collection is conducted through objective tests, including pre-tests and post-tests. The reliability of the test was measured at 0.87, categorized as very high. The analysis revealed a t-observed value of 4.000, which exceeds the t-table value, confirming that the hypothesis (Ha) is accepted. This indicates that students taught using the TBL approach achieved higher reading comprehension scores compared to those taught with traditional methods.

Artikel Info	Abstrak
	Penelitian ini mengeksplorasi dampak pendekatan Task-Based Learning (TBL) terhadap kinerja siswa dalam pemahaman membaca. Tujuan utama penelitian ini adalah untuk menentukan bagaimana metode TBL memengaruhi pencapaian siswa dalam pemahaman membaca. Penelitian ini melibatkan populasi sebanyak 52 siswa, di mana seluruh siswa diambil sebagai sampel dari siswa kelas X tahun ajaran 2024/2025 di SMA Swasta Methodist I, Medan, yang dibagi menjadi dua kelompok. Kelompok eksperimen diajarkan menggunakan pendekatan TBL, sedangkan kelompok kontrol diajarkan dengan metode pengajaran konvensional. Pengumpulan data dilakukan melalui tes objektif, yang mencakup pre-test dan post-test. Reliabilitas tes diukur sebesar 0,87, yang dikategorikan sangat tinggi. Analisis menunjukkan nilai t-observed sebesar 4,000, yang lebih besar dari nilai t-table, sehingga hipotesis (Ha) diterima. Hal ini menunjukkan bahwa siswa yang diajar menggunakan pendekatan TBL mencapai skor pemahaman membaca yang lebih tinggi dibandingkan dengan siswa yang diajar menggunakan metode tradisional.

I. INTRODUCTION

Reading is an essential skill that every student in English is expected to achieve. It is a skill that requires extensive and regular practice. In the case of reading, the students are supposed to be enculturated and orientated by the explanations of the teacher within the context, but concerning comprehension, the students are expected to have competencies that go beyond explaining a single text or part of a text after its meaning. The target of reading comprehension is to develop the abilities pertaining to the understanding of textual material. Therefore, they will be competent in English. Reading comprehension makes up a student's ability to get meaning from English text passages, etc.

Reading skills are learners' basic language skills; they take a lot of time and practice for one to develop and master the techniques. The students do not only read the material but are able to make sense of the information contained in it. "Text comprehension depends on understanding words and integrating their meaning into a mental model of the text, and more skilled comprehenders do this better than less skilled comprehenders (Perfetti, Yang, & Schmalhofer, 2008; Yang, Perfetti, & Schmalhofer, 2005, 2007)". Reading for the most part, is also a passive activity for most of the students. Students tend to begin reading the text and proceeding to the end and if difficult words are met, they stop to look up the word in the dictionary. Still, when children do a direct word for word translation, they do not appreciate the meaning of the sentence or the concept behind the sentence. This state of affairs makes the lesson to become boring.

One approach that can be used to teach reading and help improve reading comprehension is Task Based Learning TBL approach. Task-Based Learning (TBL) is an approach to language teaching where students complete meaningful tasks or activities in the target language, rather than focusing on explicit grammar instruction. It is based on the idea that language learning is most effective when learners use the language to perform real-world tasks, which helps improve fluency and communicative competence (Graham, C., & Pongsiri, M.: 2022). This technique could help improve the way reading is taught to kids since TBL lets the teachers to incorporate the materials with the students' background. Wider communities may also encourage learners to extend their reading skills into the real-world context.

Based on Norris, J. M., & Ortega, L. (2023), TBL tasks are often categorized into three stages: Pre-task: The teacher introduces the topic and provides necessary background or vocabulary for the task. Task: Students engage in the main task, which could involve problem-solving, discussions, projects, or other real-life activities that require the use of the target language. Post-task: The teacher and students reflect on the task, discuss language use, and provide fee that arose during the task. Emphasizing TBL within extensive reading programs gets learners involved in meaningful tasks necessary to exchange information and use language contextually. As a result, students are better able to appreciate and interact with the texts and improve their reading comprehension capabilities respectively.

TBL reading tasks which involve authentic language materials are meant to draw the learner's attention to meaning and function and not the language form (Liypina, 2021). This is consistent with natural strategies of reading and thus enhances comprehension. In Task-Based Learning, the role of the tasks is very significant since they determine the shape of the learning activity and its initial step, which is the students. As soon as the task is finished, the teacher focuses on the language that was used and makes comments and suggestions regarding the students' output. Through case studies, Teaching by project rather than problems is taught to realize solutions in education.

In reference to the above scenario, the problems of the study are stated in the following words: "How are the students' ability in reading comprehension?" and "Does Task-Based Learning (TBL) approach affect students' reading comprehension?"

The objective of the study is focused on examining the extent of influence the TBL strategy has on students' achievement in reading comprehension. The scope of this study is limited only about task-based learning (TBL) on students reading comprehension. There were pre-test and posttest regarding to reading comprehension questions. The sample of this study is 52 students from SMA Free Methodist I, Medan, which are divided into control group and experimental group. The researcher proposes an assumption to be true in cases where the conditions differ from the ideal, which is stated as follows: H_1: There is a significant effect of the Task-Based Learning (TBL) approach on students' reading comprehension. H_0: There is no significant effect of the Task-Based Learning (TBL) approach on students' reading comprehension.

Task-Based Learning (TBL) is a teaching method that places the emphasis on tasks, task completion, and the relevance of everyday contexts in language learning. Over the last few years, studies have increasingly pointed out the beneficial effect of TBL on students' reading abilities, especially in English foreign language (EFL) classrooms. The most important research conducted within the last five years focused on the following aspects: collation and integration of the new theories. Task-Based Learning (TBL) has been shown to significantly enhance students' reading comprehension abilities. According to Nguyen (2022), students who regularly engaged with the TBL model experienced notable improvements in their reading skills within a short timeframe. The tasks involved real-life contexts and communicative activities that required students to complete reading comprehension exercises.

Beyond comprehension, TBL is linked to vocabulary enhancement, which further supports understanding. The interactive and task-based activities allow learners to connect vocabulary to specific contexts, thereby improving their retention and practical use of new words. In a 2022 study, participants noted that even brief exposure to TBL led to meaningful increases in their vocabulary. Active communication is crucial in fostering TBL principles, creating interactive classroom environments that motivate students to engage and participate actively. Research by Nguyen (2022) and other studies indicate that when learners can relate tasks to real-life

situations, both their engagement levels and academic achievements improve.

Additionally, studies have demonstrated that TBL positively affects the retention of reading skills. After participating in a TBL program, learners showed sustained retention of informational literacy and vocabulary several weeks later, highlighting the effectiveness of the TBL method in enhancing reading comprehension over the long term.

II. METHOD

The design of the research is an experimental study. What this meant in practice is that for data collection two groups are employed. Those two groups are an experimental and a control group. The treatment in which TBL approach is utilized is defined as an experimental group where the control group uses the conventional approach. The design can be seen as follows:

Group	Pre-test	Treatment	Post-test
Experimental Group	√	TBL Approach	√
Control Group	√	Conventional Approach	√

Data refers to the actual facts and figures that serve as the foundation for analysis, dialogue, or computation. In the context of research, data can take various forms, including statistics, measurements, and observations. It is essential for drawing conclusions and making informed decisions. In this specific research, the data focuses on the competence of students after they have completed Task-Based Learning (TBL). This competence is quantified and presented in terms of scoring, which allows for a clear assessment of the students' performance and learning outcomes. Task-Based Learning is an educational approach that emphasizes the use of meaningful tasks to promote language learning and skill development. The data collected in this research reflects how effectively students have acquired the necessary competencies through this method. By analyzing the scores, researchers can evaluate the effectiveness of TBL in enhancing students' skills.

The scoring system provides a quantitative measure of student competence, which can be analyzed to identify trends, strengths, and areas for improvement. This analysis is crucial for understanding the impact of TBL on student learning and for making data-driven decisions to enhance educational practices. The research

population was comprised of the 2024/2025 X grade students of Private Senior High School of SMA Free Methodist I, Medan. The Grade X students were two parallel classes of the students who with the total number of 52 students. The writer took those two classes as samples since the population is not big and equal numbers in each of the class.

In this study, the instrument for collecting the data is some tests. The type of the test is reading text comprehension consists of 20 items of multiple choices with four options given in each item. The genre used in this reading text comprehension is narrative. The test was given for pre-test and post-test both of the groups. The tests were carried out at the Private Senior High School of SMA Free Methodist I, Medan. The tests were administered both before and after the treatment is completed.

1. Pre - test

   The pretest was given to both of experiment and control groups before the treatment. The pre-test was conducted to find out 1). The homogeneity of the samples 2). The mean score of each group.

2. Teaching Presentation (Treatment)

   Both the experimental and control groups were exposed to the same topics with different methodologies. TBL approach was used to teach students in the experimental group whereas students in the control group are taught using a dictionary. The treatment was carried out in the post test application. The experimental group was instructed for 8 meetings and includes pretest and posttest as well.

3. Post - test

   The post-test was given after the treatment has been completed. It is meant to find out the differences in mean scores of both experimental and control groups. The writer used t-test formula to find the differences between two groups

$$t = \frac{Ma - Mb}{\sqrt{\dfrac{da^2 + db^2}{Na + Nb - 2}\left(\dfrac{1}{Na} + \dfrac{1}{Nb}\right)}}$$

Where:
Ma = the mean of experimental group
Mb = the mean of control group
da = the experimental's standard deviation
db = the control's standard deviation
Na = the experimental's total samples
Nb = the control's total samples

III. RESULT AND DISCUSSION

This research utilized the scores of students from both the experimental and control groups. The reading comprehension questions were made based on the narrative text genre. This was provided for tenth grade students of Private Senior High School of SMA Free Methodist I, Medan. The author employed the TBL methodology in her study. The Task-Based Learning (TBL) approach is an alternate method applicable in the teaching and learning process, particularly for enhancing reading comprehension. The Task-Based Learning technique consists of three stages. The components are Pre-task, Task-cycle, and Language emphasis. throughout the pre-task, the instructor presents the topic and provides explicit instructions regarding the students' responsibilities throughout the task stage. During the task cycle, the teacher instructs students to form small groups, prepare their reports, and present their findings to another group for comparison of results. During the language emphasis, the teacher provides an explanation of the language structure relevant to the content.

Prior to using the TBL technique for the experimental group, the author administered a pre-test to assess their proficiency. The subsequent table presents the outcomes of the pre-test conducted on the experimental group. The chart indicates that the experimental group achieved a total pre-test score of 1675, resulting in a mean score of 64.42. It was deemed inadequate. The lack of competition among students in completing tasks was due to the prior non-implementation of the TBL strategy. They often employed a standard technique that utilized a dictionary for reading instruction.

The subsequent phase was implementing the TBL technique for this group. In this phase, the author composed a text and instructed them utilizing the TBL methodology. The instructor employed the three phases: Pre-task, Task-cycle, and Language focus. Following the implementation of the TBL technique, the author administered a post-test to evaluate its impact on the students' reading achievement. The test comprised 20 multiple-choice questions. The students' scores were elevated. The overall score in the pre-test was 1675, but in the post-test, it was 1825. The mean score in the pre-test was 64.42, however in the post-test it was 70.19. The scores increased. The students' reading achievement was influenced by the TBL strategy.

The students were deemed intelligent. It was demonstrated that their scores improved.

The enhancement of scores resulted from several factors, including the students' interest in reading fostered by the innovative TBL approach, which promoted enthusiasm and competitiveness. Additionally, their enjoyment of tasks stemmed from active participation in the teaching-learning process. It was demonstrated that students' proficiency in reading comprehension improved.

The author employed a control group to evaluate the efficacy of the TBL technique. It was instructed in a traditional manner without employing the TBL technique. The author administered a pretest to the control group. The research indicates that in the control group, the total pre-test scores were 1545, resulting in a mean score of 59.42. It was deemed exceedingly low. The control group was not administered the TBL method. Following the administration of the pretest to the control group, the author also conducted a posttest. The research indicates that in the control group, the total pre-test scores were 1575, resulting in a mean score of 60.58. It was deemed exceedingly low as well. The control group was also not administered the TBL method.

The result of t-calculation showed that t-observe is 4.000 and the t-observe is bigger than the t-table (4.000 > 1.671; p = 0.05). It means that using TBL approach significantly effect on the students' reading comprehension. After getting the raw scores of students' reading comprehension, it is important to make table distribution of the Interval, Mean, Standard Deviation before calculating the reliability of the test.

From the research, there were interval, mean, as well as standard deviation calculated. The interval from the research can be seen that the highest score is 95 and the lowest score is 45, means that the interval class is 5. The calculation showed that the coefficient reliability of the test is 0.87. It is considered very high. The hypothesis testing sought to determine the acceptance or rejection of the hypothesis. The t-test result, based on the computation, was 4.000. It exceeded the t-table value at the 0.05 significance level (1.671). The hypothesis was accepted based on the t-test results, which indicated a beneficial effect of the TBL strategy on students' reading comprehension.

The t-test result, according to the analytical data, was 4.000. As mentioned in the previous chapter; to achieve a significant level, the t-test

result must exceed the t-table value of 1.671 at the 0.05 significance level. The t-test result was determined to be more than the t-table value, specifically 4.000 > 1.671. The TBL approach significantly enhanced students' reading comprehension achievement compared to the standard approach.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

The research findings indicate that the TBL strategy positively influences students' reading comprehension. Students instructed with the TBL methodology demonstrate superior reading comprehension compared to those taught via conventional methods. The study of this research finally found that Task based Learning (TBL) approach affected students 'Reading Comprehension.

B. Suggestion

The discussion related to this research is still very limited and requires a lot of input, suggestions for future authors are to study it more deeply and comprehensively about The Effect of Task- Based Learning (TBL) on Students' Reading Comprehension.

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