

CHAPTER I

INTRODUCTION

1.1 Background

Reading is a basic skill that students must master since it supports knowledge gain in many subjects and contributes to higher-order thinking, critical reasoning, and self-directed learning. Therefore, reading fluency is more than just a basic language skill, it is an important academic skill that affects students' academic performance inside and out of school. According to Andini & Ratmanida (2019, p. 1), reading is an essential process since humans need to find information and knowledge, in which reading is one of the ways to enrich our skills. Besides that, Ahmadi (2017, p. 1) states that reading comprehension is a communicative process in which the reader interactive and in touch with the text, using his previous knowledge. Reading is a cognitive action of understanding a printed text, involving an active interplay between the text and the reader.

For example, in the current globalized world, reading is not just the ability to recognize the words but rather the capacity to read critically and to read in a context-oriented, interpretive and evaluative manner, refers to the information contained in the texts (Grabe, 2009, p. 2). This is consistent with the abundance of knowledge and technology and information sources written in English, which tend to require more sophisticated reading comprehension skill. Students as intellectual agents and future professionals have to learn, know and make effective use of knowledge for academic success and professional employability (Nation, 2009, p. 2). However, reading is a complex cognitive task which involves more than just understanding the information regarding particular subjects, but recognizing the connections and the principles that govern them. This is reinforced by Whorter (1992, p. 4) who argues that reading involves more than just putting meanings of words together.

In addition, although the reading comprehension skill is an essential thing, the major problem of Bosowa University students in reading comprehension is their low ability in getting the main idea of English text. Reasons for this include the use of teacher-centered and mechanical methods, a lack of real language input, and low motivation (Brown, 2007, p.2). This is compounded by the poorly practiced innovative and contextualised teaching strategies which alienate learners from being able to apply theoretical concepts in practice.

To meet these requirements, Task-Based Language Teaching (TBLT) is recognized as a particularly efficient teaching method. In TBLT, real-life tasks take priority as it attaches more importance to researching contexts where a person can theoretically learn a language and practically use it during actual communication (Willis, 1996, p. 2). From a philosophical perspective, TBLT is based on constructivism and the communicative approach, which highlights the importance of social interaction, and the view of language as a functional tool for communication (Richards & Rodgers, 2014, p. 2). A task, as Nunan (2004, p. 4) describes it, is "an activity which requires learners to use grammatical and linguistic knowledge to communicate an idea rather than just grammatically correct output. It helps students learn with more enthusiasm, enhances their critical thinking ability, and empowers them to use the language independently in an accurate manner. Task-based learning provides students with meaningful, purposeful work, which Harmer (2015, p. 3) agrees leads to an increase in motivation and engagement, resulting in positive learning outcomes.

A worldwide dissemination of TBLT ideas has brought recognition and also official endorsement of TBLT in several countries as a "potentially very powerful language

pedagogy"(Van den Branden et al. According to Bygate (2020, p. 284) "the continuing relevance of TBLT is supported by the fact that, forty years after the first publications on its development and implementation have appeared, it remains a well-ventilated topic of interest and discussion". Although some stakeholders see it as a fairly recent advance (Long, 2016, p. 28) or a "contested endeavor"(East, 2017, p. 412), its learner-centred and experiential framework offers a productive difference from traditional methods. Descriptions of the approach remain vague and can vary significantly between the various proponents of the approach (Hall, 2018, p. 106–107), leading to skepticism from practitioners who consider various aspects of the approach problematic. However, according to Willis & Willis (2007, p. 5) task-based teaching is implementing different activities that focus on making students more active and participative, this means that students also need to be touch with the target language through proactive action.

The goal of this study is to systematically analyze the use of Task Based Language Teaching in Reading Comprehension at Bosowa University and to determine its effect on how well inglês students are able to comprehend inglês texts. This research holds significant practical and theoretical importance as it challenges the widely held assumption that reading assessment at tertiary level should be based solely on classical methods such as text explanation and translation. Because of its specific contribution by providing empirical evidence on the effectiveness of TBLT, this work may enhance English learning quality and increase the national and international competitiveness among students.

In the current study, an experimental design with pre-tests and pos-tests is used to measure the effect of the TBLT on students' reading comprehension. Learners in the experimental group receive treatment with the TBLT: the three main stages presented in this method which are pre-task, task cycle, and language focus are followed whereas the control group receive treatment through traditional learning methods. In line with this methodological approach, the researcher aims to assess the impact of TBLT on students' reading, in a manner that also considers the realities of task-based language development in Bosowa University.

1.1 Scope of the Research

The focus of this research is the effect of Task-Based Language Teaching (TBLT) on students' reading comprehension at Bosowa University. This study is aimed at college students majoring in English Literature at bosowa university second semester. The implementation of TBLT is hypothesized to improve the students' ability in reading comprehension.

The assessment includes multiple tasks aimed at enhancing comprehension but takes into account student engagement and motivation. The study also features a study of teacher practices as well as a study of the procedural implementation of the TBLT framework in class. The study area is limited to only the academic year in which the data was collected. Note: This research is only limited to reading skills, not to other language skills, such as writing, speaking, and listening. In addition, the research is contextual, so it can be directly relevant to Bosowa University, even though it does not apply widely to similar educational institutions.

1.2 Research Question

Based on the background of the study above, this study was designed to answer two main questions as follows:

1. How do students perceive the implementation of independent learning in the Introduction to Literature course at Bosowa University?
2. To what extent is the Task-Based Language Teaching affect the student's reading comprehension at Bosowa University?

1.3 Objectives of the Research

Based on the problem statement above, the objectives of the study are as follows:

1. To identify students' perceptions of the implementation of independent learning in the Introduction to Literature course at Bosowa University.
2. To examine the extent to which Task-Based Language Teaching influences the reading comprehension abilities of students at Bosowa University.

1.4 Significance of the Study

1.4.1 Theoretical Significance

Theoretically, this research will contribute to applied linguistics, second language acquisition, and reading pedagogy. Task-Based Language Teaching (TBLT) has now tested some of those theories, while managing to demonstrate its value in academic contexts as well. Against the assumption which underpins much rhetoric on reading instruction at tertiary setting, that reading may be only taught in the traditional sense (through textual commentary and translation). It emphasizes how the three phases (pre-task, task, and post-task) of task-based activities can foster learner's autonomy, critical engagement with texts, and knowledge production. These results provide an empirical basis that can illuminate theoretical discussions about the adaptation of TBLT in diverse educational and cultural contexts.

1.4.2 Practical Significance

The present study offers implications for educators, learners and institutions of higher education. It highlights the importance for lecturers to move away from a teacher centred approach to a task-based, student centred approach, which should support reflective teaching practices and better active reading activities. The use of TBLT helps in developing reading comprehension skills and transferable skills such as summarising, analysing and contextualising texts. These findings can serve as an important resource for institutions to develop curricula and develop new methods of teaching in line with global changes in higher education. Thus, the implications are real much more than just classroom-based teaching and influence lasting teaching practices and learning outcomes.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Studies

The first study is by Amin Marzban (2017) called "The Effect of Task-Based Language Teaching on Iranian EFL Learners' ESP Reading Comprehension Ability." An experimental design was used in this research to compare the effectiveness of TBLT and the traditional Grammar Translation Method (GTM) with a sample of 100 Iranian university students. These findings indicated a positive impact of TBLT on reading scores, with Mechanical Engineering students and women benefitting from TBLT the most. Elaborating further on ESP, while Marzban [16] investigated the same vein of research in the Iranian context, strictly speaking, it was limited to ESP. My research fills this gap by focusing on an Indonesian higher education context, specifically focusing on General Academic Reading skills aimed at students of English Literature in Bosowa University.

Ermawati et al, in the second of their two studies Through a mixed-methods design, the study (Lestari et al., 2018) titled The Role of Inquiry-Based Learning to Improve Reading Comprehension of EFL Students emphasized how Inquiry-Based learning (IBL) engages students in provoking prior knowledge and engagement of complex texts. This study demonstrated IBL phases have reading skills, and it has teamwork, yet the instructional methods are a methodological gap of the study. This study attempts to fill this gap by using the TBLT framework pre-task, task cycle, and language focus to investigate whether this structured feature of TBLT specifically in the form of task has a more guided role in reading comprehension than general inquiry processes do.

In the third study, Dwi Poedjastutie et al. The paper by (2018) entitled "Task-Based Language Teaching: An Alternative Approach in Teaching Reading Comprehension in Indonesia" suggested that TBLT could be a potential alternative for Indonesian EFL classroom in terms of methodical framework by replacing the rigid PPP (Presentation-Practice-Production). They concluded that the success of TBLT is not only related to its inherent characteristics, but also to variables such as teacher preparation and student disposition. While the research offered helpful perspective, the gap was that it was more conceptual and descriptive than experimental. By using a quasi-experimental design, my research measures how much TBLT simply affects the students scores than in Poedjastutie work which lacks an empirical, quantitative evidence.

In the fourth study, Somawati et al.(2018) What the effective implementation of task-based language teaching looks like. Part of a study -- namely., students at Bali State Polytechnic, who study tourism and hospitality. This R&D study proved that TBLT is very useful to be applied in the vocational context because it has tried to close the gap between language theory and practice, subsequently improving the students communicative

competence, substantially. The drawback found here in the prior research is the educational context, Somawati's research on the vocational/polytechnic students that are career-oriented or goal-oriented students. This issue is relevant to my study, as it is this kind of reading that is more complex and theoretical in nature and which will more accurately test the method's efficacy at higher tier of the academic level, university, appropriate for my study.

In the last study, Budi Waluyo (2019), with the title of "Task-Based Language Teaching and Theme-Based Role-Play: Developing EFL Learners' Communicative Competence," the communicative performance's improvement among 782 EFL learners within a 12-term week was investigated. The findings corroborated the hypothesis that task-based performances are reliable predictors of communicative competence growth over time. However, a gap is in the language skill focused, for example Waluyo researched only on speaking achievement and oral role-play journal. With reading comprehension being the primary focus, my study fills this gap by investigating TBLT effects only on the cognitive processes of decoding, inferring, and analyzing written academic texts.

To sum up, general effectiveness of TBLT has been widely attested in various contexts such as Iran (Marzban, 2017), vocational context (Somawati, 2018), or specific skill such as speaking (Waluyo, 2019), but it has not been experimentally verified yet in the context of Indonesian higher education and academic reading comprehension. This study addressed this gap by conducting focused analysis of TBLT implementation at Bosowa University, in order to present unique insights into how this approach can address local issues posed by the routine, teacher-centered nature, of the education ecosystem, in the academic reading context, in higher education.

2.2 Theoretical Background

2.2.1 Task-Based Language Teaching

The "task," which is the main idea behind Task-Based Language Teaching (TBLT), is a word that has received diverse interpretations across decades of empirical research spanning hundreds of articles. Nunan (2004, p. 4) defines a task as an activity in the classroom that is intended to engage learners in the target language with a primary focus either on the comprehension, manipulation, production, or interaction of the language, with learners' attention being drawn to the mobilizing of grammatical knowledge for meaning, rather than the form. The communicative aspect shines through even further in this quote from Williams and Burden (1997, p. 168), which equally says that a task is an activity that an individual is involved in in the process of learning a language. Prabhu (1987, p. 24) sees a task as "an activity, which involves the use of language, to obtain an outcome from given information specified only by means of a particular thought process." Likewise, Willis (1996: 23) defines a task as an activity with a non-linguistic goal, where the use of the target language by learners is communicative as well as goal-oriented.

TBLT is labelled as one of the most effective ways for the implementation of the CLT approach (Richards, 2002). It has developed to be a rival of more conventional structure-

based approaches (e.g., the Grammar Translation Method (GTM) and the Presentation-Practice-Production (PPP) model) (Bryfonski & McKay, 2017). Contrary to conventional methods that move a language "piece by piece" (Ellis, 2009, p. 222), TBLT gifts students with meaningful environments to feed individual learning tendencies. It is based around the importance of social interaction, usage-based learning, and naturalistic language input (Ellis, 2019). TBLT promotes cognitive and interactive aspects of learning, as it not only asks students to think critically but also to actively use the language at the same time (Smith, 2018).

An important feature that distinguishes TBLT is that tasks, in which meaning is primary, are the basic unit of planning and instruction (Ellis, 2009; Sukma et al., 2020). According to Long (1985), tasks may be broadly defined as what occurs in authentic communication, such as booking hotel reservations, requesting directions, or ordering different types of meals. This is also suggested to close the gap between classroom talks and authentic communication situations by supplying practical functions (Campo, 2016; Hismanoglu & Hismanoglu, 2011). Secondly, TBLT lays more emphasis on fluency rather than accuracy in semantic and pragmatic meaning as opposed to grammatical meaning (Ellis, 2009; Nunan, 2004). According to Ellis (2009), there are two types of tasks: unfocused and focused. Unfocused tasks are conducted in a more general communicative situation where students can use any language structures, and focused tasks are organized to elicit certain grammatical patterns naturally in a hidden linguistic feature (Ellis, 2009, p. 223).

On the procedural part, TBLT runs on three phases of meaning-making: pre-task, main task, and post-task (Ellis, 2009; Hashemi et al., 2011). The pre-task introduces key vocabulary and performance models (Willis & Willis, 2007; Shabani & Ghasemi, 2014) and activates schemata, priming learners for what will come next in the task cycle. Although the post-task cycle is optional, it is critical for reflection and a linguistic analysis of the activity. Through post-task analysis, problematic grammatical forms that appeared in the task can be processed, allowing language to be clarified, future errors to be avoided, and language use to be encouraged (Willis & Willis, 2007).

Although there are criticism points against TBLT such as that it does not focus on grammar or it is not proper for the choice of the exam, TBLT is actually an adaptive pedagogy. It is not a set guideline but is thus left up for teachers to modify how to implement such methods based on their own contextual experience, such as their curriculum, school level, and students' needs (Campo, 2016; Ellis, 2009). More specifically, the TBLT syllabus has significant potential to connect university students previously learned theoretical forms of (practical) reading knowledge to their own ongoing university experiences because the TBLT syllabus can be adapted to university students' goals and cultural contexts (Smith, 2018; Jackson & Burch, 2017).

2.2.2 Reading Comprehension

Reading comprehension extends beyond an individual's testing score; it is a vital skill in the present day with implications for today's mundane hurdles following complex medical instructions at home, absorbing and processing a plethora of online information and misinformation in one day, and seeking new ways to learn. As per the recent academic research, reading comprehension is not considered a mere act of reading the text; it is viewed as an interactive process and a construction process. Its nature is that of a dynamic product of interaction between component processes at the level of the reader and processes at the level of the text (Kintsch, 1998; Perfetti & Stafura, 2014; Van den Broek et al., 1999). As a result, successful understanding depends on a wide range of cognitive abilities and a high degree of background knowledge. Furthermore, this definition

expresses three broader reasons for reading, including enjoyment or personal interest, learning, and engagement in society. Narrative texts are used to assess literary experience, while informative texts are used to assess acquisition and use of information, all within the PIRLS assessment framework for young readers.

When reading for any purpose, comprehension more often than not leads to an appropriate and accurate mental representation of text. As per the construction-integration model, representation of texts takes place at three different levels: the surface structure (words and concrete ideas given as a basis), the text base (propositions mentioned explicitly), and the situation model (Kintsch, 1998). The text base contains the information that is present and stated in the text only if a reader understands only the explicit facts will the comprehension be shallow. For comprehension on a deep level, the reader must construct what is termed a "situation model," which is created by merging the text base with pertinent situational and background knowledge (Kintsch & Rawson, 2005, p.

A key underlying framework that sets the mechanics of this process is the Simple View of Reading (Gough & Tunmer, 1986). This model suggests, in turn, that reading might be expressed as a function of two separate processes: decoding (D) and language comprehension (LC). For students in university, decoding is usually automatic; consequently, the challenges of understanding are often in reading comprehension the ability to combine the meanings of words using dense academic syntax.

Complex because, though we eventually develop the skill, we do not do it upon birth as we do with listening, and it is similarly complex as the skill takes very involved instructions and conscious practice (Kirby, 2017). For English as a Foreign Language (EFL) students, it is a reader-directed activity, requiring background knowledge along with a sequence of strategic operations from questioning and summarizing to predicting and reflecting that the reader will execute (Weaver, 1994, p. 44). Snow et al. This is described by Jones (2002, p.11) as a process of creating meaning through interaction between the three elements of reader (capacity & experience), text (printed or electronic), and activity (purpose & impact). According to Grabe & Staller (2002), these abilities differ by assignment, motivation, and aims, but to read in a general way, interpreters must be able to interpret information distinctly and correctly.

Moreover, reading is a self-discovery process where metacognitive skills thinking about one's own thinking come into play. The cognitive process that readers use in order to construct new knowledge or meaning from the text they read (Kalayci, 2012). These skills involve the meaning of a word, inference, the method of the writer, and explicit and implicit meaning (Bojovic, 2010). Barrett's Taxonomy outlines levels in the depth of this understanding, with literal (knowledge of factual information), reorganization (analysis of information), inferential (reading between the lines), evaluation (judgment based on critical reasoning), and appreciation (emotional response) levels.

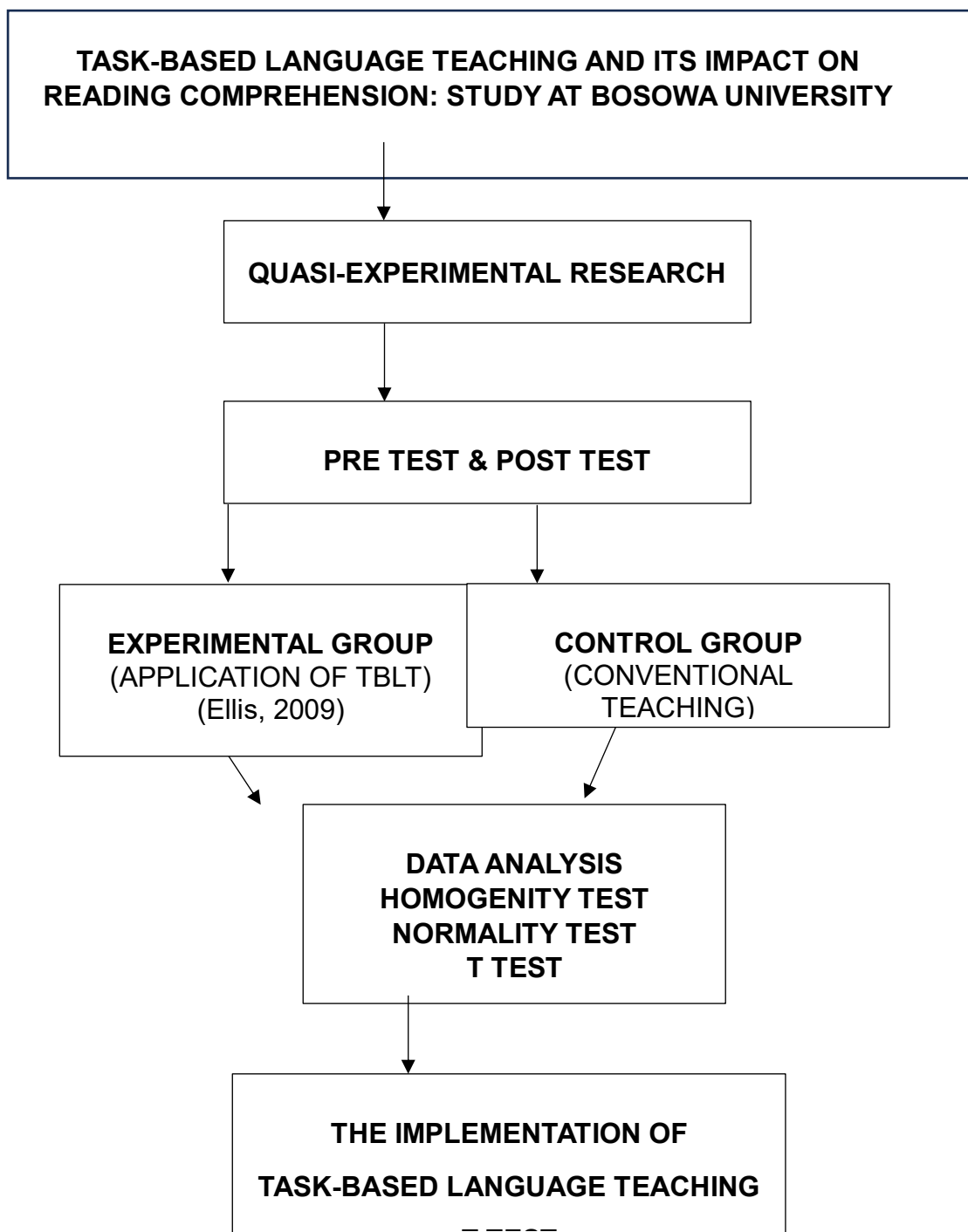
Understanding is also a hybrid between internal and external processes. One example of internal factors is related to word knowledge; studies indicate that for adequate comprehension, readers must know roughly 95% to 98% of the words in a text. Success in higher education relies heavily on the Academic Word List (AWL). External factors are text readability and the instructor environment. Unfortunately, reading instruction in many Indonesian schools is still based on a "read and answer" approach with few or no strategies to support children to decode or understand the passage.

This relates to the practice of translating meaning directly into the L1 when reading in the FL (Rivas, 1999). Well-developed strategies, which include the learner's ability to use knowledge in an appropriate and effective manner with the purpose of reaching that desired

goal (Webster, 2018), are necessary also to read well. Readers naturally exhibit some and must practice others, so teachers must make reading comprehension strategies explicit. This means that by embedding these strategies, students can draw, interpret, and put to use information in all learning areas, allowing them to use the knowledge they study in a globalized academic environment.

2.3 Conceptual Framework

Figure 1. Conceptual Framework



The conceptual framework for this study was developed to delineate the reasoning in assessing the effect of TBLT on students' reading comprehension at Bosowa University with a quasi-experimental design. The instructional intervention is evaluated by comparing between an experimental group that follows Ellis's (2009) TBLT framework with a control

group that is instructed using the traditional way. The normality and homogeneity testing of the data were obtained by pre-test and post-test data, and the t-test was used to analyze differences in students' learning outcomes in both groups. Through these thorough methodological layers, the current research provides not only an assessment of the feasibility of task-based activities, but also a controlled means by which to compare it against more traditional objectivist approaches with respect to gains achieved. This conceptual framework establishes that both the theoretical framework (TBLT) and practical framework (reading target) work as a chain that connects each link, with TBLT functioning as a link connecting theoretical knowledge of language with actual proficiency, which leads to the cognitive and communicative development of students in the higher education context.