I. INTRODUCTION

This first chapter explains the background of why the writer chose Task-based Approach for her reseach. Then, it is followed by further explanation about identification of the problem, limitation of the problem, formulation of the problem, objective of the research, the uses of the research, and definition of terms.

1.1 Background of the Problem

Reading is one of language skill that students should master. It is a process to get the idea from reading text. In the classroom activity, writer found that teacher taught reading by giving explanation and definition of the text, then gave excercises to the students.

Generally, teacher emphasizes on explanation and definition then asks students to do the excercises by answering questions based on the text given. There is no guidance to comprehend the text. Based on writer's point of view, leading students to engage their mind in the text is more important than collecting their good scores, so they can get new information. In other words, they learn new knowledge, that is studying.

Furthermore, students, who sometimes do not pay attention to the teacher's explanation, do the excercises without clear understanding of meaning and lack of action to solve that problem. Moreover, they are more reluctant caused by the excercises that can not stimulate their curiousity at all. Finally, they do the excercise by their own way and finish the class with some confusion.

In order to measure students' level of comprehension ability, writer asked ten students of SMK Negeri 2 Bandar Lampung that were choosen randomly to do reading exercise and answer some questions. Furthermore, she analyzed their answers as follows:

Table 1.1 Result of the Pre Observation

No	Things to be observed	$\geq 80\%$ true	$\leq 80\%$ true	Explanation
1.	Reading comprehension in form of multiple choices	1 Students	9 students	80% true= 1 student 40% true= 6 students 20% true= 3 students
2.	Reading comprehension in form of essay	1 Student	9 students	80% true= 1 student 50% true= 2 students 40% true= 4 students 30% true= 1 students 20% true= 2 students
3.	Vocabulary	1 Student	9 students	80% true= 1 student 60% true= 2 students 60% true= 2 students 50% true= 2 students 20% true =3 students
4.	Students' motivation in learning English			Only 40 % students like English subject
5.	Students' confidence in doing excercise			70% students had ever asked their friends while doing the excercise.

Whereas, considering the standard competences especially for reading in senior high school level, it stated that students have to comprehend the functional text and essay. Deriving from the standard competences, there are basic competences.

It is reading with comprehension and responding the functional text and essay. It means students must be able to read with comprehension and answer the questions by comprehension then get score that passing through standard score. If students can not pass the standard minimum score, they must study over again.

Beside that, the guideline of School Based Curriculum, KTSP (Depdiknas, 2006:297), states that there are several objectives of teaching reading for the first grade of Senior High School, they are:

1. The students are able to identify the main idea of the whole texts or in each paragraph of reading texts.
2. The students are able to identify the vocabularies of reading texts
3. The students are able to identify some specific information of reading texts.

Based on the objectives above, teacher needs something better that can be taught, can be taken home to be applied in students' real life and can measure how far students comprehend the text, at once which is better than "excercise". It is "task" which may be a solution.

Task is an activity that should be done by the students, it requires the students to arrive at an outcome from given information through some process of thought, and allows teachers to control and regulate that process. It has some features that encourage students to involve their mind fully. Those features are; the main focuse is on meaning, there is a goal which needs to be worked towards, the activity is outcome-evaluated, and there is a real-world relationship. Based on those features, this task-based approach should apply the materials from authentic sources.

By this task based approach the students will be brought into a real life situation and interesting situation. Moreover, it sees that learning process as one of learning through doing; it is by primarily engaging in meaning that students need to develop. In this way the students are expected to have a good comprehension in reading.

Based on the descriptions above, learning task has a role in the classroom activity toward students' comprehension in reading. Then, the writer was interested in conducting research entitled Increasing Students' Reading Comprehension through Task Based Approach.

1.2 Identification of the Problems

Based on the background above, the writer identifies the problems on SMK Negeri 2 Bandar Lampung as follows:

1. The students get difficulties in comprehending the reading text. They get difficulties in getting information from the text and finding the details, in answering the questions based on the text.

2. The students faces problem toward vocabularies. So they can not understand the meaning on the written text well.

3. The students' motivations in learning English are still low. So it is difficult to improve their English ability well.

4. The students have no good self confidence in learning English. So it is difficult for them to learn English well because they regard that English is difficult to be learnt well.

5. The teachers usually use excercise in teaching reading. So, perhaps task-based can help students to comprehend reading text better than excercise.

1.3 Limitation of the Problem

In line with the identification of the problems, the writer limited the problems. Therefore, she focused her study only on the students' achievement in reading comprehension using task-based approach.

1.4 Formulation of the Problem

Based on the limitation of the problem above, the writer formulated the problem as follows:

Is there any significant increase of students' reading comprehension achievement after being taught using Task-Based Approach?

1.5 Objective of the Research

In relation to the research problem above, the objectives of this research was to investigate whether there is any significant increase of students' reading comprehension achievement after being taught using Task-Based Approach.

1.6 Uses of the Research

The results of this study were expected to be beneficial both theoretically and practically as follows:

1. **Theoretically**

   The results of the research were expected to support previous theories dealing with *Task-Based Approach.*

2. **Practically**

The results of this research were expected to provide information to the English teachers in order to select the most suitable approach in teaching reading comprehension. Futhermore, hopefully it could be useful for other researcher in doing research.

1.7 Definition of Terms

There are some terms used by the writer and to make them clear, the writer gives some definitions as follow:

1. *Reading Comprehension*

   It is defined as a process of interacting readers' mind toward printed text and comprehending the text by establishing the meaning.

2. *Task*

   Task is defined as an activity which required learners to comprehend, manipulate, produce, or interacting in the target language while their attention is principally focused on meaning rather than form. It demands learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process.

3. *Task-based*

   Task-based can be defined as an activity focuses on the use of authentic language and on asking students to do meaningful tasks using the target language.

4. *Increase*

Increase can be defined as become greater in size, amount, or degree. In this research, it means students' reading comprehension scores become greater from pretest to posttest after three times treatment by using task-based approach.

5. *Achievement*

Achievement is a thing done successfully with effort, skill, or courage. In this research, achievement means students can achieve good score and well comprehension in reading.