II. FRAME OF THEORIES

In this chapter, there are two main topics which need to be elaborated here: review of the previous research and review of related literature. Furthermore, review of related literature consists of: concept of reading, concept of teaching reading, task-based approach, concept of task, the importance of task, types of task, features criteria of learning task, task-based framework, the application of task-based approach in teaching reading, theoretical assumption and the hypotheses.

2.1 Review of the Previous Research

There are several studies that had been done by the experts and researchers to prove the effectiveness of Task-based Approach, some classroom observations about the approach and the practice with the approach proved that the task-based approach was effective in English language teaching and learning classroom.

Finch (2001) from Seoul National University of Technology did his research entitled *A Formative Evaluation of a Task-Based Conversation English Program.* His study presents a formative evaluation of a three-year task-based conversation program designed for tertiary students in the Republic of Korea. The task-based English Conversation program, which is the subject of his study, used a mix of quantitative and qualitative research, focusing on affective aspects of language learning, and on the importance of student believes, perceptions and attitudes in

the learning process. Two of the major findings of the investigation are the task-based approach to teaching and learning is effective in developing communicative competence in "false beginner" students in Korea and Formative evaluation is an effective method of program development.

Zhou (2006) applied the Task-based Approach in the language teaching and learning classroom activity. He conducted the research from the beginning of September, 2004 to the middle of January, 2006, at Nanjing University. In this experiment, he took 78 students from two different classes, then paid more attention to 10 students who got low scores. This research proved around 92% students especially the 10 "special" students admitted that with the help of this approach is effective by seeing the increasing score.

Years later, Hourdequin (2009) did his research in Japan. His research dealt with the last grade students who were preparing for University entrance exams. He used this task-based framework to briefly explore the short essay section of Japanese university entrance exams as a target task, and considered pedagogical tasks (classroom activities) which could help EFL students succeeded in doing the examination.

In his research he found that since different students in the same class often made the same writing errors, this had a positive effect in raising awareness of errors and thinking through solutions collectively. Several exam preparation text books also focused on common errors by providing example for students to correct themselves. Such texts could be used in advance of writing assignments in order to raise student consciousness about common errors before they are even made.

The next research, Huang and Wang (2008) applied the Task-based Approach due to the use of authentic materials in task-based communicative activities. They outlined the approach and procedure that they employed in designing a special activity corresponding to the Dragon Boat Festival-wrapping rice dumplings. In their research, they expected student to acquire new vocabulary words and communicate (practice listening and speaking skills) using English throughout the task. The result showed there was enhancement of the students' acquisition of new vocabulary words. Furthermore, students actively interacted in English with both teachers and partners throughout the whole that attractive process.

While Huang and Wang paid attention to vocabulary and oral communicative skill (listening and speaking), Rahman (2010) focused in oral communication. He did the research dealing with the applications of the Task-based Approach to oral communication skill. Based on his research, students found the experience to be rewarding, intrinsically interesting, and educationally beneficial. They got involved in the task, because the tasks were giving the feeling of real life situation. Their final performances were impressively polished and much improved, that is, the final product was of high level. 70 percent students scored grade 'A'.

Based on the review of previous researches above, the following had been found:

1. The aplication task-based approach in teaching and learning is effective in developing communicative competence in "false beginner" students for tertiary students in the Republic of Korea (Finch, 2001).

2. The Task-based Approach was applied in the teaching and learning in the classroom at university. After almost two years research, by this task-based approach can improve students' scores (Zhou, 2006).

3. The application of the Task-based Approach due to the use of authentic materials in task-based communicative activities showed the enhancement of vocabularies and communication in English (Huang and Wang, 2008).

4. Task-based framework is used to help the students of Japanese in practicing university entrance exams. It resulted the rising of students' conciousness about common errors, especially in writing (Hourdequin, 2009).

5. The applications of the Task-based Approach to oral communication skill showed the increasing of students' achievement at university (Rahman, 2010).

However, there is other issue that the writer want to find curiously. It is the use of task based approach in reading comprehension at senior high school. Therefore, this research would be conducted to deal with the use of task based approach in reading comprehension at senior high school.

2.2 Review of Related Literature

This part consist of some terms reviewing the explanation of literature that related to this research. The explanation as follow;

a. Concept of Reading Comprehension

There are so many perceptions about definition of reading. Principally, it is a process to get the idea from reading text. It is about understanding written texts

(Bernhardt, Kamil, and Pang, 2003). It is a complex activity that involves both perception and thought and demands at finding the idea of the text.

In line with the statement above, some experts mentioned that reading is an active process in which people to attempt to extracts ideas, concepts, thoughts, or images from the pattern of words set forth on the printed page (Callahan and Clark, 1988:295). The words "extracts ideas, concept thoughts, or images" can be defined as comprehension or understanding something that is being read.

Other linguist, Finocchiaro and Bonomo (1973: 199) state that reading is bringing and getting meaning from the printed or written materials. Again, it is about "bringing and getting meaning" or comprehending something that reader's read. From those statements above, they imply that the reader's major goal is always to understand and enlarge contexts

Comprehension means relating to what we do not know or new information, to what we already know (Eskey, 1986:15 in Slamet, 1999:14). Therefore, in comprehending reading material, the reader relates new information from the text being read to his previous knowledge that he has stored in his mind. Reading does not have much benefit if the reader does not comprehend what is being read.

Finocchiaro and Bonomo (1973: 132) define reading comprehension as ability which depends on the accuracy and speed of grapheme perception,that is, perception of written symbol, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redudancy, the ability to use contextual clues and recognition of cultural allusions.

According to Doyle (2004), comprehension is a progressive skill in attaching meaning beginning at the same level and proceeding to attaching meaning to an entire reading selection. All comprehension revolves around the reader's ability in finding and determining main idea and topic sentence from the text.

From all the theories that have been mentioned above, it can be concluded that reading is an active process of getting meaning or information from printed or written language transferred by the writer whereas reading comprehension is the level of passage or text understanding while reading. Comprehension occurs when readers are able to understand, remember, retell and discuss with others about what they have read.

b. Teaching Reading

The aim of teaching reding is to develop students' skills that they can read English texts effectivelly and efficiently. To be able to do so the readers should have particular purposes in their mind before they interact with the texts. Effective and efficient reading is always purposeful and tends to focus mainly on the purpose of the activity. As Suparman (2012) states that there are two major reasons for reading (1) reading for pleasure, (2) reading for information (in order to find out something or in order to do something with the information readers get). The writer assumed that in teaching reading, appropriate and possible strategy should be applied based on the purpose of reading in order to get the comprehension. The students use reading strategy to make their reading efficient and effective. Then the purpose of reading is implemented into the development of different reading

techniques: scanning, skimming, and mapping. These can be real when the students read and interact with various types of texts.

Hedge (2003) states that any reading component of an English language teaching may include a set of learning goals, they are:

- The ability to read a wide range of text in English. This is the long-range goal most of teachers seek to develop through independent readers outside EFL/ESL classroom.

- Building a knowledge of language which will facilitate reading ability.

- Building schematic knowledge.

- The ability to adapt the reading technique according to reading purpose (i.e. skimming, scanning)

- Developing an awarness of stucture of written texts in English.

- Taking a critical stance to contents of the texts.

Alyousef (2005:143) says that in teaching reading, contemporary reading task involve three-phase procedures: pre-, while-, and post-reading stages. The pre-reading stage helps in activating the relevant schema. For example, teacher asks some questions to students that arouse their interest while previewing the text. The aim of while-reading stage (or interactive process) is to develop students' ability in tackling texts by developing their linguistic and schematic knowledge. Post-reading includes activities which enhance learning comprehension using matching excercises, cloze excercises, cut-up sentences, and comprehension questions.

c. Aspects of Reading Comprehension

In teaching reading, there are five reading aspects (Nuttal: 1985) which help the students to comprehend the English text well, they are:

1. **Main Idea**

   Main idea is called the topic sentence. It tells what the rest paragraph is about. In some paragraphs, the main idea is not explicitly stated in any one sentence. It is left to the reader to infer or reason out. So, main idea is the very important idea that the author develops throughout the paragraph.

2. **Vocabulary**

   Vocabulary is the stock of word used by people or even person. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading.

3. **Specific Information**

   Specific information or supporting sentence develops the topic sentence by giving definitions, examples, facts, an incidents, comparison, analogy, cause and effect statistics and quotation.

4. **Inference**

   Inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draw between his observes or known and what he does not know.

5. References

References are words or phrase used either before or after the reference in the reading material. They are used to avoid unnecessary repletion of words or phrases. So, such words are used, they are signals to the reader find the meaning elsewhere in the text.

d. Task-based Approach

Language learning has been regarded as a process of mastering or building on knowledge of a language. Then, task-based approach to language teaching has been evolved in response to a better understanding of the way languages are learnt. Since that, the development of various task-based approaches has made (for example, Prabhu 1987, Long and Crookes 1991). This approach focuses on meaning rather the form, therefore it will be a challenge for the teacher to choose, sequence, and implement tasks in ways that will combine a focus on meaning with a focus on form. It share a common idea: giving learners tasks to transact, rather than items to learn, provides an environment which best promotes the natural language learning process. By engaging in meaningful activities, such as problem-solving, discussions, or narratives, the learner's interlanguage system is stretched and encouraged to develop. Interactive tasks are sometimes considered particularly beneficial, especially the information-gap type, in which learners have to transfer information to a partner who does not have it (Pica *et al.* 1993). It share a common idea: giving learners tasks to transact, rather than items to learn, provides an environment which best promotes the natural language learning process. By engaging in meaningful activities, such as problem-solving, discussions, or narratives, the learner's interlanguage system is stretched and encouraged to develop.

Interactive tasks are sometimes considered particularly beneficial, especially the information-gap type, in which learners have to transfer information to a partner who does not have it (Pica *et al.* 1993). Willis (1996) offers five principles for the implementation of a task-based approach as follow:

1. There should be exposure to worthwhile and authentic language.

2. There should be use of language.

3. Tasks should motivate learners to engage in language use.

4. There should be a focus on language at some points in a task cycle.

5. The focus on language should be more and less prominent at different times.

e. Concept of Task

According to Nunan (1989), task is a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right. While, in the same tone, Prabhu (1987) defines task as an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process.

Breen (1987), however, adopts a broader definition that incorporates any kind of language activity, including exercises. His definition seems synonymous with the term activity. Given the importance that is currently attached to meaning-focused communication both in theories of L2 acquisition and of language pedagogy, there is a clear need for a term to label devices that elicit this type of language use.

From this view, tasks definition can be narrowed as the activities that call for primarily meaning-focused language use. In contrast, exercises are activities that call for primarily form-focused language use. However, we need to recognize that the overall purpose of task is the same as exercises—learning a language—the difference lying in the means by which this purpose is to be achieved.

The distinction between meaning-focused and form-focused is also intended to capture another key difference between an exercise and a task relating to the role of the participants. Thus, a task requires the participants to function primarily as language users in the sense that they must employ the same kinds of communicative processes as those involved in real-world activities. Thus, any learning that takes place is incidental. In contrast, an exercise requires the participant to function primarily as learners; here learning is intentional.

In short, as Widdowson (1998) notes, there is a fundamental difference between task and exercise according to whether linguistic skills are viewed as developing through communicative activity or as a prerequisite for engaging in it. However, when learners engage in tasks they do not always focus on meaning and act as language users.

f. Types of Task

Task activities in the classroom can be divided into three types (Prabhu: 1987).

1. Information gap activity

This type of task involves a transfer of given information from one person to another—or from one form to another, or from one place to another—generally calling for the decoding or encoding of information from one or into language.

One example is pair work in which each member of the pair has a part of the total information (for example an incomplete picture) and attempts to convey it to the other. Another example is completing a tabular representation with information available in a given piece of text. The activity often involves selection of relevant information as well, and learners may have to meet criteria of completenes and correctness in making the transfer.

2. Reasoning-gap activity

Reasoning-gap activity involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationship or patterns. One example is working out a teacher's timetable on the basis of given class timetables. Another is deciding what course of action is best (for example cheapest or quickest) for a given purpose and within given constraints. The activity necessarily involves comprehending and conveying information, as in information-gap activity, but the information to be conveyed is not identical with that initially comprehended. There is a piece of reasoning which connects the two.

3. Opinion-gap activity

This task involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation. One example is story completion; another is taking part in the discussion of a social issue. The activity may involve using factual information and formulating arguments to justify one's opinion, but there is no objective procedure for demonstrating outcomes as right or wrong, and no

reason to expect the same outcome from different individuals or on different occasion.

In this research, writer demanded on using the first type, it was information gap activity, because the writer assumed that it was the most suitable and easier to be applied in the experimental class. The consideration of this assumption was based on the result of observation that the writer had mentioned in background of the problem.

g. Features Criteria of Task

Task should include some criteria and fulfill the features of that. The followings are some theories derived from experts.

1. Presence of a "work-plan," i.e., specific steps or a procedure that the students are instructed to follow (Ellis, 2003). Teacher should make the procedure or instruction as clear as possible. By this clear work plan, teacher will bring students in a directed learning situation.

2. Interaction between learners (Pica, Kanagy & Falodun, 1993). Hypothetically, tasks that are completed by one learner are also possible, e.g., a student is asked to read to a passage describing someone's travel route and trace it on a map. However, in line with the institutional guideline of promoting learner-centered instruction, it appears important to give primary attention to tasks that require students' interaction which each other.

3. Non-linguistic purpose for the learners' interaction (Ellis, 2003). When students are required to solve a problem, come to a consensus, or make a

plausible prediction rather than being asked to create sentences using a particular grammatical structure, they use language for real life purposes rather than for language display, i.e., demonstrating that they can use the assigned structures correctlywithout creating and passing to others of any new meaning.

4. Manipulation of information and not merely of language form (Nunan, 1989). This characteristic of tasks is related to the one previously stated that learners process, compare, analyze, and evaluate information, or derive/ create new information from the given information. For example, an activity that would require students to rewrite a paragraph written in the present tense using past tense will only require them to manipulate form, not information, and, therefore, cannot be considered a task.

5. Involvement of cognitive, i.e., thinking processes that humans generally use in life outside of language-learning (Willis, 2004). Examples of cognitive processes are problem-solving, decision-making, justification, etc.

6. Connection to real-world functions (Ellis, 2003). Activities that require the students to fill out a reservation form or select the safest route for a trip simulate real world events, while filling in correct endings or prepositions does not. So called pedagogical tasks, e.g., reassembling a jumbled text or creating a plausible version of a news story based on the keywords provided, do not necessarily duplicate real world events or functions, however, they have the potential to stimulate the same thinking processes and patterns of interaction that occur in the real world.

7. Presence of a so-called observable product or, for role play scenarios, a communicative outcome (Ellis, 2003). The concept of observable product or outcome is one of the most misunderstood notions related to task-based instruction. Examples of observable products are: solution to a problem, joint decision, reached consensus, list of identified discrepancies between two sources, identified suspect, a drawn map, floor plan or chart, etc. Once again, these are products of human activities that exist in the real world outside the language classroom. For this reason, correctly filled in grammatical forms do not qualify to be an observable product of a task, and the related activity is, therefore, not a task but rather an excercise.

8. Possibility of multiple outcomes (in most tasks) (Ellis, 2003). Since the outcome represents a product co-created by students in the process of their interaction with each other, typically there will be more than one "right" product. Certain tasks, however, may conceivably, be designed to have only one possible answer, e.g., if the students are asked to jointly complete an activity which is akin to a logical puzzle or a mathematical problem such as figuring out the most cost-efficient way of doing something.

In this research, writer applied those eight features criteria of task in teaching learning process in order to have good tasks by fulilling those eight features criteria.

h. Task-based Framework

The Task-Based Learning Framework shown below has been adapted from the Willis framework (1996).

1. Pre-task Phase

The lesson begins with the pre-task phase where the teacher outlines the task and then has the students brainstorm some ideas of what types of things they may use for the task. This stage is meant to get students thinking about the topic but a few absolutely necessary lexical items could be taught here.

2. The Task Cycle

2.1 Task

The task phase is meant to be completely communicative and student-centred, where the students use whatever language they have at their disposal for doing the task. The focus is on doing the task successfully and the teacher should not be concerned with lexical or grammatical accuracy at all at this point. The task should be real-world related in order to give them practice with language or skills they would need in the real world.

2.2 Planning

The planning stage has the students working in their groups to prepare a report for the rest of the class on what they did in the task phase. The report could be spoken or written.

2.3 Report

Some students report the task. The point of this stage is to focus on accuracy, the teacher may make note of significant errors that occur during the reading of the reports or in the written reports. The errors can be taken up after all the reports have been delivered.

3. **Language Focus**

   3.1 Analysis

Typically the Language Focus stage will have students listening to (or reading) a sample of native speakers doing the same task as they did. They are instructed to listen for language (usually expressions) that they could have used when they did the task. Because they did the task relying on only the language they had at their disposal, they should be more receptive to noticing useful expressions in the native speaker sample. If the students are listening for expressions, get them to write them down as they hear them and then have them compare lists with a partner. If you are using a recording, you can play it twice. You can also have students underlining expressions in a text or tape script. After the students have picked out some expressions the teacher should get them up on the board and deal with form, meaning, and, where necessary, pronunciation.

   3.2 practice

The Language Focus stage ends with controlled practice, which can be any typical practice activity where the students are required to use the target language correctly. A common controlled activity is a substitution drill, where students have to substitute words in a structure.

i. **The Application of Task Based Approach in Teaching**

Teaching and learning concepts inherent in the 'task-based' approach have been summarised by Williams & Burden (1997) in terms of basic principles of education:

1. There is a difference between learning and education

2. Learners learn what is meaningful to them

3. Learners learn in ways that are meaningful to them

4. Learners learn better if they feel in control of what they are learning

5. Learning is closely linked to how people feel about themselves

6. Learning takes place in a social context through interactions with other people

7. What teachers do in the classroom will reflect their own beliefs and attitudes

8. There is a significant role for the teacher as mediator in the language classroom

9. Learning tasks represent an interface between teachers and learners

10. Learning is influenced by the situation in which it occurs

In English teaching classrooms, the teachers' concern for meaning-based activities and the researchers' investigation of patterns of interaction suggest a task-based approach to foreign language instruction. Task-based instruction takes a fairly strong view of communicative language teaching. It is the task which drives the learner's system forward by engaging acquisitional processes (Long & Crookes, 1993). It is the task which is the unit of syllabus design (Long & Crookes, 1991). A task-based approach sees the learning process as one of learning through doing; it is by primarily engaging in meaning that the learner's system is encouraged to develop.

In order to achieve the three goals in English teaching and learning classroom, many tasks would usually be done in a framework which was developed over a period of time and proved to be effective (Willis, 1996: 52). There are three phase of Willis framework, they are: pre-task phase, task cycle, and language focus

j. Theoretical Assumption

Based on the previous explanation, the researcher comes to the assumption that teaching reading through Task-Based Approach is more very likely to have an effective and relevant impact to increase students' reading comprehension achievement. Task-Based approach can encourage students actively to be engaged in constructing meaning from text. Moreover, it seems to be able to make meaningful encounters with text resulting from the text that is based on real life, in other words we called it as authentic text, reader's prior knowledge and experience, information found in the text and broader social context of learning.

It is because Task-based Approach emphasizes in making the students have the skill to comprehend the text clearly by its few steps in the framework. Judging from the previous explanation, the researcher will assert that the students will have more practice and try to say the idea what they will be acquired in the text.

k. Hypotheses

Concerning with the theories and assumptions above, the researcher formulated the hypotheses as follows:

H_0: There is not significant increase of students' reading comprehension achievement after being taught using Task-based Approach.

H_1: There is significant increase of students' reading comprehension achievement after being taught using Task-based Approach.