II. LITERATURE VIEW

This chapter contains several crucial elements of reading skill related to the topic under discussion. In this part, the researcher deal with review of previous research; review of related literature; theoretical assumption; and hypothesis.

2.1 Review of Previous Research of Task Based Learning

In relation to this research, there are several previous studies which have been conducted by some researchers. First, Ariyani (2011) investigates that there are improvement of the students' reading comprehension by using TBL at the second year of SMPN 11 Surakarta. The result of the research shows that:

1. TBL gives many improvements of students' reading comprehension which includes:

   a. The students get easy in comprehending English text.

   b. The students could identify main idea, detail information, reference, vocabularies, and the generic structure of the reading text easily. The improvement of students' reading comprehension could be seen from the mean score of pre-test, post-test 1 and post-test 2. The mean score of pre-test conducts before research are 5.6. The mean score of post-test 1 of the first cycle are 6.35 and the mean score of post-test 2 of second cycle are 7.58.

2. TBL gives advantages in the teaching learning process which includes:

   a. The atmosphere of the classroom is alive and interesting.

   b. The students' participation in class are high, they have a willing to participate in class activities.

   c. The students are more active.

Second, Iranmehr, et al (2011) find that Task Based Instruction (TBI) could have significant effect on improving the English for Specific Purposes (ESP) reading comprehension of Iranian university students which involves 75 and 65 students majoring chemistry at Damghan University and Sharood University of Technology. According to this research, it shows that $t(139) = -0.92$, there are no statistically significant difference between experimental and control groups in pre-test, but $t(138) = -7.85$ indicates that mean score of experimental group are more than the mean score of the control group in post-test which are statistically significant. Based on this research, the following pedagogical implications might be presented: 1). TBI, which focused on the ability to perform a task or activity and not on the explicit teaching of grammatical rules or on vocabulary memorization and has attract the attention of many researchers, language instructors, and syllabus designers, can be an innovative alternative for university ESP classroom in Iranian context. 2). The instructors' observation reveals that procedures use in the experimental group trigger off students to participate more actively in discussions and devotes more attention and interested in the topic. 3). There is no doubt that the current status of ESP in Iran as well as many other EFL contexts seriously suffered from the available textbooks. 4). The researcher can

use action research as a practical and user-friendly research which its main purpose are improving teaching and learning.

Third, Suprayoga, et al (2013) investigate there are an improvement of the students' reading comprehension by using Task Based Language Teaching (TBLT) at the third year of SMAN 1 Srengat, Blitar. The improvement of the students' reading comprehension is shown by the increasing number of students who achieve 10 point in cycle 2. In cycle 1, 14 out of 30 students (46.67%) achieve 10 point. In Cycle 2, 27 out of 30 students (90.00%) achieve 10 point. Meanwhile the criterion of success states that the research is categorized to be successful if at least 60% students achieve 10 point. This meant the criterion of success is fulfilled. The research is successfully conducted. Finally, on the basis of the findings, some suggestions for the English teachers and the future researchers are made. First, English teachers are suggested to use TBLT in teaching reading. Second, in using TBLT, the teachers have to focus on the followings aspects: how to arrange the lesson plans, how to choose the appropriate reading tasks, how to present the tasks, how to give feedback, and how to assess. Third, teachers have to consider reading as a process to reach the expect outcome. Teachers could provide hints to help them or guide them to find the correct answer.

Based on previous researches above, the researcher wants to find out an improvement of students' reading comprehension through TBL.

There are several differences in applying TBL according to the researcher and other previous researchers. First, Ariyani (2011), the researcher uses Class Action Research as a research method at the second year of SMPN 11 Surakarta. It is

conducted in two cycles. The procedure of her research consists of planning, action, observation, and reflection. There are two types of data in the research namely qualitative and quantitative data. Qualitative data are obtained by making notes, interviews, and photographs of all activities in the process of teaching and learning. Quantitative data are obtained from the students' scores of pre-test and post-test. Second, Iranmher, et al (2011), the purpose of this study is to compare teaching reading comprehension through some strategies of TBI in comparison with the traditional one i.e. Grammar Translation Method (GTM). The researchers use Class Action Research as a research method at Damghan University and Shahrood University of Technology. They are randomly chosen to serve as the experimental and control groups at each university. To assess their language proficiency, a standard test of English is given to them and based on their scores they are categorized as intermediate. Based on the purpose of this study, it follows a quasi-experimental design displaying the following characteristics: two homogeneous groups of intermediate level students serve as control and experimental groups at each university. A treatment, namely TBI is offered to experimental group and the current traditional method i.e. GTM to control group. Two tests as pre-test and post-test were administered in each group. For the experimental class, the class time is divided into three phases namely, pre-task, task cycle and post-task. Third, Suprayoga, et al (2013), the researcher uses Class Action Research as a research method, that is conducted following four stages, planning, action, observation and reflection, at the twelfth graders of SMAN I Srengat-Blitar. This study is implemented in two cycles. The first cycle consists of four meetings and the second cycle consists of two meetings. The students are

assigned to do tasks related to reading texts. The instruments used to collect data are observation checklists, field notes, and reading test.

2.2. Review of Related Literature

2.2.1 Reading Comprehension

Reading is one of important aspect of language skill that the students have to master. Reading is an active process of getting meaning or information from printed or written language shared by the writer. Reading comprehension is a process of absorbing the writers' idea and combining it with schemata to construct or establish new concept in the readers' mind. It can be said that readers comprehended content of the text. Reading and comprehension are one activity to extract the meaning of written materials with full understanding. So, reading without comprehension likes read a text without known or understood idea of the text.

Reading functions as the window of knowledge in which people are able to know more information they cannot get completely from other skill such as listening, speaking, or writing. The amount of information from other skill would not be as perfect as when we read. In reading, readers found reason, example, explanation, comment, note, summary, etc while in other skill they might just get the main information.

Simanjuntak (1988:4) states that the first point to be made about reading process is comprehension and the meaning is the basic element for comprehension. She also adds that comprehending a text is as interactive process between the readers' background knowledge and the text itself. Clarke and Silberstein (1987:21)

defined reading as an active cognitive process of interacting with printed and monitoring comprehension to establish the meaning. It means that reading is an active process in which the readers are active in organizing their purpose and using their brain and schemata to comprehend the text in order to get information stated there.

Nuttal (1982:2) print out that reading as the process of the interaction between language perception and the readers' language skill, cognitive skill, and the knowledge of the words. In the consider, reading seen as an active process and connectivity between the readers and the information restricts on the text.

Dallman (1982:23) states that reading are more than knowing what each letter of alphabet stand for, reading involves more than word recognition that comprehension are an essential of reading that without comprehension no reading took place. Moreover, Smith (1982:166) states that reading are a matter of identifying letters in order to recognize words in order to get the meaning from what are read, involving making connection among words and ideas present in the text and the readers' own background knowledge.

Comprehension can be said as a significant aspect of reading. It has been emphasized that true reading are reading with understanding which are comprehension. Cooper (1986:11) states that comprehension is a process in which the readers might construct meaning by interacting with the text. In reading comprehension, a reader should have knowledge about understanding the reading passage.

Concerning reading comprehension, Singer (1985:23), defines it as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas present by the writer, and the process of thinking while deciphering symbols. Further, reading comprehension is related closely to cognitive competence of the readers because it produces comprehension.

Caldwell (2008:4) who states that reading comprehension is the process of extracting and constructing meaning through interaction and involvement with written language. So, it are needed a variety of intellectual skills to comprehend the text. The intelectual skills are divided into two terms as follows:

1. Micro Skills

   According to Troschitz (2005:4-6), micro skills are in contrast to low level skills intelectual operations. They can be subdivision into two groups as follows:

   a. Word recognition; it are an essential part of reading comprehension since it includes all processes which are necessary to give a word of meaning in its context. Word recognition means the ability to understand the meaning of the language items context. For example, when reading a story about cats, good readers developed the expectation that it would contain words associate with cats, such as *tail, purr,* and *whiskers.* Sentence context clues are more specific. In the sentence "My cat like to _____," give the sentence context and what most of us know about cats, words like *play, jump,* and *scratch* seems reasonable.

   b. The understanding of syntax; includes the identification of syntactical key element such as subject, predicate, etc, the determination of antecedent,

which means to find referents of pronouns or to identify the subject of participle constructions, e.g., in Declarative Sentences, "*It are darkest before the dawn*." and in Imperative Sentences "*Please be quiet while I am on the phone*". "*To your house we are going*" would be an example of awkward syntax.

2. Macro Skills

According to Troschitz (2005:6), macro skills are not only skills, but much more did they define strategies a reader are supposed to develope for reading in the foreign language as well as in the mother tongue. They are include as follows:

a. Scanning; it are the ability to extract specific information out of a text. In this case, the readers roughly know what they are looking for. They search for details in a text and pay no attention to any kind of other information is given. For example: finding the detail information of the text.

b. Skimming; it are the ability to read quickly through a text and get a general picture of it. This includes being able to determine the main idea of the text, its target group (general public, professional, etc.), type (letter, report, etc.) and purpose (to inform, instruct, persuade, etc.). For example: identifying main idea and function of the text.

c. Deep understanding of the text; it are the ability to detect the construction of the discourse or argumentation. The reader consentrates on details concerning structure and content which form the basis for a critical

evaluation or interpretation of the text. For example: finding the meaning and understanding the vocabulary.

d. Recognising the tone of the text and the authors' attitude. This incorporates the readers ability to detect stylistic devices such as irony or sarcasm as well as to understand their function in the text. For example: making inference and finding the implicit information of the text.

Referring to the definition above, it can be concluded that reading comprehension is the readers' ability to gain the meaning from content of the text. It means that when the readers read the text, they might find new things that they do not know yet and find information that would help them in learning something. In this case, the readers' knowledge would certainly be better than before. There is no reading without comprehension and background knowledge is involved in the process of building up the comprehension.

The research are focused on macro skills which cover finding main idea, finding supporting detail, finding inference meaning, guessing meaning of the words (understanding vocabulary) and finding reference for five aspects of reading and for levels of comprehension.

2.2.2 Reading Aspects

There are five reading aspects which help students to comprehend English text:

1. Main idea

In line with Mc. Whother (2012:36) sentence that states the main idea are called the topic sentence. Mc. Whother adds that topic sentence tell what the rest

paragraph are about. In some paragraphs, the main idea is not explicitly stated in one sentence it can be also stated implicitly. In other words, the main idea are the most important idea that writer develops throughout the paragraph. The readers have to be wise in deciding the main idea of the text. The author often states the main idea in the first or last few sentences of the first paragraph. However, the author might state the main idea anywhere in the passage. Sometimes the author only suggests the main idea by leaving clues within the passage. Longer reading passage can have more than one main idea. Sometimes the main idea of a literary passage are called theme. The questions of main idea can be for examples: (1) *What are the main idea of first paragraph?* (2) *What is the main in last paragraph?*

2. Specific information

Supporting sentence or specific information develops topic sentence by giving definition, example, fact, incident, comparison, analogy, quotation, cause and effect. Segretto in Dewi (2013:23) states that supporting details provide the reader with more information about the main idea or subject of a passage. For example, after reading story about Snow White, general questions relate to specific information can be for instances: 1*) Where are Snow White live?* 2) *How did her mother treat Snow White?*

3. Reference

Latulippe (1986:20) defines that references are words or phrases use either before or after the reference in reading material. It means that, such words are used, they are signals the readers to find the meaning elsewhere in the text. In general

questions relate to this type of reading can be for examples: 1) *The word "he" in line 2 refers to...* 2) *What are word "her" position?*

4. Inference

Kathleen (2011:31) stated that an inference is an educational guess or prediction about something unknown based on available fact and information. It is a connection that the reader draws between his/her observe or know and what he/she does not know. In general questions relate to this type of reading can be for examples: 1) *Who are the main character of the tale?* 2) *All of the following statement are true related to the passage, EXCEPT...* 3) *What are the best title for the passage?*

5. Understanding Difficult Vocabulary

According to Linan et al. (2007:87) state that the role of vocabulary in reading are clearly understood: vocabulary knowledge, the understanding of word meanings and their use, contributes to reading comprehension and knowledge building. Vocabulary is important for readers to understand words of the text what they have read. The question of understanding difficult vocabulary can be for instances: 1) *What are the closest meaning of the underlined word?* 2) *In line 8, the word "beauty" has opposite meaning to...*

From above all, reading comprehension is about getting main idea, specific information, reference, inference, and vocabulary.

2.2.3 Teaching Reading

The aim of teaching reading is to develop the students' skill so that they can read English text effectively and efficiently. Alyousef (2005:143) says that teaching reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and post- reading stages. The pre-reading stage helps in activating the relevant schema. For example, the teachers can ask students questions that arise their interest while previewing text. The aim while-reading stage (or interactive process) is to develop the students' ability in tackling texts by developing their linguistic and schematic knowledge. Post-reading includes activities, which enhance learning comprehension using matching exercises, cloze exercises, cut-up sentences, and comprehension questions.

When trying to gauge how difficult a particular text would be for the students, the teachers need to bear in mind not only the inherent difficult of the text, but also the nature of tasks they plan to set and whether they require students to attempt such tasks before, during, or after students have study the text. Hedge (2003:200) classified activities in reading class into three as follows:

1. Pre-reading task

This task can be in form of vocabulary games, word searches, and matching synonyms. Pre-reading activities can help students relate to the full meaning of a text are one which active top-down skills or schematic knowledge. It is useful to approach a text in a more confident way. The students have to familiarize themselves with content of the text. Activities can be systemic (such as

vocabulary exercise) or schematic (such as thinking the purpose of a text or predicting the content from its title).

2. While reading task

These kinds of task had become more use since the adoption idea of reading as an interactive process. These encourage learners to be active as they read. The students can be given activities which require them to do any the following; follow the order of the ideas in a text, react to the opinion express, understand the information it contains, asks themselves questions, make notes, confirms expectations of prior knowledge or predicts the next part of a text from various clues.

3. Post reading task

These tasks follow up the work cover and sought to extend candidates. Such activities are directed writing activities or role play and group discussion activities.

The activities above are a part of structured program of learning probably chooses by the teacher when teaching reading. All the above kinds of activity can be undertaken on an individual or group basis. Reading are frequently thought as being a solo and quiet activity, but group pre- and post-reading activities can motivate the crucial while-reading activities. Tasks of the teacher are to go beyond course books and to introduce the students to a challenging element of target language which can add a new dimension to their learning.

2.2.4 Descriptive Text

According to Crimon (1983:163), descriptive text is a kind of text for presenting a verbal portrait of a person, a place, or a thing. It talks about one specific thing, person, or place by mentioning the characteristics, part, qualities, quantities, etc. The subject being described is explained as clearly as possible to make readers are able to see or imagine the subject in their mind as clearly as the writer saw in his/her mind.

Social function or communication approach of descriptive text are to describe a particular thing, person, or place in detail and clearly. To achieve its purpose, descriptive text would move through a different set of stages. These stages are the generic structure/text organization of descriptive genre.

According to Gerot and Wignell (1994:208), the generic structure of descriptive text as follows:

1. Identification: identifies phenomenon to be described.

2. Description: describe characteristics, parts, qualities, quantities, etc.

The following are the example of descriptive text.

Identification:

> Borobudur is a Hindu-Buddhist temple built in the ninth century under the Sailendra dynasty of java. It are located near Magelang on the island of java, Indonesia.

Description:

> Abandoned in the eleventh century and partially excavated by archeologists in the early twentieth century, Borobudur temple is well known all over the world. Influenced by Gupta architecture of India, the temple are constructed on a hill 46m (150ft) high and consists of eight step-like stone terraces, one of top the other. The first five terraces are square and surrounded by walls domed with Buddhist sculpture in bas-relief; the upper three are circular, each with circle of bell-shaped stupas (Buddhidt shrines). The entire edifice is crowned by a large stupa at the center of the top circle. The way to summit extends through some

4,8km of passages and stairways. The design of Borobudur, a temple mountain symbolized the structure of the universe, influenced temples built at Angkor, Cambodia. Borobudur, rededicated as an Indonesian national monument in 1983, is a valuable treasure for Indonesian people.

From the example of descriptive text above, it can be seen that generic structure/text organization consists of two parts; identification and description. Identification introduces the topic that being described (Borobudur). In other hand, description tells Borobudur more details such as its characteristics and parts.

2.2.5 Task Based Learning

According to Prabhu (1987:17), task is an activity that requires learners to arrive at an outcome from given information through some process of thought, and which allow teachers to control and regulate that process. From the definition above, it means that task is activity in which the target language is used for a communicative purpose to achieve an outcome (Willis, 1996:28).

Willis (1996:36) sees a task as a goal-oriented activity which has a clear purpose and which involve achieving an outcome through creating a final product that can be appreciated by others. Willis (1996:101) explains that within the TBL framework, task, and texts combine to give the students a rich exposure to language and also opportunities to use it themselves.

In a TBL framework, the language need are not preselect and give to learners to practice it rather it are drawn from learners with help of the facilitator, to meet the demands of the activities and task. It can be said that TBL rely heavily on learners, who are actively experimenting with their store of knowledge, and using

skills of deduction and independent language analysis to fully exploit the situation (Willis, 1996:56).

TBL are defined by Breen (1987:23) as any structured language learning endeavor which has a particular objective, an appropriate content, a specific working procedure, and a range of outcomes for those who undertake the task. In this view, 'task' are assumed to refer to all kinds of work plans that have the overall purpose of facilitating language learning, from the simple and brief exercise type to more complex and lengthy activities such as group problem solving or simulations and making decision (Wesche and Skehan, 2002:200).

2.2.6 Types of Task

According to Willis (1996:149), there are six main types of task to be used for:

a. Listing

Listing is a kind of task where the activity is focused on making a list. It becomes important because list is effective to get a lot to talk as learners explain their ideas. The process involves brainstorming, in which learners draw on their own knowledge and experience either as a class or in pairs/groups; fact-finding, in which learners find things out by asking each other or other people and refer to books, etc. The outcome would be the completed list, or possibly a draft mind map.

b. Ordering and sorting

Ordering is making a list by ranking them, while sorting are categorizing items in a group. This can be sequencing, ranking, categorizing, or classifying.

c. Problem solving

Problem-solving are a kind of task that asks the students to solve the problem that happen in a text.

d. Sharing Personal Experiences

Sharing personal experience task are activities where learners are asked to recount their personal experiences.

e. Creative Tasks

Creative tasks are often called projects and involve pairs or groups of learners in some kind of freer creative work.

f. Comparing

Comparing is to examine in order to note the similarities or differences of something.

From six tasks above, the researcher focuses on the first type that are listing because it has several benefit such as; give a strategy for getting tasks are done, give the students a positive productive feeling, manage tasks effectively, create lists to accomplish the tasks that the students would like to see complete, and help the students to delegate the tasks (Key, 2013). The researcher chooses listing as a task because listing task is a suitable task especially for descriptive text. It makes the students are easy to find important information that describe in the text.

2.2.7 Procedure of Teaching Reading through Task Based Learning

In TBL, the roles of teachers change from an instructor and prosecutor of errors to a supporter and inventor of task which his/ her learners enjoy doing the tasks. The

core of the lesson is, as the name suggests, the task. All parts of the language use are emphasized during the activity itself, in order to get students focus of the task. Although there might be several affective frameworks for creating a TBL lesson, here is a rather comprehensive one suggested by Willis (1996:38):

1. Pre-task

The teacher introduces the topic and gives the students clear instructions on what they have to do at the task stage and might help the students to recall some language that might be useful for the task. The pre-task stage can include playing a recording of people doing the task. This gives the students a clear model of what would be expected of them. The students can take notes and spend time preparing for the task.

2. Task cycle

Task cycle offers the learners a chance to use whatever language they already known in order to carry out the task and then to improve their language under the teachers' guidance while planning their reports on the task.

Task cycle offers the learners a holistic experience of language in use. There are three components of a task cycle:

a. Task

The students complete a task in pairs or groups using the language resources that they have as the teacher monitor and offer encouragement.

b. Planning

The students prepare a short oral or written report to tell the class what happen during their task. Then, they practice what they are going to say in their groups.

Meanwhile, the teacher is available for the students to ask for advice to clear up any language questions they might have.

c. Report

The students report back to the class about their findings orally or read the written report. The teacher chooses the order of when the students would present their reports and might give the students some quick feedback on the content. So, the report stage gives the students a natural stimulus to upgrade and improves their language. It presents a very real linguistic challenge to communicate clearly and accurately in language appropriate circumstances.

3. Language Focus

Language focus allows a closer study of some the specific features naturally occurred in the language use during the task cycle. The learners examine the language forms in the text and look in detail at the use and the meaning of lexical items they have notice (Willis, 1986:75). Language focus has two components:

a. Analysis

The teacher highlights relevant parts from the text for the students to analyze. The teacher asks students to notice interesting features within this text. The teacher also highlights the language that the students use during the report phase for analysis.

b. Practice

Finally, the teacher selects language areas to practice based upon the needs of the students and what emerge from the task and report phases. The students then practice activities to increase their confidence and make a note of useful language.

2.2.8 The Advantages of Task Based Learning

There are some advantages using Task Based Learning technique. Pica et al. (1993:222) value TBL because it directs language teaching by give opportunities to learners to interact between themselves and their teacher. This sharing of information and opinion supports them to reach their goals. Doing task based activities actually helps learners acquired target language. Brumfit (1984:300) states that task based activities helps the learners solve problems in real conditions by focusing on target language. So, the learners develop their competence in genuine situations.

TBL focuses on learners using language naturally in pairs or group work, allow them to share ideas (Nunan 2004:115). Nunan (1991:280) suggests that TBL give opportunity to the teacher to promote a student-centered learning environment. That makes the teacher respect the learners as individuals and want them to success. Throughout the task cycle, emphasis is on learners' understanding and expressing meaning to complete tasks.

A task based lesson usually provides the learners with an active role in participating and creating activities, and consequently increase their motivation for learning. A task based lesson offers more opportunities for the students to display their thinking through their action. TBL is useful for moving the focus of the learning process from the teacher to the students. A task are helpful in meeting the immediate needs of learners and provides a framework for creating classes that are interesting and that can address the students' needs. Tasks contribute to progress by encouraging the students to plan and be more ambitious in the

language they use. This practical experience helps learners to appreciate why certain academic questions are important and provide an experiential substrate for the development of a further academic discourse. It can take teaching from abstract knowledge to real world application.

So, TBL are widely applicable as it are suitable for the learners of all ages and backgrounds because TBL provides clear objectives in term of what participants would gain from the tasks.

2.2.9 The Disadvantages of Task Based Learning

TBL is not teacher-centered. It requires a high level of creativity and initiative on the part of the teacher. It also requires resources beyond the textbooks and relate to materials usually find in language classroom.

2.2.10 Theoretical Assumption

Based on all literatures review above, the researcher finds that comprehension is very important in reading text. Because reading are not only about written, but also what it means. The students of SMP have to master several kinds of texts include descriptive text. Dealing with this fact, the researcher chooses TBL technique. At least, appropriate teaching technique is needed to improve the students' reading comprehension. The researcher assumes that TBL is an appropriate technique for teaching reading so it helps the students to comprehend the text.

2.2.11 Hypothesis

Based on the frame of theory above, the researcher formulates the hypothesis as follows:

H_0 : There is no improvement of students' reading comprehension after being

        taught through TBL technique.

H_1 : There is improvement of students' reading after being taught through

        TBL technique.