

SECONDARY STUDENTS' ENGAGEMENT IN TASK-BASED LANGUAGE TEACHING IN READING CLASSROOM

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Abstract

Reading is one of essential skills in learning English. Students need to be good especially in reading comprehension to measure students' comprehension on passage. Some previous studies stated that reading comprehension can be help by using Task-Based Language Teaching method to see students' engagement. However, there is no study that involving students' engagement, that is can be helped students to be more active in reading classroom. Therefore, this article tries to explain students' engagement in Task-Based Language Teaching in reading classroom. This article is using qualitative method with descriptive case study, this article describes through observation checklis, semi-structured interview, and documentation. The results show that students needed to be pushed by the teacher, the students also did not know about TBLT before the teacher explained to them but from the interview most of them said that TBLT is an interesting method, it really did not effect the students in reading comprehension. It is because several factors such as less influence about TBLT method, less knowledge about reading comprehension, and less interest in reading english text.

Keywords: Students' Engagement, TBLT, Reading Comprehension

INTRODUCTION

Reading comprehension refers to intensive reading. It aims to measure students' comprehension on passage. Reading comprehension is a type of reading activity that encourages students to comprehend reading materials by requiring appropriate association of word meaning and word symbol, assessment of assumed meaning context, selection of appropriate words, organization of ideas while reading learning materials, idea storage, and use of idea storage in multiple activities both now and in the future (Ahuja & Ahuja, 2010). Therefore, reading comprehension is essential ability for students. However, students are rarely active in reading comprehension session. They tend to be passive and have low interest in reading. According to Rofikasari (2016), the deficiency of innovative of reading comprehension learning as well as the learners' lack of interest in reading materials are to blame for their inadequate reading comprehension skills. To help the students in their reading comprehension, Task-Based Language Teaching is convenient by implementing through teaching-learning process. Through engaging class assignments that include students in practical and functional use of l2, Task-Based Language Teaching (TBLT) presents opportunities to explore spoken, reading, listening, and writing in language (Zúñiga, 2016). Richards and Rodgers (2001) stated that TBLT improves the construction of learning activities which are tailored to the needs of students and assist students in mastering the abilities by giving various class exercises to finish their job. TBLT is described as a "development within the communicative approach" in which communicative "tasks" serve as both major components of the technique and units around which a course can be constructed (Littlewood, 2004: 324). TBLT can be considered as approach where the students must learning by themselves. Additionally, because students are at the center of the process of language,

TBLT facilitates language learning and, as a result, promotes higher proficiency levels in the language abilities (Li, 1998). It leads students to actively participate in classroom well.

In TBLT, students take a big role in process of teaching learning. In general, teachers usually are taking a control of the class, explain the material while students will listen to it. From being facilitators, teachers address students' interests and needs. Branden (2006) claims that he supports the statement that TBLT lessons are focused on the students as center, it means students are in charge of the process of learning. TBLT can be a helpful strategy to view students' engagement in reading comprehension class. As in research conducted by Ji and Pham (2020) showed the effect of TBLT, such as adding grammatical input, encouraging the students to focus on form, to discuss grammar matters and to provide mutual corrective feedback, and emphasizing the teacher's participation into tasks as a facilitator. Zúñiga (2016) showed that in the context of English as a foreign language, task-based language teaching made it easier to integrate the four skills. Furthermore, the objectives were relevant and included a variety of reading, writing, listening, and speaking activities which improved students' communicative abilities and interaction. There are many proves that TBLT can be used in reading comprehension but very limited research that haven't conducted in Secondary School. It happens because most of schools still use teacher-center where the students have minimum interaction with each other because the teacher is taking control. Furthermore, there are many previous research that related to this topic, it is found in Mulyadi, et.al (2021) this research is focused on using teachnology enhanced in TBLT in ESP classroom. It showed that there are significant improvement while using technology enhanced in TBLT. The improvement showed in interesting pre-task phase. As cited in Zúñiga (2016), she showed that in the context of English as a foreign language, task-based language teaching made it easier to integrate the four skills. Furthermore, the objectives were relevant and included a variety of reading, writing, listening, and speaking activities that improved students' communicative abilities and interaction.it can be sure that TBLT is a very useful approach to be used in language skills. Therefore in this study, researcher tries to fill the gap that arises in previous studies by focusing on secondary students' engagement in task-based learning teaching in reading classroom. Most of previous studies were conducted in ESP learners and used quantitative method. Therefore, to fill up the gap researcher will use qualitative method and more focus on students' engagement. This study is addressed to answer the problems formulated in the following questions: 1. In what ways do TBLT engage students in reading comprehension class? 2. What are students' perceptions of TBLT in reading comprehension class?

METHOD

This study will use qualitative as a research approach because this study will focus on students' engagement in using TBLT in reading comprehension class. The researcher decides to use descriptive case study because it will relate to real-life context that suitable to TBLT. According to Yin's (2003) this kind of case study is used to describe an intervention or phenomenon and the real-life context in which it occurred. English studying in a particular location and attempting to find solutions to the learners' issues in integrating their language skills that will the researcher do in real life. This sudy will do in Secondary School or Junior High School in Bekasi. The participants will be 8nd grade of Secondary School Students; there will be around 5 students that will become participants. The participants' ages ranged from 13 to 15. All of them were learning English as a second language with Indonesian as their first language, and they have little opportunity to practice their English outside the classroom. Qualitative case studies allow researcher to investigate a problem using a variety of data collection methods (Baxter and Jack, 2008). In this research, researcher will use three instruments to collect the data, interview, observation documentation. To investigate the information about the problem

under study, the researcher decides to use a thematic analysis to assess the data. The procedure of discovering patterns or themes in qualitative data is known as thematic analysis. According to Braun and Clarke (2006) there are six-phase steps that can help researcher: familiarizing, transcription, coding, categorizing, naming, and interpreting the data.

RESULTS AND DISCUSSION

Results

The aims of this research that have been described in previous chapter will be the main discussion. Here is the explanation that the researcher collected from observation, documentation, and interview:

1. In what ways do TBLT engage students in reading comprehension class?

This section described the data that has been collected through observation checklist and documentation. Observation checklist and documentation were conducted to know students' engagement in the class while using TBLT as method. Here is the activities of observation checklist that the researcher used:

Table 1. Observation checklist

No	Activities	Yes	No
1	Students pay attention in class	✓	
2	Students know about the material		✓
3	Students ask questions to know more about the material		✓
4	Participate actively in discussion	✓	
5	Some students are uncommunicative		✓
6	Work well with other students		✓
7	Talks with classmates too much	✓	
8	Students know about TBLT		✓
9	Raise their hands to answer a question or volunteer information	✓	
10	Gets discouraged and stop trying when encounter an obstacle in schoolwork: is easily frustrated		✓

Based on the Table 1 there were 10 activities that the researcher observed to the students in the class. There were two options to know the students' engagement, option "Yes" and "No". The first activity showed that the students paid attention in the class, they listened carefully when the English teacher explained the material. Although they listened to the teacher, second and eighth activities showed when the teacher asked about TBLT and reading comprehension they did not really know about those things.

As it showed in two activity: students did not know about the material, it was quite sad that when the researcher looked at the students they did not have intention to ask questions to know more about the material. That is why the researcher chose option "No" to the third activity. In fourth activity, the researcher chose option "Yes" because the students participate actively in discussion. To help them in reading comprehension, there was a narrative text named "The Coat" that already prepared by the researcher based on the teacher's suggestion, the English teacher asked some students to read the story out loud. In process of learning teaching there will be some students who are not communicative, so does to this class. The students tend to be uncommunicative because when the teacher asked them, they did not answer, that is why for fifth activity the

researcher chose “Yes” option. For sixth activity, this lesson focused on individual work so there was no group work, the researcher chose “No” option.

As the researcher observed the process of learning teaching, the researcher found some students that talked too much, it made them did not understand the material easily. Although they did not understand they still asked the teacher about the material, then the selected option for seventh activity is “Yes”.

For ninth activity the students did not easily participate in the classroom, they needed to be pushed by the teacher. Therefore besides prepared the text, the researcher also prepared some questions that related to the text. To make students actively participated in class, the English teacher asked them one by one to answer the questions, however they were some students who raised up their hands to answer the questions that asked by the teacher and they answered correctly. Then the selected option is “Yes”

The last activity is “No” option. Even though the students felt unfamiliar about TBLT and the material, but they seemed interesting to it. They did not feel frustrated because the story was fun and they got moral value from the story.

2. What are students’ perceptions of TBLT in reading comprehension class?

This section described the data that has been collected through semi-structured interview. Semi-structured interview was conducted to find an open ended problems, where the participants will answer the questions based on their opinions or ideas. The interview was purposed to know students’ perceptions of TBLT in reading comprehension class.

Table 2. Students’ perceptions of TBLT in reading comprehension class

No	Participants	Perceptions
1	Participant 1	It’s interesting, but I’m not really understand
2	Participant 2	Very interesting, and I understand about the material too
3	Participant 3	Interesting, and I quite understand
4	Participant 4	It’s interesting, I also understand the material
5	Participant 5	Not bad, and I quite understand

Based on Table 2, four students have stated that using TBLT in reading comprehension class was interesting and one student have stated that TBLT was such not bad method.

Discussion

This research investigates in secondary students’ engagement in TBLT in reading classroom and 8th grade students as the participants. The data for this research was collected through observation checklist, semi-structured interview, and documentation. Besides those instruments, there was reading text and some questions that used in this research. By providing reading text also some questions that the students had to answer, it showed students’

engagement in the process of applying TBLT even though the students did not immediately active during the process because the English teacher should ask them first. It is in line with Astuti and Priyana (2020) that stated the students did not actively engage in process before the action, however they actively engage when they did the actions; reading and answering also when the English teacher asked them. It also found that the students who talked too much and did not really pay attention in the class, tend to be difficult to catch the material rather than students who pay attention in the class. Such behaviour can be said as how they behave in the class, obviously talk too much in the middle of learning is one of bad attitudes. It is in line with Christenson, Reschly and Wylie as cited in Voelkl (2012) it proves that students' attitudes regarding their learning process have a great impact on their engagement and accomplishment. In order to see students' engagement, using reading text that included some questions, one of questions is about moral value of the story. Moral value can be considered as the question that close to the daily life. The moral value for the text is "You must listen to your mom's words.", from the moral value, the students can learn if they have to obey to the good advice of their mothers. It is in line with Ortlieb (2013) that reading comprehension is a more advanced stage in which learners comprehend the substance of reading materials, choose which reading resources to use in their daily lives, and expand curiosity and critical thinking in their personalities.

TBLT can be said as a new method for the students, this is evidenced by the interview conducted with the students. Although they did not know about TBLT at first, but when they experienced learning using TBLT, there are various responses from the students:

Participant 1

It's interesting, but I'm not really understand

Participant 2

Very interesting, and I understand about the material too

Participant 3

Interesting, and I quite understand

Participant 4

It's interesting, I also understand the material

Participant 5

Not bad, and I quite understand

Based on the interview from five students, the students' answers were varied. Some of them stated that using TBLT in reading classroom was interesting and the other stated that it was not bad method. Some students also stated that they could understand the reading text and answered the questions even if the other stated that they did not really understand.

Drawing on the interview data showed that most of perceptions were quite positive. In other word, using TBLT in reading classroom could be an interesting method and could show students' engagement as long as TBLT is used well because students are unfamiliar with this method.

CONCLUSION

In this investigation, the aims were to find on how do TBLT engage students in reading comprehension class and students' perception of TBLT in reading comprehension class. As the previous studies stated that TBLT applied in ESP learners most of the time, thus this investigation was conducted in Secondary Schools. Although at first the students did not know about TBLT, but the researcher tried to introduce them with this method. Using TBLT in

reading classroom felt unfamiliar for the students, but during teaching learning process, they engaged well in this class. As previously stated, the students tend to be passive and have low interest in reading. It is in line with Rofikasari (2016), the deficiency of innovative of reading comprehension learning as well as the learners' lack of interest in reading materials are to blame for their inadequate reading comprehension skills. The investigation carried out by paying attention to the students and checking the observation checklist with sentences that already written. The students actively participated in discussion, when the English teacher asked question they raised hands to be volunteer to answer the question. Even though they talked with classmates too much, but when the English teacher asked them to tell the story they were not shy. The students engaged well during the class. When the students were interviewed, they told that TBLT was an interesting method, they also stated that they understood the material during the interview. In this study there may be action that was not perfect, but it is hoped that the teacher will use various method while teaching English that may help students in reading comprehension class.

ACKNOWLEDGMENTS

First, I want to pray to God, because as an author I can be able to complete this study. Second, I want to say thank you to my family, because without support from them I might not be able to complete this study. The last one, on this opportunity, I as an author want to say thank you very much to all who helped the author in completing this study, and to Mrs. Indah Purnama Dewi, S.Pd., M.Pd. for her motivation and support.

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