

**The Implementation of Task-Based Learning Towards Students Reading Comprehension**

( An Experimental Research of Eight Grade Students in SMP Negeri 9 Tegal in Academic Year 2024/2025)

**Research Project**

Submitted as Partial Fulfilments of the Requirement for the Degree of Sarjana Pendidikan

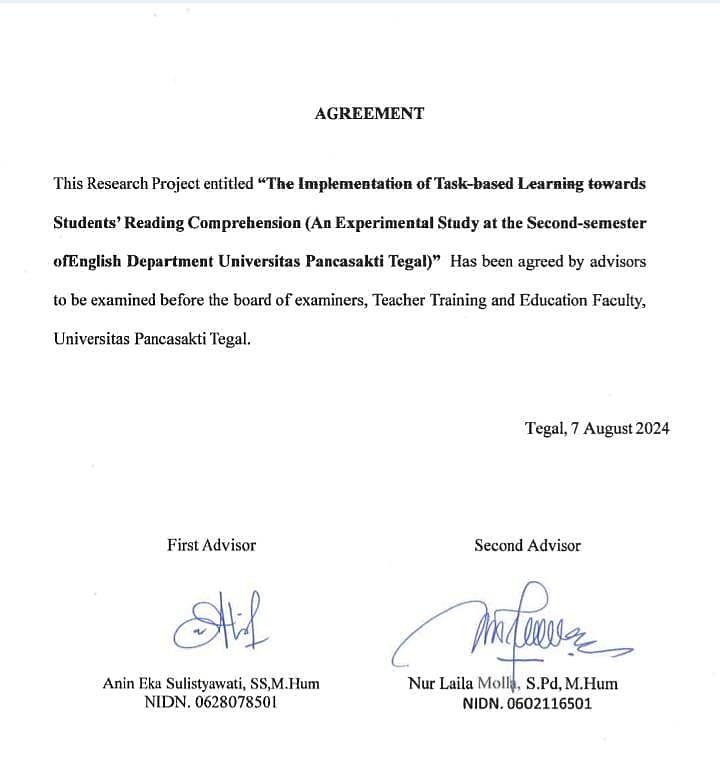
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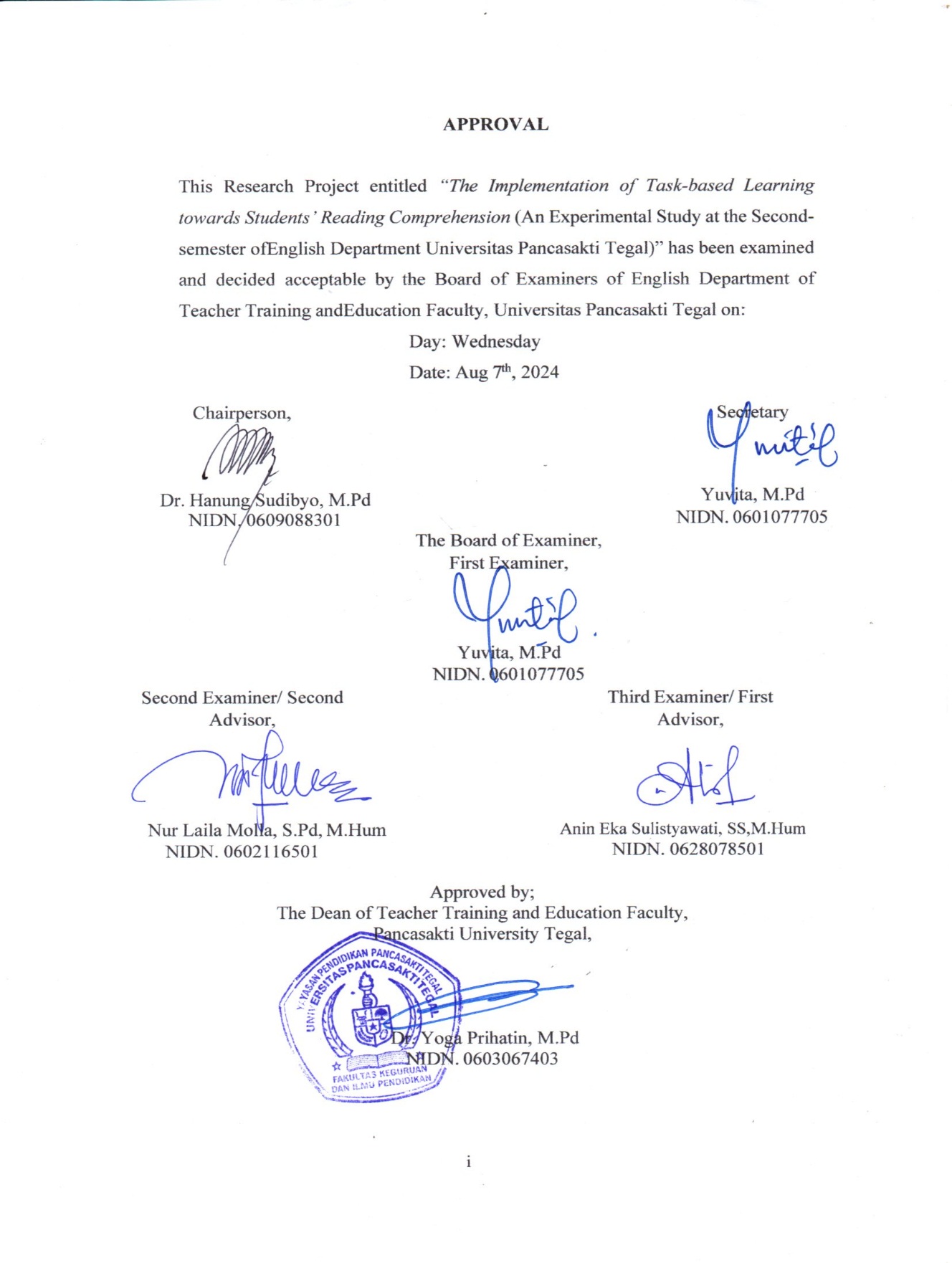
**Dede Jaya Laksana**

**NPM. 1617500025**

**ENGLISH EDUCATION PROGRAM TEACHER AND EDUCATION FACULTY PANCASAKTI UNIVERSITY TEGAL**

**2024**

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**MOTTO AND DEDICATION**

**MOTTO**

1. **Start where you are. Use what you have. Do what you can. (Arthur Ashe)**
2. **And whoever fears Allah - He will make for him a way out. (At-Talaq 65:2)**

**DEDICATION**

***My beloved parents, who always give me true love, supporting and praying for my life. Thank you a million and sorry for everything I did.**

***My beloved sister and brothers!**

***All of my friends especially my classmates of the English Department of 2017 who always teach me the sense of friendship and togetherness.**

***The big family of English Student Association (ESA) Universitas Pancasakti Tegal.**

**May God bless them all.**

**PREFACE**

In the name of Allah the Beneficent and The Merciful. All praises to Allah, the Lord of the Universe, who gives the writer guidance and strength so that the writer could complete this research project entitled “The Implementation of Task-Based Learning towards Students’ Reading Comprehension (An Experimental Study at the Eight Grade Students in SMP Negeri 9 Tegal in Academic year of 2024/2025)”. Then peace and blessing be upon the Prophet Muhammad SAW, the man who had brought us from the darkness into enlightenment.

This research project is presented to the English Department of the Faculty of Teacher Training and Education, Pancasakti University Tegal as partial fulfillment of the requirements for the degree of *Sarjana Pendidikan* (S1). Besides that, this research project is also conducted as a guide for everyone who wants to improve his English Teaching.

The writer considers that this research project can be finished because of guidance and advice from several parties. Therefore, on this occasion, the writer would like to give her gratitude to:

1. Dr. Taufiqullah, M.Hum, as the Rector of Pancasakti University Tegal.
2. Dr. Yoga Prihatin, M.Pd, as the Dean of the Teacher Training and Education Faculty, Universitas Pancasakti Tegal.
3. Yuvita, M.Pd, as the Head of English Department, the Faculty of Teacher Training and Education, Universitas Pancasakti Tegal.
4. Anin Eka Sulistyawati, SS, M.Hum, as the first Advisor for the advice, guidance, patience, correction, suggestion, and information from beginning to completion on this research project.
5. Nur Laila Molla, S.Pd, M.Hum, as the second Advisor who has given the guidance, correct grammar, and information in writing this research project.
6. All students of the English department 2017 have supported me to finish this research
7. All lecturers of the English Department of Universitas Pancasakti Tegal who have taught and given a lot of knowledge to the writer whose names cannot be mentioned one by one.
8. All people who cannot be mentioned one by one who have helped the writer.

May Allah, The Almighty bless them all. Finally, the writer realizes that this research project is still far from being perfect. Therefore, criticism and suggestion are needed to make this research project better. Then, the writer hopes that this research project can be useful for language teaching development.

**ABSTRACT**

**LAKSANA, DEDE J. 2024. 1617500025:** *“The implementation of Task-Based Learning towards Students’ Reading Comprehension* (An Experimental Study of eight Grade Students in SMP 9 Tegal in Academic Year 2024/2025)”. Research Project. Strata 1 Program, Faculty of Teacher Training and Education, Pancasakti University Tegal. The first Advisor is Yulia Nur Ekawati, M.Pd and the second Advisor is Nur Laila Molla, M.Pd.

Key Words: *Task-based Learning, Reading Comprehension*

This study aimed to find out whether the Task-based Learning Method gives positive effects on students’ reading comprehension at the eight grade students of SMP N 9 Tegal in the academic year 2024/2025.

To achieve this, a total of one hundred twenty one students were randomly assigned to two equal groups, each with sixty one students: an experimental group (Task-based Learning) and sixty students control group (conventional classroom). The writer used the reading comprehension test as the pre-test of this study of the two groups. Then, after 4 meetings, at the end of the study, the reading comprehension post-test was employed for the two groups in this study.

The effectiveness of implementation Task-based Learning on students' reading comprehension was determined using paired samples and independent samples t-tests. The findings of the paired and independent samples t-tests revealed a significant difference between the experimental and control groups' post-tests. On the post-test, the experimental group outperformed the control group by a significant margin (p<0.05). So, the hypothesis of this research is accepted. The drawn conclusion of this study, there were significant positive effects of using Task-based Learning method on students’ reading comprehension at eight grade students of SMP N 9 Tegal.

**ABSTRAK**

**LAKSANA, DEDE J. 2024. 1617500025:** *“Penerapan Pembelajaran Berbasis Tugas terhadap Pemahaman Membaca Siswa (Studi Eksperimental pada Siswa Kelas Delapan di SMP 9 Tegal pada Tahun Ajaran (*2024/2025)”. Skripsi. Program Strata 1, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pancasakti Tegal. Pembimbing pertama Yulia Nur Ekawati, M.Pd dan Pembimbing kedua Nur Laila Molla, M.Pd.

Kata Kunci: *Task-based Learning, Pemahaman Membaca*

Penelitian ini bertujuan untuk mengetahui apakah Metode Pembelajaran Berbasis Tugas memberikan pengaruh positif terhadap pemahaman membaca siswa kelas delapan SMP N 9 Tegal tahun ajaran 2024/2025.

Untuk mencapai hal ini, sebanyak seratus dua puluh satu siswa secara acak dimasukkan ke dalam dua kelompok yang sama, masing-masing dengan enam puluh satu siswa: kelompok eksperimen (Pembelajaran Berbasis Tugas) dan kelompok enam puluh siswa kontrol (kelas konvensional). Penulis menggunakan tes pemahaman bacaan sebagai pra-tes penelitian ini untuk kedua kelompok. Kemudian, setelah 4 pertemuan, di akhir penelitian, tes pasca-tes pemahaman bacaan digunakan untuk kedua kelompok dalam penelitian ini..

Efektivitas penerapan Pembelajaran Berbasis Tugas terhadap pemahaman bacaan mahasiswa ditentukan menggunakan uji-t sampel berpasangan dan uji-t sampel independen. Temuan uji-t sampel berpasangan dan independen menunjukkan perbedaan yang signifikan antara tes akhir kelompok eksperimen dan kontrol. Pada tes akhir, kelompok eksperimen mengungguli kelompok kontrol dengan selisih yang signifikan (p<0,05). Jadi, hipotesis penelitian ini diterima. Kesimpulan yang ditarik dari penelitian ini, ada efek positif yang signifikan dari penggunaan metode Pembelajaran Berbasis Tugas terhadap pemahaman bacaan siswa kelas 8 SMP N 9 Tegal.

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**CHAPTER I**

**INTRODUCTION**

This section contains Background of the Problem, Problem Identification, Problem Limitation, Problem Formulation, Research Objectives, and Research Significance.

* 1. **Background of the problem**

Reading is a highly significant soft skill, alongside speaking, writing, and listening. Reading is a crucial ability that students must acquire in order to achieve achievement in learning, particularly in the field of English. Since all knowledge have been shared in a written text, the students should be improve their ability in understand about content, main idea, and etc of the text. Despite the fact that they have learned about English for no less than six years, student’s reading skill is still low. It is recognize that they cannot fathom the English messages well.

Reading proficiency is a considerable challenge. The process involves complex cognitive mechanisms, which require the reader to possess specialized competencies (Dechant: 33). Reading involves a process of identification and interpretation that demands the reader's understanding of the linguistic structure of the text as well as contextual knowledge of the subject matter being discussed.

This complexity often results in a decline in students' interest in reading activities. They experience difficulties in comprehending textual content due to a lack of understanding of strategies that can improve the effectiveness and efficiency of the reading process. This phenomenon is prevalent in various language learning environments.

There are many reason that make they have a difficulties to learn reading such as the students are still lazy to read the text, article, book, etc. In addition of the private reasons for the students, the instructional methods employed by teachers during reading instruction likewise contribute to the issue. According to Heilman (1961: 9), it is important for reading teachers to have a diverse range of methods, tactics, and procedures since they are more likely to be effective. A significant number of educators continue to employ traditional methods when instructing pupils in reading. This paradigm places the instructor at the focal point of the teaching and learning process. The teacher typically instructs the pupils to memorize the text, inquires about challenging vocabulary, and thereafter instructs them to use their dictionaries. The teacher analyzes the material by providing a word-for-word translation. All classroom activities are supervised by the teacher and often completed independently by students. These activities cause the pupils to become bored when participating in the teaching and learning process. As a result, the reading class becomes tedious, dull, uninteresting, and unproductive.

In this case, from so many method in teaching reading, the writer tries to use Task-Based Learning by meaning to find out whether or not a positive effect in students’ reading comprehension. Task-Based Teaching is designed to be suitable for enhancing students' reading comprehension. This method can facilitate teachers in promoting active student engagement and fostering their drive to study. The process engages students in understanding, manipulating, creating, or engaging in the desired language, with their primary focus on meaning rather than structure. Task-Based Learning offers pupils increased opportunity to express their thoughts via their actions. This can assist individuals in contemplating their thought processes. The teacher may also show greater attentiveness to the kids' needs.The the writter's main focus within the given topic is to look into the impact of integrating task-based instruction on the reading comprehension of eighth-grade students at SMP Negeri 9 Tegal during the school year 2024/2025.

* 1. **Identification of problem**

The identification of problems in this research is based on the following historical context of the research:

1. Students found it challenging to concentrate upon an English Technical Reading text due to having to fully focus their focus on the assignment and its specifics.
2. Students often encounter challenges when trying to understand English-language texts, which can lead to them becoming apathetic in the process of acquiring English.
3. Students may have reduced motivation and interest in English Reading material due to the requirement of retaining many bits of knowledge within the topic.
4. The school never use Task-Based Learning method in reading academic text to moving students to knowledge explorer because the students are to passive in learning reading academic text.
   1. **Limitation of Problem**

The present research analyzes the use of Task-based Teaching to enhance students' reading comprehension. The research took place at SMP Negeri 9 Tegal during the school year 2024/2025 for students in eighth-grade.

* 1. **Statement of the Problem**

Based on the background of the study, the research problem which arise as follows:

1. How is Task-Based Learning implemented in teaching reading comprehension?
2. Can Task-Based Teaching have a favorable impact on students' reading comprehension?
   1. **Objective of the Problem**

Based on the problem statement mentioned above. The objectives of this research can be identified as follows:

1. To describe how the implementation of Task-Based Learning in teaching reading comprehension.
2. To find out does Task-Based Learning give positive effect towards students’ reading comprehension.
   1. **Siginificance of the Problem**

Theoretical Significances

The findings of this investigation are anticipated to enhance the instructional process, particularly in advancing students' reading comprehension abilities.

Practical Significance

The outcomes of this study are expected to make a valuable contribution to the field.

For the teacher

His study aims to assists English teachers in developing reading learning process to improve students interest in reading. And also this research can enrich teachers’ knowledge in developing students reading comprehensive.

For the students

This research has good benefits for students. In addition to students interest in reading. Students also could develop reading comprehensive, so students could understand about the meaning of the text that writer want to tell.

For the the writter

The writter have a knowledge and experience about teaching learning process. And the writters can develop various methods and technique to carry out teaching and learning activities to improve student reading comprehensive.

**CHAPTER II**

**REVIEW RELATED THEORIES, THEORITICAL FRAMEWORK,AND HYPOTHESIS**

This chapter provides an overview of prior research, examines relevant ideas, establishes a theoretical framework, and formulates hypotheses. The overview encompasses ideas that are relevant to reading comprehension, including explanations of reading processes and the use the Task-Based Teaching approach, having an objective of enhancing students' reading comprehension skills.

1. **Previous Study**

There are three previous studies have investigated the use of task-based learning and its effect towards students reading ability. First, “A Study on Task-Based Language Teaching: From Theory to Practice (Izdpanah: 2010), indicates a number of similarities as well as some differences. In his research, he only discussed all about Task-Based Language Teaching from theory and how to implement this approach. While this study investigates the of Task-Based approach on student’s reading ability. Izadpanah only discuss TBA in general, while this study is discussed more specific on reading ability especially for vocational high school students. In this study, the writer tries to get data from various methods. It means that the process before the students produce their reading ability is very important. The process is how Task-Based Approach in teaching reading ability.

The next research was done which titled “ The Application of Task-Based Language Teaching in English Reading Classroom” (Zan Mao: 2012). The task-based approach is a method used in educational practice. The primary emphasis within a Task-Based Education is on the execution of tasks. The job serves as a method of language acquisition through practical application, instead of as a component of grammar or a set of words that must be memorized. It necessitates thorough input and many opportunity for linguistic interaction. The learners must engage within discussion alongside their teacher regarding the assignment, since the teacher's role was to promote learning opportunities in the classroom. The work likely requires the collaboration of learners. This research aims to examine the use of Task-Based Language Teaching (TBLT) for reading instruction.

The third research was conducted at SMA N 5 Bandar lampung by Desmayenni in 2012. The objective of this study was to determine if Task-based Learning (TBL) enhances student engagement in the teaching and learning process, as well as improves the descriptive writing skills of first-year students at SMA N 5 Bandarlampung. The qualitative data was collected through the use of questionnaires and observation sheets to assess the level of student engagement during the learning process. Quantitative data was utilized to assess the students' proficiency in writing descriptive prose by analyzing their scores. The first-year Action Research (CAR) was done in two stages. Ideally, if the teacher is actively engaged in the teaching-learning process, TBL was increase students’ participation and the descriptive text writing skills of the students.

The fourth research conducted by IWD Ardika (2021) is named "The Implementation of Task-Based Language Instruction on Reading Comprehension by Polytechnic Students." The research project used a collaborative Classroom Action Research (CAR) method.. The study was carried out at the Polytechnic State of Bali, using a sample of 28 students enrolled in the five-semester English for Business course under the Project Construction Management program. The findings indicate that the use of Task-Based Language Teaching (TBLT) in the context of reading comprehension has several benefits. Initially, the pupils actively engage in the classroom activities. Additionally, it offers kids a broader perspective on the reading approach, which becomes advantageous to them.

The fifth study conducted by Rina Gusman Putri in 2021 is named "The Effect of Task-based instruction in languages on Reading Comprehension of Students at SMA Negeri 1 Bangkinang Kota." This study used a quasi-experimental research design. The findings indicate that students who received training using Task-based instruction of languages is a pedagogical approach outperformed those who were instructed using traditional methods. Furthermore, it has been seen that the pupils' performance is notably enhancing, particularly among those who are in the experimental group.

The sixth study conducted by Ruslina Tri Astuti in 2020 is named "Enhancing students' Reading Comprehension through Task-based Language Teaching." The research was conducted as a Classroom Action Research (CAR) and consisted of two cycles. The findings of this study suggest that Task-Based Language Teaching (TBLT) has the potential to enhance both the method of instruction and the reading comprehension abilities of students attending class 8D on MTs Negeri Yogyakarta II, specifically in the area of retelling texts. Data indicates that children show a keen interest in acquiring reading skills and get pleasure from the teaching and learning process of literature through Task-Based Language Teaching (TBLT).

The sixth preceding study conducted by Dian Islami Prasetyaningrum in 2018, named "Enhancing the Text Comprehension of Agricultural Students through Task-based Language Teaching (TBLT)". The research study used a Collaborative Classroom Action Research approach, with a total of 22 student participants. The results demonstrated that Task-Based Language Teaching (TBLT) may be effectively utilized to enhance students' proficiency in reading comprehension. The students' engagement in classroom activities increases as they are provided with greater opportunities during the course of instruction.

The study done by Dwi Puspitasari (2018) is titled "The Use of Task-based Learning to Augment Reading Comprehension Proficiency Among Tenth Grade Students of SMA Negeri 1 Sekampung in the Academic Year 2018/2019." The researched topic uses Classroom Action Research (CAR) as the research approach. The study specifically targeted tenth-grade students enrolled in SMA Negeri 1 Sekampung Lampung Timur. The results suggest that the use in Task-based Teaching improves students' ability to comprehend literature. Task-based Studying is a promising approach for teaching and learning, especially in the field of reading comprehension, because of its several benefits.

In her 2017 study named "The Effect of Teaching Task-based Learning (TBL) on Students' Reading comprehension," Puspita Sari conducted the ninth research. This investigation was done utilizing an experimental design. The population for this study consisted of the tenth-grade students from SMA Cerdas Murni Tembung. The t-observed number was found to be bigger than the t-table value. Therefore, this study could have concluded as the utilization of Task-based Learning (TBL) has a noteworthy impact on students' reading comprehension.

The tenth significant study conducted by Irfan in 2017 is named "The Effect of Task-based Language Teaching on Students' Reading Comprehension". This study has an experimental group and a control group. Information was gathered by means of reading comprehension assessments. These findings revealed that students in the experimental group that were taught reading comprehension via TBLT outperformed those in the control group. The Task-Based Language Teaching (TBLT) approach proved to be successful in enhancing the reading comprehension skills the second grade students at SMA Negeri 1 Gandapura Bireuen.

The eleventh study conducted by Faiqotus Zahro (2015) was named "The Implementation of Task-based Learning to Improve the Tenth Grade Students' Reading Comprehension of SMA Muhamadiyah 2 Genteng in the Academic Year of 2014/2015." The study employed the Classroom Action Research (CAR) method. The results indicate that employing the Task-based instructional method may improve the reading comprehension for 10th-grade students. This technique has demonstrated that tasks may greatly assist students with learning reading, particularly comprehension of material.

Nahavandi (2013) conducted a study named "Task-based cycle in reading comprehension class" consisting of twelve studies. To conduct the research, two complete classes were selected. Subsequently, the the writter administered the therapy to the experimental group. The control group was not administered therapy. Following eight sessions, a post-test was administered. The examination of the collected data indicated a substantial disparity between both control and experimental groups in terms of the dependent variable, comprehension of reading.

The studies mentioned above serve as a point of reference for the the writter in this investigation. The the writter implemented the Task-Based Learning approach in an enormous classroom environment to teach reading, based on findings from three experiments. This study employs a method of quantitative analysis and utilizes the basic random sample technique. The the writter also identifies the several research subjects that pertain to the second year of middle school. This research involved two groups: one experimental and one control. The control group used traditional instructional materials for reading comprehension, while the experimental group was taught using the Task-Based Learning method. Both groups were assessed with pre-tests and post-tests to evaluate the effectiveness of Task-Based Learning. The study employed a multiple-choice reading test as its main tool, and the results demonstrated that Task-Based Learning improved students' post-test scores.

According to the above study, the use of task-based learning has the capacity to improve students' performance and competency in several parts of the English language, namely in the area of comprehension when reading.

This research aims to demonstrate the impact of independent implementation on students' reading comprehension skills. The author conducted an investigation to determine the impact of task-based learning on students' reading comprehension and their level of interest in literature. It's important for the writer to be familiar with and comprehend the problems which have come up in the present circumstances.

1. **Review Related Theories** 
   * 1. **Reading Comprehension**

Reading comprehension was the cognitive process that extracting and constructing information by actively engaging in the written word (Snow, 2002). Moreover, reading is a fundamental component of the educational method that learners employ to enhance their skills and expand their knowledge. Students are required to comprehend what they read throughout the act of reading.

Reading comprehension is defined by (Klinger, J. K., Vaughn, S., 2007) It is a complex process involving the interaction of multiple factors: readers, their background knowledge, their reading strategies, the text itself, their interest in the topic, and their familiarity with different text types. These elements work together to facilitate understanding of printed material. When there is interference in these interactions, readers may struggle to comprehend what they are reading.

In addition, Catharine Snow (2002) Reading comprehension is defined in various ways, with Snow categorizing the interacting elements into three main components: the reader, the text, and the activity. Snow includes the reader’s skills, abilities, knowledge, and experiences as part of the reader component. Snow Snow defines the text as any form of printed or digital material, while the activity includes the goals, processes, and results associated with a reader's approach to reading.

According to the description, reading comprehension is a cognitive process involving several interacting components that work together to derive meaning from the text. These components primarily include the reader, the text, and the activity. For effective comprehension, these elements need to interact smoothly; any interference between them can hinder understanding.

* + 1. **Approaches in Reading**

Spratt et al (2005, 21) Reading is defined as a process where readers respond to and link the text with their existing knowledge. When readers connect new information from the text with what they already know, they tend to retain the new knowledge longer. Thus, reading involves an interaction between the reader's mind and the text.In making sense of the ideas, there are some process undergoing in readers’ mind. Pourhosein Gilakjani & Sabouri (2016) stated that there are three types of the reading process. Those types as follows:

1. Bottom-up Model

This paradigm begins by decoding the smallest language units, such as phonemes, graphemes, and words and then builds meaning from the smallest to the largest components.

1. Top-down Model

To grasp it, use a text and connect these to fresh information obtained in the text. readers do not read every word of the text, but instead concentrate on identifying text words.

1. Interactive Model

As readers engage in the process of deciphering, it is important that they collaborate to offer mutual assistance. If they're experiencing difficulties comprehending the text, then may rely upon what they already know to help them. Readers who depend on the top-down approach extract meaning from textual hints, but they need to make up for deficiencies like inadequate word recognition and insufficient bottom-up processing. This method yields most optimal handling of text.

Essentially, the reading procedure involves the psychological engagement of readers with what they are reading. Reader use previous experience to comprehend the ideas conveyed within the text, so actively activating their cognitive faculties. Reader undergo a cognitive process to comprehend and make meaning of ideas. The procedures mentioned include bottom-up, top-down, and participatory.

* + 1. **Reading purposes and Strategies**

The forms and objectives of reading are intricately connected to the understanding of a text. Each individual's personality type determines their specific goals and objectives when it comes to reading, whether it be during or after the reading process. Rustan ( 2010,10) identifies some practices in reading comprehension in meaning to improve students reading ability. Those strategies as follows :

1. Scanning

Scanning refers to a rapid examination of an article with the purpose of locating specific information. The readers are seeking precise and targeted data, such as a name or a date.Scanning involves rapidly perusing a text in order to locate a certain piece of data.

1. Skimming

Skimming is the process of swiftly scanning a text to obtain the gist of it. It is a more extensive assignment that necessitates an overall view of the text and presumes a certain level of reading proficiency.

1. Semantic Mapping or Clustering

Readers can easily be overwhelmed by a series of ideas or occurrences.

Reading techniques, also known simply reading techniques, are employed to collect data and choose the most efficient methods for accomplishing a reading job. In his work, Brown (2004) delineates several classifications of reading.

1. Analytical Reading

Graphemic symbols, such as letters, phrases, and punctuation, are all elements of larger sections of speech in perceptive reading exercises. The process of working from the bottom to the top is implied.

1. Selective Reading

The classification can be primarily attributed to the evaluation methodologies employed. In order to evaluate an individual's ability to understand written text in terms of vocabulary, grammar, and conversational aspects of language within a brief timeframe, several assessment methods such as Picture-cued examinations, matching workouts, true or false inquiries, various-choice inquiries, along with other frequently utilized tasks are utilized. Examples of stimuli are sentences, brief paragraphs, and basic charts and graphs.

1. Interactive Reading

In order to preserve processed content, an interactive job is to identify pertinent elements (lexical, symbolic, grammatical, and conversational) in relatively short texts. These types of operations typically require top-down processing, however there may be situations where from the bottom up output is necessary.

1. Extensive Reading

Instead than requesting test-takers to focus on specific details, the objective of the evaluation is often to assess the overall understanding of a material by students. Processing from the top down is generally accepted.

From the given statement, it's clear that there exist three distinct categories and four specific approaches to reading. Scanning, skimming, and semantic cluster mapping are the three types of reading, The four types of reading styles have perceptive reading, select reading, active studying, and comprehensive reading.. Perceptive reading involves instructing pupils to examine each letter, word, and symbol individually. Selective reading is a technique used to analyze the grammar or structure of a piece or phrase. To actively participate through engaging reading, students must peruse a diverse array of books and derive information from them. On the other, extensive reading involves reading larger materials, which requires pupils to have the ability to fully comprehend the entire book.

* + 1. **Importance of Reading**

Reading is a crucial ability in several contexts, particularly in the discipline of education (Grabe, 2009). In modern times, students have significant requirements for readings due to the fact that every bit of information is presented in written form. The students must possess proficient reading skills in order to comprehend the substance of the book.

Furthermore, Harrison (2004, 3) argues that reading is important not just for acquiring knowledge but also for enhancing critical thinking skills. This capability formed the basis for the advancement of emotional, moral, and linguistic intelligence.

Reading is crucial for students because it helps in the cultivation if their expertise and the refinement of their moral, emotional, and linguistic intelligence.

* + 1. **Teaching Reading**

There are three primary activities to be carried out in teaching reading by the teacher. Brown (2004) states that the teaching activity of reading includes:

Pre-Reading Activity

In this activity, students have still refuse to participate in the reading activity, and the teacher is attempting to stimulate students’ knowledge of the issue under discussion. Students are guided through skimming and scanning activities to identify the topic and part of the knowledge offered. Students are also expected to understand some of the vocabulary used in the reading text. this task is just used to keep student’ attention, motivation, and enthusiasm up until the finish of the reading activity.

While-Reading Activity

This procedure is often regarded as fundamental to the comprehension process. Students persevere in reading the material and fully grasp all the information contained within it. Students are also encouraged to identify key ideas for each paragraph, comprehend all of the information, and incorporate any words cues. In this activity, the teacher allows students to focus on reading to easily understand and know what they have read so far.

Post-Reading Activity

It is the end of the reading segment. In this activity, the teachers attempt to asses students’ comprehension of the reading text. The evaluation process includes vocabulary, grammar, meaning, and summarizing the author’s aim. Furthermore, the teacher engages the pupils in an activity to help them learn these topics.

Therefore, it may be concluded that teaching reading comprehension constitutes a responsibility carried out by a teacher through the process of language learning. The teacher can help students to understand what they’ve read. The teacher should focus on the three task during the reading teaching process: pre-reading, reading, and post-reading. Furthermore, it is critical for teachers to consider developing material in reading that assisted students to transfer knowledge, be good readers, and remember that reading can contain both comprehension and understanding.

* + 1. **Reading Material and Assessment**

In implementing teaching learning activities, a design or plan is required to obtain good quality education. This design was used as a benchmark to obtain the expected learning achievements. This design that is made called curriculum. In accordance with Law 20 of 2003, paragraph 1, paragraph (19), a course of study is a collection of plans and arrangements that determine the content objectives, materials for learning, and methods utilized as guides for arranging lessons in order to attain sure academic objectives (Yunus & Heldy, 2015). The curriculum is structured by developing and strengthening attitudes, knowledge, and skills in balanced manner (Machali, 2014).

* + 1. **Pengertian Kurikulum Merdeka Belajar**

According to BSNP, the independent curriculum is the Independent Curriculum, which is a curriculum with diverse intracurricular learning where the content will be more optimal so that students have sufficient time to explore concepts and strengthen competencies.

In the learning process, teachers have the freedom to choose various open tools so that learning can be tailored to the learning needs and interests of students.

The independent learning curriculum or program was launched by the Minister of Education, Culture, Research and Technology (Mendikbud Ristek) Nadiem Makarim as a form of evaluation of improvements to the 2013 curriculum.

Previously, this curriculum was also referred to as a Curriculum Prototype which was one part of the government's efforts to produce the next generation who are more competent in various fields.

Freedom to learn is one of the programs initiated by the Minister of Education and Culture, Mr. Nadiem Makarim, who wanted to create a pleasant learning atmosphere and a happy atmosphere. The aim of independent learning is so that teachers, students and parents can have a pleasant atmosphere. Freedom to learn means that the educational process must create a pleasant atmosphere. Happy for anyone, happy for teachers, happy for students, happy for parents, and happy for everyone. Meanwhile, according to the Minister of Education and Culture, freedom to learn depends on the desire for educational outcomes to provide better quality and no longer produce students who are not only good at memorizing, but also have sharp analytical skills, thinking and a comprehensive understanding of learning to improve themselves.

* + 1. **Structure of Kurikulum Merdeka**

The structure of the independent curriculum consists of intra-curricular activities, projects to strengthen the profile of Pancasila students, and extra-curricular activities. The allocation of lesson hours in the curriculum structure is written in total for one year and is accompanied by suggestions for the allocation of lesson hours if delivered regularly/weekly.

There is no change in total lesson hours, only JP (lesson hours) for each subject is allocated for two learning activities, namely intracurricular learning and the project to strengthen the Pancasila student profile (co-curricular). For intracurricular learning it is 75% and co-curricular learning is 25%.

* + 1. **Merdeka Curriculum Learning Outcomes for Phase D (Class VII, Middle School)**

At the conclusion of Phase D, students engage with spoken, written, and visual texts in English to interact across various contexts, both formal and informal. They utilize different text types, including narratives, descriptions, procedures, short messages, advertisements, and authentic materials, as key resources for learning English. Students use English to discuss and convey their desires and feelings. Their comprehension of written texts advances, with emerging inference skills for interpreting implicit information. They create structured written and visual texts in English, employing a broader vocabulary and considering the purpose and audience in their creations.

Phase D Based on Elements.

|  |  |
| --- | --- |
| **Elemen** | **Capaian** |
| Listen and talk | By the end of Phase D, students use English to interact and share ideas, experiences, interests, opinions, and perspectives with teachers, peers, and others in diverse formal and informal settings. Through repetition and substitution of vocabulary, they grasp the main ideas and key details from discussions or presentations on familiar topics related to school and home life. They participate in discussions, offering opinions, making comparisons, and expressing preferences, and they clarify their responses using simple sentence structures and verbs. |
| Reading and Viewing | By the end of Phase D, students are able to read and react to both familiar and new texts that include previously learned structures and vocabulary on their own. They seek out and assess main ideas and specific details across different types of texts, whether in print or digital formats, including visual, multimodal, or interactive forms. They determine the purpose of the text and start making inferences to grasp implied information. |
| Write and present | By the end of Phase D, students convey their ideas and experiences in simple, structured paragraphs, demonstrating improvement in vocabulary and sentence structure. They plan, write, and present informational, imaginative, and persuasive texts, using both simple and compound sentences to build arguments and explain or defend their opinions with examples. |

* + 1. **Implementation of Kurikulum Merdeka**

The implementation of the Independent Curriculum (IKM) seeks to restore learning in order to realize the transformation of education in Indonesia in a better direction. In the Independent Curriculum, teachers can recognize students' potential more deeply in order to create relevant learning. The independent curriculum also allows teachers to implement fun learning because it can be done through project-based learning. The Merdeka Curriculum is a curriculum with diverse intracurricular learning where the content will be more optimal so that students have enough time to deepen concepts and strengthen competencies. Teachers have the freedom to choose various teaching tools so that learning can be tailored to the learning needs and interests of students. Projects to strengthen the achievement of Pancasila student profiles are developed based on certain themes determined by the government. The project is not directed at achieving specific learning achievement targets, so it is not tied to subject content.

* + 1. **Reading Material**

Recount text was a type of writing that narrates a tale, experience, activity, or events that occurred in the past. The primary objective of recount writing is to provide information or amusement to the reader. Hyland (2003: 87) outlines the typical form of a recount text as follows::

1. Alignment provides information on the individuals involved, the nature of the events, the location of the events, and the specific time at which they occurred. It refers to the contextual details provided in the text.
2. Events are accounts of occurrences that detail what transpired and the order in which they occurred. Events are categorized and explained in a sequential manner. Authors possess the ability to articulate their emotions in this section.
3. The term "re-orientation" refers to providing a concise overview of the entire material. The text features an optimal-closure to events/ending, with closing remarks offering an individual's perspective on the documented occurrences.

Recount texts possess certain characteristics and linguistic traits. According to Hyland (2003: 88), the linguistic features of recall text are as follows:

1. The utilization of nouns and pronouns to designate individuals, animals, or objects that are implicated. For instance, names like Luna, George, and pronouns like he and she.
2. Utilize past action verbs to reference previous occurrences. For example, prepared, delivered, informed.
3. Use past tense to located events in relation to speaker’s or writer’s time. E.g. we went to the beach yesterday.
4. Use conjunction and time connectives to sequence the event, such as next, first, that, then.
5. Utilization of adverbs and adverbial phrases to denote location and temporal aspects. As an illustration, at my educational institution, precisely forty-eight hours ago, with great caution.
6. Utilization of descriptors for the purpose of describing nouns. For example, attractive and sluggish.

In addition, to help the the writter collect the data of students’ reading comprehension the the writter uses multiple choice as an assessment. The multiple-choice technique is designed by modifying the anticipated reaction style, where students are required to choose the proper word among the offered alternatives rather than constructing a response that fits the blank. Brown (2004) suggests that a multiple choice examination should encompass several aspects of understanding, including the following features:

1. topic
2. Expressions
3. Implied detail
4. Grammatical features
5. Detail
6. Unstated details
7. Supporting idea
8. Vocabulary
   * 1. **Task-based Learning**
   1. **Definition of Task-Based Learning**

Task-Based Learning is a method of dealing various tasks in which students emerge as the focal point of their own learning process in order to create critical thinking. According to Richards and Rodgers (2001) states that Task-Based Learning refers to a method based on use of tasks, which is the primary unit of planning and guidance in language acquisition. Task-Based Learning is a technique of language instruction that relies on task practice. The goal of this task is to provide as realistic a context for language learning as possible. The task is defined in terms of what students will do in the classroom (Nunan, 2004).

Implementation of Task-Based learning emphasizes on the use of educational activities in class assignment that require students to understand, manipulate, produce, or interact in the target language, with an emphasise on understanding rather than form. Students worked on assignment, reflect on their findings, and learn the terminology used in discussion (Willis, 1996). Task-Based Learning activities are thought to help students improve their academic and interpersonal skills. In brief, Task-Based Learning can help students develop target language through communicative tasks.

Based on the definition above the the writter can conclude that Task-Based Learning is a method in which students rather teacher take the center stage in the classroom. Task-Based Learning is a method of teaching English that focuses on the use of tasks in class assignments to help students understand, manipulate, produce, or interact in the target language, allowing students to focus on understanding the text rather than form.

* 1. **Principles of Task Based Learning**

Although proponents of Task-Based Learning education may have distinct objectives and beliefs, Swan (2005: 377) asserts that there's a general consensus on these principles:

1. Teaching languages must largely focus on natural or natural use of language, including an emphasis upon actions that prioritize meaning above language itself.
2. Instruction should prioritize student autonomy over instructor authority.
3. To be able to acquire accurate language skills, there is required to become actively involved with the process of learning, as solely natural education alone is rarely successful in reaching native-like proficiency. By actively participating with learning a new language, one can develop regular language traits whilst benefiting from the benefits of natural interaction.

Furthermore, Nunan (2004) outlines the fundamental concepts of task-based learning as follows: (a) Scaffolding refers to the instructional framework and resources designed to give assistance and support to pupils. (b) Task-chains: sequences of exercises, activities, and tasks. Each workout, activity, and assignment should be based on and expand upon the ones that have come before. (c) Words recycling: the practice of reusing language to optimize learning chances. (d) Organic Learning: Language proficiency improves more effectively through progressive development. (e) Active Learning: Active learning refers to a method in which students achieve optimal learning outcomes by proactively participating in the practical application of the language they are acquiring. They acquire knowledge via practical experience. (f) Integration: Integration refers to the incorporation of grammar and its use in communications. (g) Reflection: Reflections refers to the process of providing students with chances to contemplate and evaluate their learning progress and performance.

* 1. **Advantages of Task-Based Learning**

According to Richards & Rodgers (2001: 223), the use of task-based learning can provide better context because it can involve students more in the learning process so that learners have better opportunity to learn. Active involvement of students in the use of tasks can encourage students to think critically and creatively in the process of completing the assigned tasks.

In the words of Richards & Rodgers (2001: 228), activities provide better conditions for receiving or producing spoken language, two are considered crucial aspects of language acquisition. They said that assignment can serve as a means of help for the processes of negotiation, modification, rephrasing, and experimenting, every one of them help ensure the achievement of acquiring a second language.

Task-based learning has several benefits. Firstly, it has a chance to engage students actively with the procedure of teaching and learning. Furthermore, provide students with enhanced learning experiences that involve the active engagement in the process of creating meanings. Furthermore, it offers several possibilities for students to acquire knowledge through practical application, since students are obligated to actively participate in physical activities while completing tasks. Task-based learning can enhance students' awareness of shape-focused attention.

* 1. **The Procedure of Task-Based Learning**

Task-based Learning provides language instructors with a different learning technique. In the Task-based learning session, the teacher does not pre-determine the specific language that will be taught. The subject matter revolves around the accomplishment of a primary objective, and the language being studied is determined in parallel with the pupils' fulfillment of the work. Frost, who was as cited in Buyukkarci (2019), outlines the following specific stages:

1. Pre-task

The teacher initiates the topic and provides the students with explicit instructions on what duties they must complete. This guidance may assist the students in recollecting relevant terminology that might be beneficial for completing the activity. In the pre-task stage, it is also possible to include the playback of an audio file including individuals performing the job. This provides the pupils with a clear exemplar of what is expected from them. The kids have a knack for jot down data and allocate opportunity to make necessary preparations before the work.

1. Task

The students collaborate in pairs to accomplish an assignment, utilizing their language skills while the teacher supervises and provides assistance. The second stage encompasses a session that primarily focuses on conversational skills and the explicit creation of ideas. Additionally, it provides opportunity for pupils to take risks. Another aspect of this phase is establishing common objectives and providing adequate support to facilitate students' attempts at communication.

1. Planning

Students prepare a concise verbal or written presentation to elucidate the discussion on the proceedings of their job. Subsequently, they start rehearsing what they'd like to communicate within their own groups. Meanwhile, the teacher is ready for students any inquiries on language clarification or other language-related queries they might have.

1. Report

Subsequently, students can present their findings verbally to the class or read out their written presentation. The teacher determines the sequence in which students deliver their reports and can offer them with immediate feedback on identical work for the purpose of comparison. This phase aims to achieve pedagogical objectives, including facilitating the repetition of the assignment, promoting analysis on the task's execution, and encouraging the student to address any challenges encountered throughout the task in question.

1. Analysis

The teacher thereafter selects pertinent sections from the recorded material for the pupils to scrutinize. Students might be prompted to observe noteworthy characteristics in this piece of writing. The teacher might also emphasize the language employed by the pupils throughout the report phase for the purpose of analysis.

1. Practice

Finally, the teacher chooses specific language topics to focus on, taking into account the students' requirements and the outcomes of the assignment and report stage. Subsequently, the students engage with practical exercises aimed at enhancing their self-assurance while also taking notice of helpful linguistic expressions.

Thus, when implementing Task-Based Learning activities, teachers can adeptly modify the aforementioned methods. The aforementioned techniques can be modified according to the learning objectives and the skill level of students so as to establish ideal circumstances for effective learning.

* 1. **Types of Assignments of Task-Based Learning**

Rad & Jafari (2013) state that task-based language teaching suggest that it is important for teachers to be able to manage a variety of different task demands and provide scaffolding/ladders to facilitate language learning. At the same time, foreign language learners should also be familiar with these strategies which can enable them to get better language learning outcomes.

In Task-Based Learning activities, there are several types of assignments made by students. Willis, (1996) suggest the types of assignments, namely:

1. Listing

This exercise aims to generalize the talks conducted by students so as to discover responses to emerging concepts. The method of these activities has two components, namely: (1) brainstorming, where students exchange their knowledge and experiences with their peers, and (2) researching, where learners gather information by posing inquiries and consulting reference materials. The outcome of this practice is a preliminary map of thoughts or concepts.

1. Ordering and sorting

This activity involves four primary processes: (1) sequencing, which refers to arranging events in a logical order, (2) ranking, which involves evaluating individual qualities or particular criteria, Classification is the process of grouping items based on their category, whereas classification was the process of organizing items when classification is not utilized.

1. Comparing

Basically, this task involves comparing identical data obtained from several sources or versions. It is carried out with the aim of discerning the identical and/or divergent objectives or intentions. This research encompasses three primary elements: (1) doing matching to discern and establish connections between different things, (2) searching for commonalities, and (3) identifying disparities.

1. Problem solving

This task requires knowledge of human intellect, human and mind power. The task are interesting and fun. The work process and time given vary greatly depending on the type and complexity of the problem at hand. The problems that can be applied to this task come from everyday life.

1. Sharing personal experiences

This task intended to encourages students to be able to freely discuss themselves and share their experience with other learners. The results of this interaction are related to social life.

1. Creative tasks

The tasks in this activity are often referred to as projects and involve groups of students in a variety of creative tasks that are freer. Organization skills and group work are important to carry out the task.

1. **Theoretical Framework**

Task-Based Learning is a learning method that focuses on student activity. In this study the the writter tries to find out whether the application of the task based learning method can affect students’ reading comprehension. In the research process the the writter carried out activities which included observation, application task based learning and students test.

All of the theories and description that have been stated by the the writter used as the basic for making questions of the data instrument. In the same light, it also help the the writter to answer the two research question of this research namely: first, the implementation of TBA and second, whether task helped students in achieving learning goals.

1. **Hypothesis**

A hypothesis constitutes a provisional judgment or view derived from the contextual information of a research topic. Given the views and issues of reading that were presented, the writer puts up the following hypothesis:

1. Alternative hypothesis (Ha): The use of task-based instruction has a substantial impact on the reading comprehension of eighth-graders at SMP Negeri 9 Tegal.
2. Null Hypothesis (H0): The use of task-based instruction does not have a substantial impact on the reading comprehension skills of eighth-graders at SMP Negeri 9 Tegal.

**CHAPTER III**

**METHODOLOGY**

The aim of this study is to elucidate the impact of Task-Based Teaching discussions upon reading comprehension of students in second grade at SMP Negeri 9 Tegal junior high school during the academic years of 2024/2025.

Hence, this chapter covers research methodology, various study kinds and concepts, the intended populace, choosing samples, sampling methodologies, variables used for research, methods of data collecting, research tools, and data analysis techniques.

1. **Research Approach, Type of research, and Design of the Research**
2. **Research Approach**

The research methodology employed in this study is a quantitative study. According to Sugiyono (2013), quantitative research is an inquiry into an identified problem, based on testing theory, measured with numbers, and analysed using statistical techniques. The writer was using two group design (experimental group and control group) at this research. This research done only based on facts or phenomenon at SMP Negeri 9 Tegal about the application of Task-Based Learning in reading class of the second grade students.

1. **Research Types**

This study is a controlled study aimed at identifying the causal linkages between the dependent variables (cause) and the independent variables (effect). Sugiyono (2013) defines experimentation as a method used to determine the presence and direction of an effect between variables in a study.

The investigator interacts with the outside world, manipulates the variable that is independent, and subsequently observes the outcomes.

The primary differentiating characteristic of experimental study is the deliberate modification or intervention conducted by a the writter (Larry Christensen, 2014). The present study investigates the potential impact of the Task-Based Learning method on students' reading comprehension. This study was conducted among eighth-grade students at SMP Negeri 9 Tegal during the second semester of the academic year 2024/2025. The objective is to determine the impact of implementing task-based instruction on students' reading comprehension.

1. **Research Design**

This research utilizes a real experimental approach, namely a two-group model. In the present study, the the writter randomly assigned participants to two distinct groups, each experiencing different conditions. The initial group constituted the experimental group, which underwent an experimental treatment including Task-based Learning. In contrast, the second group served as the control group and was exclusively instructed utilizing the conventional learning approach.

|  |  |  |  |
| --- | --- | --- | --- |
| 𝑅1 | 𝑂1 | X | 𝑂2 |
| 𝑅2 | 𝑂3 | - | 𝑂4 |

In which:  
R1: Group of experimental  
R2: Group of experimental   
O1: Preliminary assessment for the experimental group   
O2: Evaluation conducted after the experiment on the group being studied   
O3: Pre-test administered to the control group   
O4: Control group post-test   
X: The experimental class

1. **Population, Sample, Technique of Sample** 
   * + 1. **Population**

Population is generalization area which consist of subject/object that has certain quality and characteristic. It is created by the the writter. Then it will be studied to get the conclusion (Sugiyono, 2013).

All 230 pupils from eight classrooms in the second grade at SMP Negeri 9 Tegal during the academic year 2024–2025 comprise the population of this study.

* + - 1. **Sample**

The sample represents a subset of the general public that possesses certain quantity and characteristics (Sugiyono, 2013). Here the sample must truly reflect the state of the population, meaning that the conclusion from the research results drawn from the sample must be conclusions on the population.

In this research, the writer takes 61 students as sample of the research. From the population which consists of all the second grade students in the eight grade of SMP Negeri 9 Tegal. The the writter takes two classes as the sample in this research. Group I is experimental group (VIII F) consists of 31 students and Group II is control group (VIII G) consists of 30 students.

* + - 1. **Technique of Sampling**

The the writter employed the method of random sampling, which ensures that every individual in the population has an equal probability of being selected (also known as systematic or probabilistic sampling). A sample is a subset of a population that is selected randomly, which enables the findings to be applied to the entire population (Creswell, 2013).

Sampling technique that used by the writer in this research is simple random technique. Sugiyono, (2013) defines.

In this research the the writter was randomly assigns 31 students of VIII F as experimental group and 30 students of VIII G as control group. Therefore, VIII F as the experimental group were given treatment by using Task-Based Learning, while VIII G as control group without using Task-Based Learning.

1. **Research Variable**

This research used two variables. They are independent variable and dependent variable. Sugiyono (2013) defines that independent variable which influence or cause the dependents appears, and dependent variable which is influence or as the results from the independent variable. Variable in this research divided in two categories ;

1. The independent variable is The Effect of Implementation Task-Based Learning
2. The factor that is dependent was students' understanding of reading.
3. **Data Collecting Technique**

Two techniques of data collecting, namely questionnaire and evaluation, were employed to ensure the accuracy of the data. Initially, the the writter devised a questionnaire. The questionnaire was created by altering several questions. It pertains to the stored data that aids the the writter in collecting the requisite information. This study employ the above approach to collect data pertaining to the analysis of the object, namely a compilation of students' experiences and perceptions on the Task-based learning method.

Subsequently, the the writter proceeded to conduct a test, which is a set of questions and tasks designed to evaluate the achievement or competence of an individual or group.

Reading Test

* + - 1. Reading comprehension test

The the writter administers assessments to measure reading comprehension. Data is collected using a pre-test and post-test. Every exam consists of 27 items. The examination comprises of textual passages and corresponding questions which pertain to what was covered in class.

* + - 1. Try-out test

Previous to the the writter's use of the assessment instruments in the teaching and learning process, it underwent a preliminary trial. The purpose of this test is to evaluate the reliability and accuracy of the measure. The test instruments were assessed for internal validity and reliability.

* + - 1. Pre-test

Pre-test were given to know how far the basic skill of students reading comprehensive.

* + - 1. Post-test

The writer conducted a Post-test during the previous meeting to evaluate student scores and progress. This study was conducted to assess the effects of implementing task-based education on respondents' reading comprehension. The examiner gathered the test data in order to examine the students reading proficiency.

1. **Research Instrument**

The the writter collected information for this research by the provision of an examination and questionnaire. The examiner created an open-ended reading exam as a tool. The reading examination had a total of 45 numerical values. The students were given a time limit of 45 minutes to complete a test with multiple choices. The survey was delivered simultaneously with a subsequent activity. The questionnaire consisted of a total of 12 items, covering various aspects such as students' familiarity with Task-based learning, the application of Task-based learning in reading comprehension, and students' opinions on learning reading comprehension using Task-based Learning.

Afterwards, the examiner conducted an essay evaluation on those students who did not participate either test of the instrument. This indicates that the the writer conducted the test on a group of persons who had similar abilities, but did not compare it to a previous sample to evaluate the exam's validity and reliability. The examiner presented a test that was meant as the final assessment, to evaluate its validity and reliability. For an evaluation to be effective, it is crucial to have validity and reliability. The rationales were given in the following manner:

* + - * 1. Validity test

|  |  |  |  |
| --- | --- | --- | --- |
| **Question Number** | **Perso Correlation R (Count)** | **R Table** | **Evidence** |
| 1. | 0,520 | 0,355 | Valid |
| 2. | 0,650 | 0,355 | Valid |
| 3. | 0,735 | 0,355 | Valid |
| 4. | 0,668 | 0,355 | Valid |
| 5. | 0,689 | 0,355 | Valid |
| 6. | 0,574 | 0,355 | Valid |
| 7. | 0,629 | 0,355 | Valid |
| 8. | 0,548 | 0,355 | Valid |
| 9. | 0,725 | 0,355 | Valid |
| 10. | 0,685 | 0,355 | Valid |
| 11. | 0,568 | 0,355 | Valid |
| 12. | 0,425 | 0,355 | Valid |
| 13. | 0,542 | 0,355 | Valid |
| 14. | 0,616 | 0,355 | Valid |
| 15. | 0,861 | 0,355 | Valid |
| 16. | 0,779 | 0,355 | Valid |
| 17. | 0,457 | 0,355 | Valid |
| 18. | 0,460 | 0,355 | Valid |
| 19. | 0,569 | 0,355 | Valid |
| 20. | 0,646 | 0,355 | Valid |
| 21. | 0,581 | 0,355 | Valid |
| 22. | 0,774 | 0,355 | Valid |
| 23. | 0,466 | 0,355 | Valid |
| 24. | 0,850 | 0,355 | Valid |
| 25. | 0,732 | 0,355 | Valid |
| 26. | 0,560 | 0,355 | Valid |
| 27. | 0,680 | 0,355 | Valid |

Table 1

The validity of research refers to the degree of correctness or veracity of the conclusion derived from the findings of a study. Prior to administering the test to the experimental and control classes, it is extended to additional students who were not part of these groups. The findings were characterized in the following manner:

The author found that the r-test findings may be presented in a clear and concise manner in the given table after using SPSS to compute the validity. The r-table with a significance level of 5% and N=20 equals 0,444 was then mentioned. Twenty-seven r-test questions had scores higher than those in the r-table, based on the data in the table. For more information, see page 90's appendix 2. It means that the test was accepted as valid.

Test Reliability

Reliability of research is defined as the level of accuracy, stability, and reproducibility of the findings of a study (Christensen, 2014). Test reliability is the assessment of the test's ability to accurately calculate the intended variables. It signifies that the test consistently yields same results at each occurrence. SPSS can provide an overview of the results obtained from the following data calculations:

**Reliability Statistics**

|  |  |
| --- | --- |
| Cronbach's Alpha | N of Items |
| .930 | 25 |

Table 2

The reliability test's criterion for making decisions is that the test or questionnaire is considered reliable or consistent if the Cronbach's Alpha value is more than 0.60, as shown in the table. It is clear from the data in the table that the Cronbach's Alpha value is 0.930, which is higher than the 0.60 cutoff. Therefore, it may be said that every inquiry is reliable.

1. **Analyzing Data Technique**

The objective of data analysis was to ascertain the students' viewpoint on the utilization of the Task-based Learning approach. The the writter administered the questionnaire and exam to the eighth-grade pupils.

The the writter assessed the findings survey and computed the responses as a percentage based on the analysis. Subsequently, the the writter placed the findings on the table. Next, the the writter presented and analyzed the findings obtained from the questionnaire.

The the writter utilized SPSS Statistics 22 software for analyzing the test outcomes. Various statistical tests, including normality examination, homogeneity test, paired sample T-test, and independent sample T-test, were employed to interpret the experimental findings and assess the impact of implementing the Task-oriented Learning method on instruction in reading comprehension.

|  |  |
| --- | --- |
| Objective of research | Instrument |
| Task-based Learning implementation in reading class. | questionaire |
| The effect towards students’ reading comprehension. | Pre-test & post-test |