CHAPTER I

INTRODUCTION

The goal of this research is to investigate the effectiveness of task-based language teaching and conventional strategy in reading comprehension and vocabulary mastery. In this chapter the researcher serves seven topics related to the study. Those topics cover background of the research, research questions, objective of the research, research hypothesis, significance of the research, scope and limitation of the research and definition of key terms.

A. BACKGROUND OF THE RESEARCH

Vocabulary is a part of language teaching that support all skills. We may know about the position of vocabulary in language teaching and learning process. In language teaching and learning process, vocabulary is a basic element, but it has a great support to master for skills in language teaching and learning process. Richard and Renandya (2007) state that vocabulary is a core component of language proficiency, and provides much of the basis for how well learners speak, listen, read and write. Without having sufficient vocabulary, the students will have difficulties to know the meaning of what they listen and read as well as to express their aim in communication. Conversely, if they master more vocabulary items, they will have a better opportunity to master the language. In addition, increasing vocabulary provides the basis for developing students' ability in communication.

The students of junior high school graduates are expected to be able to communicate or to participate in the creation of texts that serves their daily needs to entertain themselves, to read manuals, to carry out transactional exchanges and to write simple narratives, descriptions, reports and recounts. So, the functional level is the literacy target for junior high school graduates (Depdiknas, 2006: 307). One of the problems that students encounter in establishing fluent oral communication is the huge number of words they have to learn. Sutarsyah (2008) states that in the 1984 curriculum students have to master 4.000 vocabulary items, and in the 1994 curriculum students have to master 3.000 vocabulary items. This vocabulary size is considerably difficult to master by the students. Junior high school students are often aware of the fact that constraints on vocabulary knowledge which can significantly hinder their success in oral communication in target language.

The competency-based curriculum and the school-level curriculum (KTSP) on Kurikulum Tingkat Satuan Pendidikan or previous curriculum emphasize on the development of communicative competence covering linguistic competence, discourse competence, social-cultural competence and strategic competence. While curriculum K-13 emphasizes on combining domain of the previous curriculum with the idea of competence, performance and genre-based approach for English subject. Linguistic competence includes such components as grammar, vocabulary and pronunciation. Vocabulary as one of the components of linguistic competence seems to be considered necessary. This is even so as the

secondary school students are required to have sufficient vocabulary mastery to do English national examination successfully.

There is no guidance concerning what vocabulary level and how many words students should acquire to succeed in English National Examination. Aziez (2011) in his research on examining the vocabulary levels of Indonesia's ENE (English National Examination) texts, showed that on average JHS (Junior High School) and SHS (Senior High School) ENE's belong to 4.000-word level. JHS ENE texts require students to know 109 new word families or 24.29% of the total types in the texts, while SHS ENE texts require them to know 93 new word families or 21.60% of the total types in the text. It can be concluded that the students will be succeeded in ENE if they master 4.000 vocabulary items. The findings should raise awareness among teachers of the importance of the vocabulary level.

Teachers should analyze the selection of vocabularies presented in teaching vocabulary to gain the students' vocabulary mastery. Vocabulary teaching aims at enabling learners to understand the concepts of unfamiliar words, gaining a greater number of words, and use words successfully for communicative purposes. Practice in foreign language classroom vocabulary is taught unsystematically, generally arising because one student has a problem with a word that has come up in the lessons. Hunt and Beglar cited in Cahyono and Widiati (2008) describe three approaches to vocabulary teaching and learning: incidental learning, explicit instruction and independent strategy development. Moreover, Cahyono and Widiati (2008) define that incidental learning is learning vocabulary

as a by product of doing other language activities, for example, reading and writing. Explicit instruction subsequently refers to intentional learning of vocabulary through instruction. Independent strategy development concerns with equipping learners with strategies for vocabulary learning.

Incidental vocabulary learning is viewed as an essential part of second language acquisition. Lufer and Hulstjin (2001) point out that incidental vocabulary acquisition means that leaners acquire the vocabulary incidentally when they are carrying out other learning tasks. Incidental vocabulary acquisition can be defined as the acquisition of vocabulary as a by product of any activity. While intentional learning of vocabulary on other hand, refers to the kind of learning that considers memorization of vocabulary information as its primary purpose. It involves investing the necessary mental effort and memorizing the words until learners know their meanings (Koren, 1999).

Many researches have been conducted in terms of the two modes of vocabulary learning: incidental and intentional vocabulary learning. Alemi and Tayebi (2011), investigate the role of incidental and intentional vocabulary learning. Their research was divided in two parts: first part A examines the difference between different modes of presentation, incidental and intentional vocabulary learning. Part B investigates the impact of the use of language learning strategies. The results of part A shown by t-test indicate that there is no significant difference between the two modes. The finding of part B indicates that, as the degree to which the students' use of vocabulary strategy use increases, so does their use of reading strategy use. Ahmad (2011) explores the distinction between

intentional and incidental vocabulary learning and analyses statistically their effects on Saudi ESL learners' ability to understand, retain and use new words actively in different situations. The finding demonstrated that incidental type performed significantly better than the intentional type. But intentional learning contributes significantly to the beginners' and intermediate learners' vocabulary learning.

Kamalian et all (2017), this research investigated the effect of task-based reading activities such as text completion and pupil generated questions on vocabulary learning and retention of Iranian Intermediate EFL learners. The finding indicated that using task-based reading activities such as text completion and pupil-generated questions had significant and meaningful impact on Iranian EFL vocabulary learning and retention. The findings of the present study indicated that reading comprehension can be improved by using task-based instruction, especially information-gap, opinion-gap, reasoning-gap and problem-solving tasks. It also shows there is a high correlation with task-based instruction (TBI) and incidental vocabulary learning, and that TBI could have significant effect on improving the vocabulary knowledge of Iranian University students that are similar with the particular findings on this study. The results of the study also revealed that the participants in TBI, who were asked to do the tasks, improved their performance. The student-to-student interaction while performing the tasks provided opportunities for them to talk about vocabulary and monitor the language they used. TBI improved their interaction skills while they did tasks in the classroom.

Keihaniyah (2014), investigated the effect of post-reading questions on vocabulary learning. The results indicated that there is a high correlation with reading comprehension and incidental vocabulary learning. Derakhshan and Khodabakhshzadeh (2011), investigated the effect of task-based reading activities on vocabulary learning and retention of Iranian intermediate EFL learners. Recently, task-based language teaching has gained special attention in every language teaching context and the Iranian context is not an exception. Like many other fields of study, Iranian scholars have focused on the hot topics of the day and have conducted a wealth of empirical research across various fields of study.

The condition of the words in a text has a great influence on readers' comprehension and the comprehension depends on the extent that the words in a text are familiar to the readers. The familiarity of words implies that the readers have already met the words for many times and they have been stored in the students' long -term memory. In contrast, the words that are infrequent are usually considered difficult for most readers. English teachers in the Junior High School level has tried the different methods in vocabulary teaching. The general method is by providing the list of vocabularies with meanings given in their first language. The huge number of words that students should memorize make the retention of the words less to memorize. As the result, the students have difficulties in comprehending the reading materials.

During reading students usually consult on their dictionary when they face difficult words. One way to help the students in comprehending the reading materials is using task given by the teacher. The task as an activity that involved

students to interpret the information in the text includes identifying the topic of the text, identifying the specific information, identifying the details, identifying the implicitly stated information and identifying the meaning of word or sentences. In short, reading task was a piece of work based on reading materials and reading comprehension. Students did different kinds of activities by using what they were learned and their schemata to achieve a certain reading purpose. By doing so, students understand the text, learn and use the new expressions and try to improve their comprehensive ability.

To make the students comprehend the text on reading material and reading comprehension, the teacher should select strategy that really appropriately to help students comprehending the text and make the student improve their comprehensive ability. The way to make the students comprehend the text was by giving the task. The stages of the strategy should contain special part of giving a task to them. There is a strategy that have stages or phases relating to giving a task, that is task-based language teaching. This strategy is suitable for solving the situation.

Task-based language teaching or activity-based language teaching could be defined as a communicative teaching approach, which offered the students opportunities to learn and use the language by doing activities. The primary focus of classroom activity was the task and language was the instrument, which the students use to complete it. The task was an activity in which students uses language to achieve a specific outcome. Other, communicative teaching approach,

which offered the students opportunities to learn and use the language by doing all kinds of things, which were likely to happen in the real life.

The task-based language teaching framework consists of three phases: pre-test, task-cycle and language focus (Wills, 1996: 38). The pre-task phase has two basic functions: (1) To introduce and create interest in doing a task on the chosen topic; (2) To activate topic-related words, phrases and target sentences that were useful in carrying out the task. The task-cycle consists of tasks plus planning and reporting phases in which students presented spoken or written reports of the work done in the tasks. During the task phase, students works in pairs or groups and use whether linguistic resources they possessed to achieve the goals of the task. Before doing task-cycle, the researcher exposes the students to language in use by having them read a text relates to the task topic. The final phase in the framework, the language focus, provides an opportunity for form-focused work. In this phase, some of the specific features of the language, which occurred naturally during the task, were identified and analyzed. Among the possible starting points for analysis activities were functions, syntax, words or parts of words, categories of meaning or use, and phonological features. Following the analysis activities, this phase also contains a practice stage in which the students conducts practice of the few words, phrases or patterns, which occurred in the analysis activities.

A number of the research have been conducted in relation to investigating the effectiveness of task-based language teaching to increase the reading ability. Hayati (2010) found students who were taught reading skills via

task-based language teaching had a better academic performance, and reading comprehension was more effective. The other researcher, Iranmehr (2011), proverb that task-based language teaching was successful to increase the reading ability by teaching ESP through tasks. Demirel and Amer (2017) investigated the effect of task-based language teaching on reading comprehension in EFL students at Cyprus International University which become experimental group and Mediterranean Karpasia University, which become control group. The result showed experimental group has done better more than control group. It has seen that task-based language teaching was more effective than communicative method in teaching reading comprehension.

In addition, task-based language teaching is very successful strategy in which teacher attempts to activate the learners background knowledge by asking learners to complete tasks. Task-based language teaching was a more effective, authentic, meaningful and purposeful in pre-reading phase. It was more elaborate and complete. Nahavandi (2011) investigated the effect of task-based activities on EFL learners' reading comprehension and suggested that reading comprehension can be improved by using TBLT, especially information-gap, opinion-gap, reasoning-gap and problem- solving tasks. When students have part of the information that another student does not have, they try to fill the gaps of their understanding by sharing their ideas and to solve the problems they face in answering comprehension questions. Nahavandi and Mukundan (2013) focused on task-based language teaching and investigated the effect of task-based cycle on

reading comprehension classes. The results of the study showed that applying in elements of task-based cycle affected students' reading comprehension positively.

Based on the previous studies above, the researcher wants to analyze the position of this research to improve students' reading ability by using task-based language teaching. This research employs an experimental research design with non-randomized control group pretest and posttest while the sample of this research uses junior high school students as like the research by Nahavandi and Mukundan (2013) and Nahavandi (2011) but with different grade of education. This research focus on the stages of task-based language teaching that is pre-task, cycle task and language focus while the research from Demirel and Amer (2017) focus on phases of task-based language teaching but only one skill. The result of the research by Nahavandi and Mukundan (2013) and Hayati (2010) focus only on phase of task-based language teaching that is cycle task phase while Nahavandi (2011) focus on types of task in task-based language teaching such as information-gap, opinion-gap, reasoning-gap and problem- solving tasks. In addition, the result of Iranmehr (20011) focus on the phases of task-based language teaching with different material that is in ESP reading comprehension.

Consequently, this research attempts to shed light on the effectiveness of using task-based language teaching in reading ability and vocabulary mastery of eighth grader students at SMP Negeri 1 Sumbergempol. The use of task-based language teaching was aimed at helping the students to solve the problems, especially in reading and vocabulary. The purpose of conducting this research at eighth grader students is to examine the effectiveness of using task-based

language teaching compare to conventional strategy in reading ability and vocabulary mastery.

The researchers try to fill recommendation from previous studies by investigating task-based language teaching on reading ability and vocabulary mastery of the students, which are more active and practiced in different level of education. The researcher takes an intermediate level that would give valuable insight on the use of reading strategies facilitated by task-based language teaching. It helps the students to find the value of learning under this strategy and becoming autonomous learners.

B. RESEARCH PROBLEM

Most of the empirical studies show the use of conventional strategy to aid vocabulary learning. Using the alternative strategy that offered in this research namely task-based language teaching, can hopefully enhance vocabulary learning. This research aims to answer the following questions:

1. Do the students who are given task-based language teaching significantly have better reading ability and vocabulary mastery than those who are given conventional strategy?

C. OBJECTIVE OF THE RESEARCH

Conducting this research, the researcher has several purposes to solve the problem that they found in the research area. The researcher wants to:

1. Investigate the students who are given task-based language teaching and who are not given the strategy in reading ability and vocabulary mastery.

D. RESEARCH HYPOTHESIS

The researcher has drawn research hypotheses formulated as follows:

1. $(Ho)_1$

The students' reading ability and vocabulary mastery improved by using task-based language teaching has no difference from that improved by conventional strategy.

$(Ha)_1$

The students' reading ability and vocabulary mastery improved by using task-based language teaching is better than that improved by conventional strategy.

E. SIGNIFICANCE OF THE RESEARCH

The result of this research can give both theoretical and practical advantages for English teachers, and further researchers. Theoretically, the result of this research provides more knowledge and theoretical frame work for

teachers in teaching and learning English by using task-based language teaching.

In practical terms, for the English teacher, where this research will conduct. The result of this research can be one solutions of their teaching problems related to the students' reading ability and vocabulary mastery. For other English teacher, the result of this research will take as consideration to help the students in reading ability and vocabulary mastery. While, for further researcher, the result of this research can use as previous to conduct the research by using task-based language teaching in reading ability and vocabulary mastery. For students, by offering the students opportunities to learn and use language through doing activities, this strategy stimulated them to read and to understand the reading texts. By using task-based language teaching, the learning and teaching activities were better than when they were conducted conventional strategy. Therefore, the students achieved better scores.

F. SCOPE AND LIMITATION OF THE RESEARCH

This research will deal with the implementation of task-based language teaching in students' reading ability and vocabulary mastery. It will concern on the effectiveness of task-based language teaching compare to conventional strategy in reading ability and vocabulary mastery of the eighth grader students' of SMP Negeri 1 Sumbergempol. The research will use several recount texts.

There are two variables will investigate in this research: dependent variable (students' reading ability and vocabulary mastery) and independent variable (task-based language teaching and conventional strategy). The researcher will prepare some instruments: pre-test and post-test.

G. DEFINITION OF THE KEY TERMS

There are some terms utilizes in this research, task-based language teaching, conventional strategy, reading ability and vocabulary mastery. To avoid misunderstanding and misinterpretation, it is important to give definition for the terms used in this research. The terms are defined as follow:

Task-based language teaching is a communicative teaching approach by given students' opportunity to learn and comprehend the task assigned with recount text. Then present the result of their discussion. The way how to apply this strategy should follow the phases, it consists of three phases; *pre-task, cycle-task* and *language focus*.

Conventional strategy is a language teaching approach commonly used in classroom to teach reading and vocabulary. Teacher asks the students read silently the passage for about 10 minutes, teacher give 50 minutes to do a question prose by teacher. Teacher did not divide into several groups and they did not discuss the reading passage.

Reading ability is the eighth grades' ability to identify the topic or the main idea of the text, the detail or specific information of the text, the

implicitly stated information and meaning of words or phase based on context correctly in the form of recount text.

   Vocabulary mastery is ability in recognition of words (past form) which is measure in the vocabulary recognition test. The test in the form of matching word items tests by matching the correct definition of the words, and the vocabulary mastery is achieved when the score is above the average score.