

CHAPTER II

REVIEW OF RELATED LITERATURE

The objective of this research is to examine the effect of task-based language teaching compare to conventional strategy in reading ability and vocabulary mastery. This chapter is showing some theories related with the research as the references and basic of the research. This chapter covers about ELT development, definition of reading ability, level of reading ability, kinds of reading, phases of reading process, reading strategies, definition of vocabulary mastery, kinds of vocabulary, vocabulary mastery strategy, vocabulary teaching, definition of task-based language teaching, three phases of task-based language teaching, types of task in task-based language teaching and previous studies.

A. ELT DEVELOPMENT

English Language Teaching (ELT) is based on the idea that the goal of language acquisition is communicative competence. It adopts concepts, techniques and methods in classroom for recognizing and managing the communicative needs of the language learners. English language teaching may refer to either: Teaching English as a foreign language and Teaching English as a second language. While in Indonesian context, English published to the locals as a foreign language. Therefore, by that time onward, English was recognized as a first foreign language of the country and used as a mean for international communication; to access scientific knowledge and new

technologies; as a lexical resources for the development and modernization of Indonesia; and as a way to get to know and learn about the native speakers, their language, culture, literature or expanding one's intellectual horizons, Lauder (2008, cited on Yusny 2013). The same sound as based on Harsono (2006) stated that English has been decided to be the first foreign language in Indonesia. It has been chosen as a language for wider communication in international forum. In Indonesia, it functions (1) to help the development of the state and nation, (2) to build relations with other nations, and (3) to run foreign policy.

English has been taught in Indonesia since the area of Dutch colonial period. However, the access to education for the locals was very rare. The Dutch policy in establishing education in Indonesia is exclusively for themselves and some of the important local officials. English was first taught to Indonesians in 1914 when junior high school were established (Lauder, 2008:9). Since Independence Day, the government of Indonesia has placed English language teaching as one of the compulsory subjects in grade 7 of secondary school to university level and considered very important compared to other subjects in Indonesian education system. This is proven by the fact that English is tested the Indonesian National examination (Minister of National Education, 2007).

In the development of ELT in Indonesia, there are a lot of problems. One of them is the method of teaching. A good way of teaching brings the students understand the material more. However, they need stuff of

vocabularies and understand how to use them in the sentence. The students will get their vocabulary inside and outside the school. They need to find their own way of study. It can make the students more active, communicative and also can increase their self-confidence when they use the language. To make the students to achieve the criteria, the teacher has to help the students to fulfil it. The teacher can use the teaching strategy that to teach the material but with different learning model, as change teacher-centered model into students-centered as like the goal of our curriculum now.

The teacher can use teaching strategy bases task, like task-based language teaching, problem-based learning, project-based learning etc. By assigning the task, the students can learn about what they want to know and what they want to find. For example, the students want to acquire vocabulary they can learn by themselves with their group and when they are success on vocabulary learning. it will also affect the success of students in mastering skills and component in English: listening, speaking, writing and reading.

B. READING COMPREHENSION

1. Definition of reading ability

Ability defined as a competence owned by each individual to display several tasks for particular activity. Ability for basically mean that you have the goods to do or to make something. Ability is the skill or power to make or to do something in other words talent.

Reading is importance a process of understanding written language from the writer to the reader of the text. Huang & Yang (2015: 382) reading is a complex activity in which a range of cognitive skills is required to get the extraction of textual meaning so that learners acquire through positive communication between teacher and students. Alharbi (2015: 1258), the goal of reading is asking students/learners to find grammatical formation of words and identifying words that relate to the topic of reading passage.

Reading ability is skill of communication between the reader and the writer to obtain knowledge and information. According to Brown (2001: 298) reading ability will be developed best in association with writing, listening and speaking activities. Even in those courses that may be labeled reading your goals will be best achieved by capitalizing on the interrelationship of skills, especially the reading-writing connection.

1. Level of reading ability

According to Gillet and Temple (1990: 134-137) level of reading ability:

a. The independent Level

This level of difficulty the students can read text easily, without help. Comprehension of what is read id generally excellent, and silent reading at this level is rapid because almost all the words are recognized and understood at sight. The student has to stop rarely and analyze a new

word. Oral reading is generally fluent and occasional divergences from the written text rarely interfere with comprehension.

b. The Instruction Level

This level the material is not really easy but is still comfortable. In here, the student is challenged and will benefit most of instruction. Comprehension is good, but help is needed to understand some concepts. The silent reading rate is fairly rapid, although usually slower than at the independent level. Some word analysis is necessary but the majority of the words are recognized at sight. Oral reading is fairly smooth and accurate, and oral divergences from the written text usually make sense in the context and do not cause a loss of meaning.

c. The Frustration Level

On this level, the material is too difficult in vocabulary or concepts to be read successfully. Comprehension is poor, with major ideas forgotten or misunderstood. Both oral and silent reading is usually slow and labored, with frequent stops to analyze unknown words. Oral reading divergences are frequent and often cause the reader to lose the sense of what was read. Because of difficulty, it is frustrating for students to attempt read such material for sustained periods of time, and their efforts often fail, this level is to be avoided in instruction.

d. The Listening Level

The listening level provides an estimate of student's present potential for reading improvement. Most reader who has not yet reached their full potential as readers, who are still developing their reading skills, can listen to and understand text read aloud to them that they cannot yet read for themselves. The listening level is usually higher than the instruction reading level. The listening level gives us an indication of how much their reading may be expected to advance at this point in time.

2. Kinds of reading

According to Urquhart & Weir (1998 cited on Liu, 2010), distinguish between five kinds of reading of reading: scanning, skimming, search reading, careful reading and browsing, though they claim that the list is not exhaustive. These terms for different types of reading are often used in the literature, yet they often appear to be used in different ways. These will be discussed in detail.

a. Skimming

Reading for gist, it is a type of rapid reading which is used when the reader wants to get the main idea or ideas from a passage (Richards et al., 1992).

b. Scanning

Reading selectively to achieve very specific reading goals, e.g. finding a number, date. It is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of a text or passage. The main feature of scanning is that any part of the text

which does not contain the pre-selected piece of information is dismissed.

c. Search Reading

Locating information on predetermined topics. The reader wants information to answer set questions or to provide data. Search reading differs from scanning in that in search reading, certain key ideas will be sought while there is no such attempt in scanning. It also differs from skimming in that the search for information is guided by predetermined topics so the reader does not necessarily have to get the gist of the whole text.

d. Careful reading

This is the kind of reading favored by many educationists and psychologists to the exclusion of all other types. It is associated with reading to learn, hence with the reading textbooks. Urquhart & Weir (1998) note the defining features of careful reading are: (a) that the reader attempts to handle the majority of information in the text, that is the process is not selective, (b) that the reader adopts a submissive role, and accepts the writer's organization, and (c) that the reader attempts to build up a macrostructure. They also distinguish between careful reading at local level and at global level.

e. Browsing

Is a short of reading where goals are not well defined, parts of a text may be skipped fairly randomly, and there is little attempt to integrate the information into a macrostructure.

3. Phases of reading process

This discussion presents three phases in reading comprehension process. There are three common phases in reading comprehension based on Edmonds et al., (2009) such as pre-reading, while-reading, and post reading.

a. Pre-reading

Pre reading help the students engage in process of discovery. These elements to discover such as title, author's name, genre of text. Pre-reading activity motivates learner's interest and activates student prior knowledge. Huang (2018) stated that the scope of pre-reading activity is defined as the quick perception of some elements related to the external appearance of the text, such as title, author's name, genre of the text, skimming a few paragraphs at the beginning, in the middle and at the end of the text. Pre-reading activity make the reader easier and more advantageous to master the text in the next phases. The main tasks of pre-reading activities include:

1) Previewing the text is often begins with looking at the title, author and illustrator. This is an opportunity to make connections as well. Next the teacher can give a picture and students and have them notice aloud of what they see in the pictures. This activity is a perfect time to activate students prior knowledge or make personal connections. Teacher consider what students already know, or experiences in their life, which

might help them understand the text. Building connections is a great way to get a reader engaged and excited to read the story. Then, the teacher can discuss with students what genre they believe on this text. The teacher may also be a good idea to pre-teach any new terms they will come across in their reading. The teacher can also point out the key words found in the text. Finally, the teacher can activate student's prior knowledge by ask them what they already know that may help them read and understand this text.

- 2) Setting a purpose for reading intended to successful of reader on the reading activity. In addition, reading activity is only successful when guided and targeted by specific goals from the beginning. The students should have a knowledge of the three main purposes for writing: to entertain, to inform, or to persuade.
- 3) Making predictions is a strategy in which readers use information from a text such as titles, headings, pictures, and diagrams and their own personal experiences. This strategy helps students make connections between their prior knowledge and the text.

b. While-Reading

While reading consists of decoding and constructing meaning. The reader's direct, concrete and intuitive contact with the reading comprehension text from the first line to the last. There are two activities on while-reading:

- 1) Decoding is an activity to construct the meaning of the text. In the reading process, , meanings are constructed in both the bottom-up and

top-down directions. In the bottom-up direction, the meaning is through levels of meaning of words, sentences, paragraphs, sections, chapters, parts to the whole text. In the top-down direction, the meaning is obtained from the original orientation frame related to the background knowledge of the reader and the textual overview of the pre-reading phase.

- 2) Constructing meaning in the while-reading phase is the continuous variation of the the direction of exploration and gradual confirmation. In reading process, the reader focuses on the facts, details and information in the text.

c. Post-reading

Post reading is where readers complete the perception of the overall text; the meanings reach all of the level of the unit of authentic communication. Four activities of post reading are:

- 1) Dig deep and extend what reader outcomes obtain as a whole text.
- 2) Analyze and deeply interpret elements of the text. For example, with informational texts, after obtain the overall surface information of the text, readers will select to deeply analyze aspects of the content of the information mentioned. With literary text, the elements for deep interpretation can be narrative setting, characters, narrative modes, emotional analysis of lyrical characters, and artistic symbols. Connecting the text that has been read with other texts. Connecting text with the

reader's life experience is how background knowledge is incorporated into the post-reading activity.

- 3) Evaluating constructed Information constructed from the text according to certain criteria used by readers to receive it deeply, critically, formulate and affirm their own views on the text and be able to join with other views.
- 4) Applying in real-life contexts it occurs in the direction from the whole to go deeper into the parts and then to synthesize and generalize.

5. Reading strategies

Grabe (2009: 229), highlighted a second major part of what made a good reader so effective was the fluent application of combination of strategies to achieve active comprehension. In addition, there was a number of multiple language teaching strategies that could facilitate students with reading strategies:

a. Know-Want to know-Learned (KWL)

This strategy represented a three-stage instructional process for understanding texts: what students know, what they want to know and what they learned. The approach combined activating prior knowledge, planning, goal setting, monitoring key points, evaluating text information, relating text information to reading goals.

b. Experience-Text-Relate (ETR)

By using this strategy, the teacher activated the students' background knowledge, promoted predictions about text, and helped students monitor their comprehension of the text, formed questions about the text, evaluated the text, and reflected on the relation between text information and personal experience through discussion.

c. Question-Answer-Response (QAR)

In this strategy, teachers trained students to answer questions on; directly available information, information to be inferred and information drawing on the background knowledge. Students developed an answering of how to relate text information to the types of questions posed. As students became aware of how to respond effectively to different types of questions, they practiced generating their own questions, thereby developing their comprehension-monitoring abilities and their understanding of how to respond to questions.

d. Directed Reading and Thinking Activities (DRTA)

In this strategy, students related background knowledge to the text, determining goals for reading and then engaged in predicting activities at set stopping points throughout the text.

e. Reciprocal Teaching

This strategy was the first multiple-strategy instructional that demonstrated significant improvement with a standardized measure of comprehension. It was designed only for use with reading groups rather than a whole class.

f. Collaborative Strategic Reading (CSR)

This strategy was promising approach to combine-strategies instruction that drew on both reciprocal teaching and cooperative learning, and that was used with both L1 and L2 students. Students working in group were taught to active prior knowledge, made predictions, monitor comprehension difficulties, clarified information, restated important ideas, summarized the text and formed appropriate questions about the text.

However, the above strategies didn't really allow for the emphasis on the inseparable linkage of form and function. In the other hand, each strategy has advantages and disadvantages, if the teacher wanted to use this strategy, they should select the strategy that appropriate with them based on the condition and level of education.

C. VOCABULARY MASTERY

1. Definition of vocabulary mastery

In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's saying. According to Webster (1992) mastery refers to (1) a. the authority of a master: dominion, b. the upper hand in a contest or competition; superiority, ascendancy and (2) a. Possession or display of great skill or technique, b. skill or knowledge that makes one master of a subject comment. While Hornby (1995) defines

mastery as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject.

The specificity of any individual's vocabulary knowledge depends on the person and his motivation, desires and need for the words (Hatch and Brown, 1995). Vocabulary mastery refers to the great skill in processing words of a language. It is individual achievement and possession (Rivers, 1989). For that reason, the biggest responsibility in increasing the knowledge is in the individual himself. The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language.

From the definition above, we can conclude that vocabulary mastery is an individual's great skill in using words of language, which is acquired based on their own interests needs and motivation. Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language.

2. Kinds of vocabulary

Some experts divided vocabulary into two types: active and passive vocabulary or receptive and productive vocabulary. According to Nation (2001: 26-28) has divided vocabulary in specific references, there are some kinds of vocabulary:

a. Receptive vocabulary

knowing a word involves being able to recognize it when it is heard (what is the sound like) or when it is seen (what does it look like?) and having expectation of word grammatical pattern the word will occur. This includes being able to distinguish it from words with a similar form and being able to judge if the word from sounds right or looks right.

b. Productive vocabulary

knowing a word involves being able to pronounce the word, how to write and to spell it, how to use it in grammatical patterns along with the word in usual collocations with it, it also involves not using the word too often if it is typically a low frequency word and using it in a suitable situation using the word to stand for the meaning it represents and being able to think of suitable substitutes for the word if there are any.

Another expert, Maera (1990) in Nation (2001: 25) classifies vocabulary into two terms there are:

a. Active vocabulary

Active vocabulary refers to items the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. Active vocabulary can be activated by other words, because it has many incoming and outgoing links with other words. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the

language target, they are also hoped to familiar with collection and understand the connotation meaning of the words. This type is often used in speaking and writing skill.

b. Passive vocabulary

Passive vocabulary refers to a language items that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary. Passive vocabulary consists of items which can only be activated by external stimuli, since the words comprehended by the people when they read and listen.

For the explanation above, the researcher concludes that passive vocabulary is vocabulary that you only know but you rare or never use the word on your daily communication. While active vocabulary is vocabulary that you use and also you always practice on your daily communication through oral and written, not only this but also you know the real meaning of the word and know how to pronoun it.

Moreover, productive vocabulary is the vocabulary that always use or practice on daily communication through oral and written. Not only this, can read the words, can write, may understand about the real meaning of the word, know how to pronouns the words, can spell the words well. Next, can use on grammatical pattern. While, receptive vocabulary is only recognize the vocabulary. It is rare practices on daily communication through oral and written. It just recognized when you are hearing and when you are seeing.

It means that the productive vocabulary is equal to active vocabulary. However, receptive vocabulary is equal to passive vocabulary. Actually, productive and active vocabulary or receptive and passive vocabulary are the meanings, but we know that every book is different in classifying the kinds of vocabulary, because every person has different ways in showing and telling their opinions and ideas. It means that vocabulary is of two kinds function and content words.

3. Vocabulary mastery strategy

Vocabulary learning strategies that teachers can take into account. They can train their students to use these strategies. Schmitt and McCarthy (1997), they propose strategies to learn vocabulary as follows: (1) guessing from context, (2) using word parts and mnemonic techniques to remember words, and (3) using vocabulary cards to remember foreign language-first language word pairs.

It is supported by Murcia (2001) who also proposes three strategies to learn vocabularies.

- a. Guessing meaning from context, a context is rich enough to give adequate clues to guess the word's meaning.
- b. Mnemonic devices, she proposes keyword technique. When seeing or hearing the target word, the learner is reminded of the keyword.
- c. Vocabulary textbooks, she suggests a memory aid in independent learning by setting up vocabulary notebooks.

Based on the strategy use for presenting new vocabulary, the experts suggest lots more strategies that are claimed to be helpful for students to learn vocabulary in an easier way. Alqahtani (2015), state that as better way to teach vocabulary is by learning in rich contexts. While Stahl (2005), state that students probably have to see a word more than once to place it firmly in their long-term memories. This doesn't mean more repetition or drilling of the word, but seeing the word in different and multiple context.

Finally, teachers may encourage students to keep a vocabulary notebook because a great deal of vocabulary growth ultimately depends on the learner. They may have students who are successful vocabulary language learners share their notebooks methods. While for students who need help, they can demonstrate how to set up a vocabulary notebook that is neat and organized in a manner that will facilitate multiple retrievals of the words.

4.Vocabulary Teaching

The role of vocabulary in learning as foreign language is inescapable. Large vocabulary will totally support students mastering and understanding English on major skills which cover listening, speaking, reading and writing. The importance of vocabulary evidence shown by the expert Thanh Huyen & Thi Thu Nga (2003, in Rouhani & Purgharib 2013) stated that vocabulary as a language element that links the four language skills including listening, speaking, reading and writing in learning a foreign

language. Further, Hornby (1995) defined vocabulary in three sense that cover a) the total number of the words which make up a language; b) all the words known to a person or used in particular book, subject, etc. and c) a list of words with their meaning.

The important of vocabulary was also noted by Richard & Renandya (2002) believing that vocabulary plays crucial part in one's foreign language learning and language proficiency that can affect how well learners speak, listen, read and write. Brown, (2001, cited in Asyiah, 2017), however, emphasizes the significance of vocabulary to communication by asserting that, in fact, survival level communication can take a place quite intelligibly when people simply string words together-without applying grammatical rules at all. In this sense, vocabulary is regarded as one of essential factors that gives big influence to the people's communication. Thus, vocabulary should be placed as important aspect of language learning that should be given much attention in the practice of TEFL to increase students' vocabulary mastery.

The main problem with vocabulary teaching is that only a few words and small part of what is required to know a word can be dealt with at any one time. This limitation also applies to incidental learning from listening or reading, but it is much easier to arrange for large amounts of independent listening and reading than it is to arrange for large amounts of teaching. Teaching can effectively deal with only a small amount of information about a word at a time. The more complex the information is, the more like

the students are to misinterpret it (Nation,2010). Kweldju (2004) and Priyono (2004) who found that students' limited vocabulary has been the main problem for students in learning English in EFL context. This problem may have something to do with how teachers and students perceive vocabulary teaching and vocabulary learning as well as how vocabulary is taught and learned in the practice of ELT.

Traditionally, vocabulary teaching often involves pre-teaching list of words, copying down definition from the board, and children spending endless hours looking up definition from dictionaries. Vocabulary teaching aimed at enabling learners to understand the concepts of unfamiliar words, gain a greater number of words, and use words successfully for communicative purpose (Cahyono and Widiati, 2008).

The main goals of vocabulary learning are: 1) to discover the meanings of new words; 2) to retain the knowledge of newly-learned words; and 3) to expand the knowledge of English vocabulary. Employing effective strategies both in teaching vocabulary and learning vocabulary will have positive contribution to students' vocabulary growth which will affect their language skill (Intaraprasent, 2004)

Vocabulary teaching methods in more detail, Oxford and Crookall (1990), classified common techniques into four categories: 1) De-contextualizing: word lists, flashcards and dictionary use. 2) Semi-contextualizing: word grouping, association, visual imagery, aural imaginary, keyword, physical response, physical sensation and semantic

mapping. 3) Fully-contextualizing: reading, listening, writing and speaking. 4) Adaptable: structured reviewing. It can be argued that contextual, semi-contextual and de-contextual strategies of teaching vocabulary are all needed to help learners to learn words. On other hand, learners need a lot of native-like input in order to absorb authentic frameworks of the target language, and to enable them to achieve native-like proficiency. This strategy also can be a potential tool for teacher as to improve students' vocabulary mastery.

Related with Asyiah (2017), based on her research, teacher mostly employed fully-contextual strategy to teach vocabulary but it was respectively followed by de-contextual vocabulary teaching strategy. This finding indicates that teacher believed that both vocabulary teaching strategies are influential to be applied in teaching vocabulary due to their effectiveness which will positively contribute to students' vocabulary growth. Vocabulary teaching should be integrated into other skills teaching, such as reading, writing, listening and speaking, and is better not to be conducted discretely from other teaching.

D. TASK-BASED LANGUAGE TEACHING

1. Definition of task-based language teaching

Talking about the concept of task-based language teaching, the first thing to do was to decide just what was meant by the term "task" in language learning and teaching. Much is written about definitions of task from different perspective and the role of the tasks in second language

acquisition. Littlewood (2004: 320), state that a task ranged along a continuum according to the extent to which they insist on communicative purpose as an essential criterion. While Willis (1996: 23), state that a task were always activities where the target language was used by learner for a communicative purpose (goal) in order to achieve an outcome. Ellis (2003: 16), a task was a workplan that required students to process language pragmatically in order to achieve an outcome that could be evaluated in terms of whether the correct or appropriate propositional content was conveyed. To this end, it required them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task might predispose them to choose particular forms. A task was intended to result in language use that bore a resemblance, direct or indirect, to the way language was used in real world. Like other language activities, a task could engage productive or receptive and oral or written skills and also various cognitive process.

The definition above, the task involves realistic language use in which students focuses on their attention on meaning rather than linguistics structure, and that learning tasks help the students acquire the ability to perform certain communicative functions through a new medium, English.

In relation with the teaching of reading, the researcher defined “task” as an activity that involved students to interpret the information in the text, it included 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 understood the text, learned and use the new expressions and tried to improve their comprehensive ability to use English in real life.

Wills (2007: 33-52), give suggestion about a number of task designs for written texts that used. They were discussion task, prediction task, jigsaw task sequence, students as question master, general knowledge task and corrupted text. In addition, Wills (1996: 26-27), classified six main types of task that could be adapted for use with almost any topic. According to Wills, simple tasks might consist of one type only, such as listing; more complex tasks may incorporate two or more types, such listing then comparing lists or listing then ranking. Problem solving might include comparing and ranking. The cognitive process was reflected in six types of tasks. Apparently, they were arranging from easy to difficult or from simple to complicated. There were listing, ordering, comparing, problem solving, sharing experience and creative task.

Ellis (2003: 27), state that there were two ways of using task in language teaching, they were task-based language teaching (tasks were incorporated into traditional language-based approaches to teaching) and task-based language teaching (tasks were treated as units of teaching in their

own right and whole courses are designed around them). In both of cases, tasks were employed to make language teaching more communicative.

Based on the explanation above, 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. Willis (2007: 11) states that task-based language teaching was a development of CLT (communicative language teaching), which laid emphasis on the design of tasks. These pedagogical tasks reflected real-world tasks that the students in a gift situation would complete as a part of their daily life. Pedagogical tasks acted as building blocks to an ultimate objective. Thus, task-based language teaching relied both on the learner's ability to learn analytically and on the teacher's flexibility and creativity. The learner's ability to learn analytically was necessary in completing task focused on meaning rather than grammatical form. While the teacher's flexibility and creativity were demanded as he diagnosed the outcome of each task and created new materials in response to the students' needs. Task-based language teaching was a complex approach to language teaching, but in its complexity, it responded to both current SLA theory as well as the practical needs of the classroom.

In brief, task-based language teaching was a 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.

2. Types of task of task-based language teaching

This strategy focuses on giving the task to the students. As a teacher, we should prepare the task like topic of the task, form of the task, and instruction of the task before we deliver to them. Based on three above form of the task is very crucial part of choosing form of the task.

According to Ellis (2003: 26) focus on form can be achieved in a number of ways: when teachers respond to learner error, or when they draw learners' attention to the usefulness of specific forms in the task they are performing, or when learners collaboratively try to solve some linguistic problems in order to complete a task.

a. Problem-solving activity

According to Soden (1994: 15-28), problem solving activity is thinking in relation to some task whose situation is not immediately obvious to the task performer. Other expert definition, Brown (2001: 135) defines problem-solving as an activity involving specified problem and limitations of means to resolve it; it requires cooperation on part of participants in small or large group.

b. Information-gap activity

According to Prabhu (1987: 47), is tasks' activity that ask each learner in a pair or group has information which is partial or different from other partners. The task includes conveying information/opinion not previously known to the other participant. One example of information-gap activity is pair work in which each member has a part of information and tries to convey it verbally to the other.

c. Opinion-gap activity

According to Prabhu (1987: 47), an opinion-gap activity involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation.

d. Reasoning-gap activity

According to Prabhu (1987: 48), a reasoning-gap activity involves deriving some new information from given information through processes of inference, deduction, practical reasoning or a perception of relationships or patterns.

3. Three phases of task-based language teaching

The task-based language teaching framework consists of three phases: pre-test, task-cycle and language focus (Wills, 1996: 38). The pre-task phase had two basic functionals: (1) To introduce and create interest in doing a

task on the chosen topic; (2) To activate topic-related words, phrase and target sentences that were useful in carrying out the task.

The task-cycle consists of tasks plus planning and report phases in which students presented spoken or written reports of the work done in the tasks. During the task phase, students work in pairs or groups and use whatever linguistic resources they possessed to achieve the goals of the task. Before doing task-cycle, the researcher exposed the students to language in use by having them read a text related 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 conduct practice of the few word, phrases or patterns, which occurred in the analysis activities. The explanation is below.

Table 2.1 The Role of the Teacher and the Students in Task-Cycle Phase

Sub-phase	Role of Teacher	Role of Students
Task	Act as monitor and encourages students	Do the task in pairs or group
Planning	<ul style="list-style-type: none"> • Ensure the purpose of the report is clear. • Act as language advisor. 	<ul style="list-style-type: none"> • Prepare to report to the class how they did the task and what they

	<ul style="list-style-type: none"> • Help students rehearse oral report or organizes written. 	<ul style="list-style-type: none"> • discover. • Rehearse what they will say or draft a written version for the class to read
Report	<ul style="list-style-type: none"> • Act as chairperson, selecting who will speak next or ensuring all students read most of the written reports. • May give brief feedback on content and form. • May paly a recording of others doing the same or a similar task. 	<ul style="list-style-type: none"> • Present their spoken report to the class or display their written report.

Table 2.2 The Role of The Teacher and The Students in Language Focus

Sub-Phase	Role of Teacher	Role of Students
Analysis	<ul style="list-style-type: none"> • Review each analysis activity with the class. • Brings other useful words, phases and patterns to students' attention. • May pick up on language items from the report stage. 	<ul style="list-style-type: none"> • Do consciousness-raising activities to identify and process specific language features from the task, text or transcript. • May ask about other features they have noticed.
Practice	<ul style="list-style-type: none"> • Conduct practice activities after analysis activities, where necessary to build confidence. 	<ul style="list-style-type: none"> • Practice words, phrases and patters from the analysis activities. • Practice other features occurring in the task text or report stage. • Enter useful language items in their language notebooks.

The description of activity based on the phases; pre-task, in this phase is very crucial for the teacher to introduce the material that we wanted to discuss in the classroom. This part, the teacher should give activating students' background knowledge or prior knowledge related with topic that we wanted to discuss. Then, to make the students familiar with the topic the teacher gives the students model in order to make the students easy to

understand about the topic and the last, the teacher give brainstorming students' mind related with the topic. Task-cycle, in this phase is the main phase to give instructions like dividing students into some groups, giving students reading task, having students select situation, encouraging students to discuss in completing worksheet, encouraging students to present their work, reinforcing students to drill their language outcome and reinforcing students to practice a lot. The last phase is language focus, encouraging students to consult their language problem that they might have.

E. PREVIOUS STUDIES

A number of researches were conducted in relation to investigating the effectiveness of using task-based language teaching to increase the students' reading ability and vocabulary mastery. Khoshsima and Saed (2016), this study investigated Iranian intermediate EFL learners' vocabulary learning within the paradigm of Task-Based Language Teaching through instructing jigsaw and information-gap task. The results indicated that strategy had a significant effect ($p=000<.05$) on promoting vocabulary knowledge of Iranian intermediate EFL learners; there existed a significant difference between the experimental groups' performances learners in task completion and enjoying the process, learners can improve their vocabulary knowledge and accordingly their language proficiency. The other researcher, Foster and Skehan (2006), investigated the influence of task types and task planning on linguistic fluency, accuracy and complexity. They found that planning influences learners'

outcome in terms of fluency and complexity. Ellis (1994), investigated the influence of different types of task input on comprehension of directives containing target words. The result of this research showed that learners receiving modified input outperform their counterpart with simplified input on vocabulary acquisition.

Based on the previous study above, the researcher conducts the research by using experimental research design with non-randomized control group pretest and posttest as like the research by Khoshsima and Saed (2016) but different grade of the research participant. This research focus on increasing students' vocabulary mastery by using task-based language teaching than by using conventional strategy. This research concerns with applying the phases of task-based language teaching, there are pre-task, cycle-task and language focus while the previous study from Khoshsima and Saed (2016) focus on the type of task, that is information gap task comparing with jigsaw. Another previous studies, the result from Foster and Skehan (2006) concern on types of task and phases of task-based language teaching but just used one of phases that is cycle-task while on Ellis (2001), her research focus on types of task.

Meanwhile, the researches that conducted by using task-based language teaching in reading ability. Rezaei et al (2017), their research investigated the impact of Task-Based Language Teaching on Iranian EFL learners' reading comprehension performance. The results showed that task-based language teaching had a significantly more positive effect on learners'

reading performance compared to traditional reading instruction and also the second task type investigated in this research namely read, note and discuss, found to be more useful in increasing learners' reading skill. Kumara et al (2013), the research focused on the effect of task-based language teaching and grammar mastery toward students' reading comprehension. The finding showed that, firstly, the students who were treated by task-based language teaching achieved better reading comprehension than those who were treated by conventional method; secondly, there was interactional effect between task-based language teaching and grammar mastery upon the students' reading comprehension; thirdly, the students with high grammar mastery gained higher reading comprehension score when they were treated by task-based language teaching than by conventional method; and fourthly, there was significant difference in reading comprehension between the students who had low grammar mastery taught by using task-based language teaching and those who were taught by conventional method. Another research that support previous research, Mulyono (2008), found out that students taught by using task-based language teaching get better achievement in reading comprehension. Task-based language teaching can facilitate the students learning by involving them actively during teaching and learning process. Besides that, task-based language teaching involves several stages in its implementation. So, it makes the students be able to follow the lesson step by step. Consequently, the students can get better understanding on the materials and get good achievement in reading comprehension. Shabani & Ghasemi (2014), this

research investigated the impact of task-based language teaching and content-based language teaching on reading comprehension of the Iranian intermediate ESP learners. Task-based language teaching has been more effective than content-based language learning in teaching reading comprehension to them. The result can be justified by considering some outstanding characteristics about the nature of task-based language teaching and its effectiveness in EFL contexts. Another, Sukma et al (2018), this research proposed the feasibility of task-based language teaching implementation intended for teaching reading comprehension in senior high school. The task has some specific criteria which will provide context and stimulate students to produce target language meaningfully so that reading activity will be more communicative. Through its three main principles, namely pre-task, task-cycle and language focus, task-based language teaching will help students to focus mainly on meaning without overlooking the importance of language forms. This will help students to make sense of the language they have experienced during task performance.

Based on the previous research above, focus on students' reading ability would increase by using task-based language teaching. The sample of this research was different with the sample of another previous studies. The topic that explained on this research supported by Sukma et al (2018) but with different level of education. Kumara et al (2013) focus on phases of task-based language teaching and collaborating with English grammar mastery while Rezaei et al (2017), focus on phases of task-based language teaching with the second task namely read, note and discuss. Additionally, Shabeni and Ghasemi

(2014) focus on phases of task-based language teaching compare with content-based language teaching.

