CHAPTER IV

RESULT AND DISCUSSION

This chapter covers the research findings, discussion and verification of the hypothesis of the research. The entire data in this chapter are provided to decide whether or not the formulated hypothesis is accepted. In other words, the data are presented and analyzed to give detailed explanations of the effectiveness of task-based language teaching in helping the students enhance their reading ability and vocabulary mastery.

A. THE DESCRIPTION OF DATA

The objective of this research was to know the effectiveness of using task-based language teaching on students' reading ability and vocabulary mastery. The researcher did the research by administering pretest and posttest. It was VIII G as experimental group that consisted of 32 students, while VIII I as control group that consisted of 31 students.

The instrument of this research test was used. This test consisted of reading test and vocabulary test. The material of reading test focus on recount text while vocabulary test focus on words that related with the text. Moreover, the test was divided into two; pretest and posttest. The pretest was given both experimental and control group in order to know the prior knowledge both two groups. Then, after getting the result of pretest, the researcher conducted treatment to experimental group by using task-based language teaching while

the control group conducted treatment by using conventional strategy. Thus, the researcher gave posttest both two groups, in order to know whether by using that strategies gave significant effect to enhance students' reading ability and vocabulary mastery.

1. Result of pretest reading ability for experimental and control groups

The primary instrument of this research was used to investigate the difference of reading test both experimental and control groups as pretest. It was administered before the treatment by using task-based language teaching for experimental group while treatment by using conventional strategy for control group. The pretest in the control group was done on 10th April 2019 and pretest in the experimental group was done on 12th April 2019. The students did the test for about 80 minutes.

The result of pretest from the experimental and control groups analyzed using descriptive statistics to organize the students' reading comprehension scores. The brief descriptive statistic of the pretest scores reported in Table 4.1

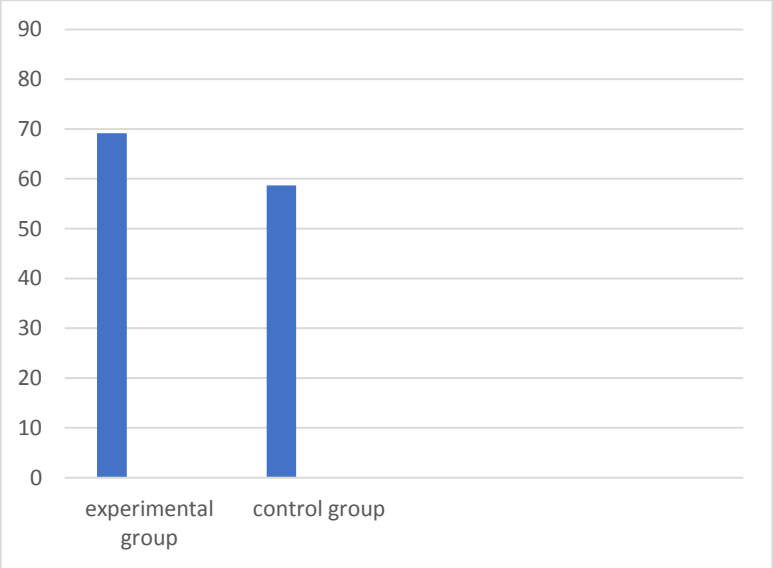
Table 4.1 Descriptive statistic of pretest score of reading ability for experimental and control groups

Group	N	Range	Min	Max	Mean	Std. Deviation
Experimental Group	32	48	32	80	69,13	10,954
Control Group	31	48	32	80	58,71	11,142

Based on Table 4.1, the scores of students in the experimental group ranged from 32 to 80 with standard deviation (SD) of 10,594 while the

scores of students in the control group ranged from 32 to 80 with standard deviation (SD) of I1,142. Moreover, the mean scores from the experimental and control groups were 69,13 and 58,71 respectively. The mean difference between the groups displayed in Figure 4.1

Figure 4.1 mean difference of pretest between the experimental and control groups



The difference of the mean score from the experimental and control groups was 10,42. It was concluded that the mean score of the experimental group was higher than the score of the control group. The detail of the students' pretest score of reading test in each group was available in appendix 9.

2. **Result of pretest vocabulary mastery for experimental and control groups**

The primary instrument of this research was used to investigate the difference of vocabulary test both experimental and control groups as

pretest. It was administered before the treatment by using task-based language teaching for experimental group while treatment by using conventional strategy for control group. The pretest in the control group was done on 10th April 2019 and pretest in the experimental group was done on 12th April 2019. The students did the test for about 80 minutes.

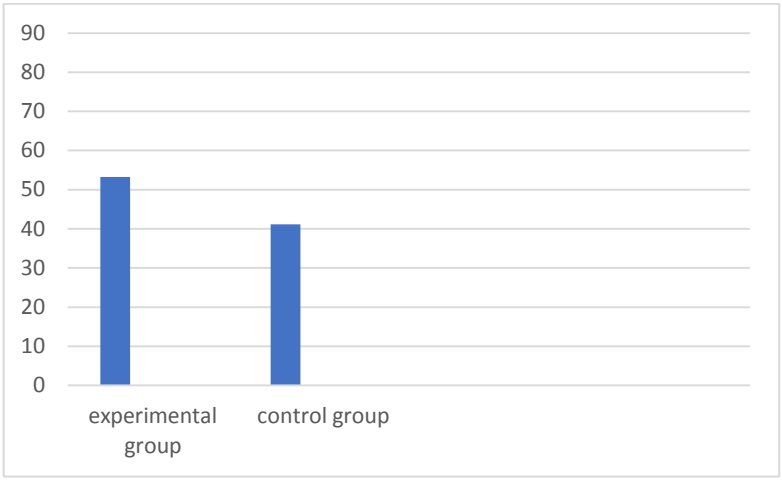
The result of pretest from the experimental and control groups analyzed using descriptive statistics to organize the students' vocabulary mastery scores. The brief descriptive statistic of the pretest scores reported in Table 4.2

Table 4.2 Descriptive statistic of pretest score of vocabulary mastery for experimental and control groups

Group	N	Range	Min	Max	Mean	Std. Deviation
Experimental Group	32	36	32	68	53,25	11,196
Control Group	31	36	32	68	41,16	13,709

Based on Table 4.2, the scores of students in the experimental group ranged from 32 to 68 with standard deviation (SD) of 11,196 while the scores of students in the control group ranged from 32 to 68 with standard deviation (SD) of 13,709. Moreover, the mean scores from the experimental and control groups were 53,25 and 41,16 respectively. The mean difference between the groups displayed in Figure 4.2

Figure 4.2 mean difference of pretest between the experimental and control groups



The difference of the mean score from the experimental and control groups was 12,09. It was concluded that the mean score of the experimental group was higher than the score of the control group. The detail of the students' pretest score of vocabulary test in each group was available in appendix 8.

3. Result of posttest reading ability for experimental and control groups

The primary instrument of this research was used to investigate the difference of reading test both experimental and control groups as posttest. It was administered after the treatment by using task-based language teaching for experimental group while treatment by using conventional strategy for control group. The posttest in the control group was done on 14th Mei 2019 and posttest in the experimental group was done on 18th Mei 2019. The students did the test for about 80 minutes.

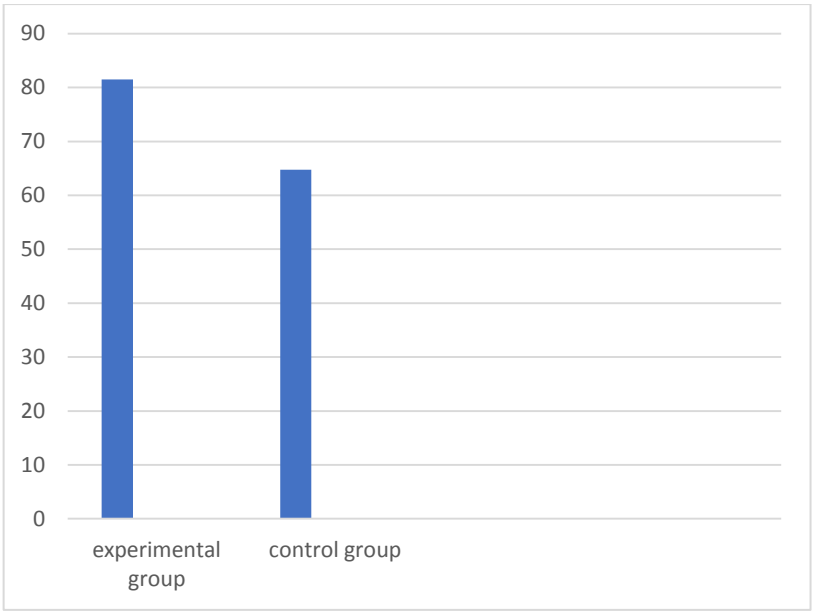
The result of posttest from the experimental and control groups analyzed using descriptive statistics to organize the students' reading ability scores. The brief descriptive statistic of the posttest scores reported in Table 4.3

Table 4.3 Descriptive statistic of posttest score of reading ability for experimental and control groups

Group	N	Range	Min	Max	Mean	Std. Deviation
Experimental Group	32	20	72	92	81,50	5,725
Control Group	31	28	52	80	64,77	6,727

Based on Table 4.3, the scores of students in the experimental group ranged from 72 to 92 with standard deviation (SD) of 5,727 while the scores of students in the control group ranged from 52 to 80 with standard deviation (SD) of 6,727. Moreover, the mean scores from the experimental and control groups were 81,50 and 64,77 respectively. The mean difference between the groups displayed in Figure 4.3

Figure 4.3 mean difference of posttest between the experimental and control groups



The difference of the mean score from the experimental and control groups was 16,73. It was concluded that the mean score of the experimental group was higher than the score of the control group. The detail of the students' posttest score of reading test in each group was available in appendix 11.

4. Result of posttest vocabulary mastery for experimental and control groups

The primary instrument of this research was used to investigate the difference of vocabulary test both experimental and control groups as posttest. It was administered after the treatment by using task-based language teaching for experimental group while treatment by using conventional strategy for control group. The posttest in the control group

was done on 13th Mei 2019 and posttest in the experimental group was done on 17th Mei 2019. The students did the test for about 80 minutes.

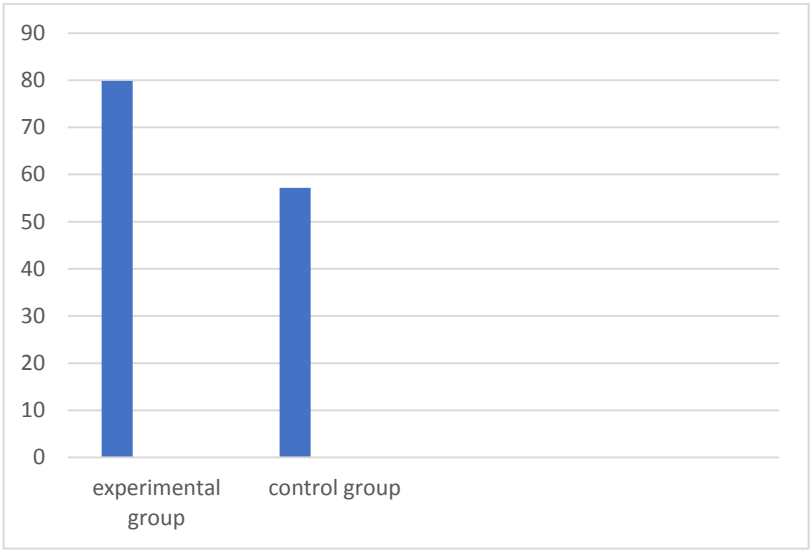
The result of posttest from the experimental and control groups analyzed using descriptive statistics to organize the students' vocabulary mastery scores. The brief descriptive statistic of the posttest scores reported in Table 4.4

Table 4.4 Descriptive statistic of posttest score of vocabulary mastery for experimental and control groups

Group	N	Range	Min	Max	Mean	Std. Deviation
Experimental Group	32	24	68	92	79,88	5,229
Control Group	31	32	48	80	57,16	8,529

Based on Table 4.4, the scores of students in the experimental group ranged from 68 to 92 with standard deviation (SD) of 5,229 while the scores of students in the control group ranged from 48 to 80 with standard deviation (SD) of 8,529. Moreover, the mean scores from the experimental and control groups were 79,88 and 57,16 respectively. The mean difference between the groups displayed in Figure 4.4

Figure 4.4 mean difference of posttest between the experimental and control groups



The difference of the mean score from the experimental and control groups was 22,72. It was concluded that the mean score of the experimental group was higher than the score of the control group. The detail of the students' posttest score of vocabulary test in each group was available in appendix 10.

5. Result normality and homogeneity

The quantitative analysis of the data in this research involved the investigation of the fulfilment of the statistical assumption after descriptive statistical employed. Normality and homogeneity test used SPSS program 25.0 version performed to investigate whether or not the data fulfilled the statistical assumptions. The result become the prerequisite basis in selecting parametric or non-parametric statistics for hypotheses testing.

a. Normality

Normality testing purposed to analyzed the hypotheses in other word to examine the data both of students' vocabulary mastery and reading ability scores were normal distribution. The normality test was used *Shapiro-Wilk* through SPSS program 25.0 version. The data stated normally distributed if the ρ-value was greater than 0.05 significance level (ρ-value > sig. 0.05). The result of the normality tests was briefly presented in following table.

Table 4.5 The Result of the Normality Test both of groups on Reading Test

Tests of Normality

a / b		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Group	Statistic	df	Sig.	Statistic	Df	Sig.
reading score	E	,166	32	,025	,939	32	,069
	C	,191	31	,005	,935	31	,062

a. Lilliefors Significance Correction

4

.6 The Result of the Normality Test both of groups on Vocabulary Test

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Group	Statistic	df	Sig.	Statistic	Df	Sig.
vocabulay score	E	,156	32	,045	,935	32	,054
	C	,167	31	,024	,938	31	,071

a. Lilliefors Significance Correction

The normality of the students' vocabulary mastery and reading ability scores were tested on the basis of the groups and the result of the normality test shown in the table 4.5 and 4.6 revealed that the data were distributed normally as all the ρ-value were greater than 0.05 level of significance.

b. Homogeneity

Homogeneity testing used to examine whether or not the data reflecting the both vocabulary mastery and reading ability of students in the experimental and control groups were equal and homogenous. *Levene's Statistic* through SPSS Program 25.0 version performed to test homogeneity. The data were considered equal and homogeneous if the ρ-value was greater than 0,05 significance level (ρ-value > sig .05). the brief results of homogeneity test on vocabulary and reading test was reported in Table 4.7 and 4.8

Table 4.7 Result of The Homogeneity Test

Levene Statistic	Df 1	Df 2	Sig
,034	1	61	,854

Table 4.8 Result of Homogeneity Test

Levene Statistic	Df 1	Df 2	Sig
3,532	1	61	,065

Based on the ρ-value in Table 4.7 the reading comprehension scores of students in experimental and control groups were

homogeneous, while in Table 4.8 the vocabulary mastery scores pf students in experimental and control groups were homogeneous. the detailed result showed in appendix 12.

6. Result of data analysis

Based on the result from the data analysis on chapter 3, the research hypotheses were tested in this part. The hypothesis verifies used MANOVA Test.

a. Result of Homogeneity Variance

Homogeneity test of variance used to examine whether or not the variance between the independent variable groups were equal. *Levene's test of Equality of Error Variance* used based on the decision, if the significance value > 0.05, it meant that the variance between the independent variable groups are equal. On the contrary, if the significance value < 0.05, it meant that the variance between the independent variable groups are not equal. Then, the result of homogeneity test of variances could be seen in Table 4.9

Table 4.9 Result of Homogeneity of Variance

Levene's Test of Equality of Error Variances[a]

	F	df1	df2	Sig.
Reading	.157	1	61	.693
Vocabulary	3.532	1	61	.065

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Class

Based on the Table 4.9, the significance values of reading ability and vocabulary mastery > 0.05. The significance value of reading ability was 0.693 which greater than 0.05. Then, the significance of vocabulary mastery was 0.065 which greater than 0.05. Thus, the variance between reading ability and vocabulary mastery are equal.

b. Result of Homogeneity Test of Covariance Matrices

On MANOVA test, even of the variance had to be equal, the covariance matrices between the independent variable groups had to be equal too. The homogeneity test of covariance matrices could be done through *Box's M test* based on decision, if the significance value was > 0.05, it means that the covariance matrices between the independent variable groups were equal. However, if the significance value was < 0.05, it means that the covariance matrices between the independent variable groups were equal. The result of homogeneity test of covariance matrices could be seen in Table 4. 10.

Table 4.10 Result of Homogeneity Test of Covariance Matrices

Box's Test of Equality of Covariance Matrices[a]

Box's M	9.021
F	2.900
df1	3
df2	693137.195
Sig.	.340

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.

a. Design: Intercept + Class

Based on the Table 4.10, the significance value showed 0.340 > 0.05, so the covariance matrices between the independent variable groups were equal. Thus, the two pre-requisite tests had been completed. Then the hypothesis test could be done through MANOVA.

c. Result of Hypothesis Test

To test the hypothesis, MANOVA was used. It was used to analyze data that involve more than one dependent variable at a time. The analysis of *Pillai's Trace, Wilks' Lambda, Hoteling's Trace and Roy's Larget Root* were used based on the decision, if the significance value was < 0.05, H_0 could be rejected. On the contrary, if the significance value was > 0.05, H_0 could not be rejected. The result of MANOVA could be seen in Table 4. 11.

Table 4.11 Result of MANOVA Test

Multivariate Tests[a]

Effect		Value	F	Hypothesis df	Error df	Sig.	Noncent. Parameter	Observed Power[c]
Intercept	Pillai's Trace	,993	4565,357[b]	2,000	60,000	,000	9130,713	1,000
	Wilks' Lambda	,007	4565,357[b]	2,000	60,000	,000	9130,713	1,000
	Hotelling's Trace	152,179	4565,357[b]	2,000	60,000	,000	9130,713	1,000
	Roy's Largest Root	152,179	4565,357[b]	2,000	60,000	,000	9130,713	1,000
Class	Pillai's Trace	,741	85,772[b]	2,000	60,000	,000	171,545	1,000
	Wilks' Lambda	,259	85,772[b]	2,000	60,000	,000	171,545	1,000
	Hotelling's Trace	2,859	85,772[b]	2,000	60,000	,000	171,545	1,000
	Roy's Largest Root	2,859	85,772[b]	2,000	60,000	,000	171,545	1,000

a. Design: Intercept + Class

b. Exact statistic

c. Computed using alpha = ,05

Based on Table 4.11, the significance value of *F class test of Pillai's Trace, Wilks' Lambda, Hoteling's Trace and Roy's Larget Root* showed 0.000. it was less than 0.05. All of significance value were significant. Therefore, the null hypothesis which stated "is the students reading ability and vocabulary mastery improved by using task-based language teaching has no difference from that improved by conventional strategy" could be rejected. Henceforward, it could be concluded that there was significant effect of task-based language teaching on students' reading ability and vocabulary mastery.

Furthermore, to know the difference reading ability and vocabulary mastery both experimental and control group, the analysis result of *Tests of Between Subject-Effects* could be used. The result of Tests of Between Subject-Effects was presented in Table 4.12

Table 4.12 Result of Tests of Between Subject-Effect

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.	Noncent. Parameter	Observed Power[c]
Corrected Model	Reading	4270,112[a]	1	4270,112	108,942	,000	108,942	1,000
	Vocabulary	8123,576[b]	1	8123,576	163,560	,000	163,560	1,000
Intercept	Reading	338094,112	1	338094,112	8625,688	,000	8625,688	1,000
	Vocabulary	295693,862	1	295693,862	5953,515	,000	5953,515	1,000
Class	Reading	4270,112	1	4270,112	108,942	,000	108,942	1,000
	Vocabulary	8123,576	1	8123,576	163,560	,000	163,560	1,000
Error	Reading	2390,968	61	39,196				
	Vocabulary	3029,694	61	49,667				
Total	Reading	346048,000	63					
	Vocabulary	308480,000	63					
Corrected Total	Reading	6661,079	62					
	Vocabulary	11153,270	62					

a. R Squared = ,641 (Adjusted R Squared = ,635)

b. R Squared = ,728 (Adjusted R Squared = ,724)

c. Computed using alpha = ,05

Based on the Table 4.12, the significance value of F class test showed the significance value of reading ability and significance vocabulary mastery. The significance value of reading ability was 0.000 < 0.05. it means there was interaction between task-based language teaching and reading ability. Then, the significance value of vocabulary mastery was 0.000 < 0.05. It means that there was interaction between task-based language teaching and vocabulary mastery. Thus, it could be

concluded that there was interaction between task-based language teaching both reading ability and vocabulary mastery.

B. DISCUSSION

The discussion of the findings presented about interpretation of research findings. The interpretation of the findings was made by relating the findings to the existing theories and to the relevant theories.

1. The Effect of Task-based Language Teaching and Conventional Strategy in Reading Ability

This research was to investigate the effectiveness of Task-based language teaching compared to the conventional teaching strategy on reading ability on students' experimental and control groups. As assumed that the first research problem formulation, this research stated that the students who are given task-based language teaching significantly have better reading ability achievement than those who are given conventional strategy. This research found the evidence from the first hypothesis testing which indicated that the mean difference in posttest between the students given task-based language teaching and those given conventional strategy had had statistical significantly of the class was received task-based language teaching as their treatment. This evidence was also supported by difference of 16,72 point on the mean scores of reading ability posttest between experimental and control groups in which the mean score from the experimental group was higher 81,50 than the mean score from the control group 64,77. Thus, it was determined that task-based language

teaching was confirmed by this research more effective strategy than conventional strategy in increasing students reading ability in EFL context. This finding was supported by Richard and Rodgers (2001), they stated that the use of tasks on task-based language teaching can provide better contexts because it can engage the learners more in learning process of reading so that the learners have better opportunities to learn.

Finding of this research was relevant to the theory of task-based language teaching (Ellis, 2003) which stated that the goal of this strategy is to improve students' skill both productive or receptive and oral or written skill and also various cognitive process. However, this research focus on reading ability. The teaching and learning process for the treatment in this strategy was designed carefully on basis of task-based language teaching procedure or phases proposed by the expert (Wills,1996) to fulfil the important component of task-based language teaching and to achieve the communicative purposes (goal). The students' reading ability was facilitated by the application of their task-based language teaching strategy. Task-based language teaching implemented by the students' opportunities to learn and use the language by doing activities in the form of task which likely to happened in the real life through text given. The researcher applied the first part of task-based language teaching strategy that was called *Pre-Task*. On this part, the researcher conducted brainstorming by asking the students question about what the topic that we wanted to discuss, the researcher introduced and explained the material

about recount text. Next, the researcher showed the texts that wanted to discuss. The kinds of text ready on students' worksheet.

The second phase, the researcher applied the second part of TBLT strategy that was called *Task-Cycle*. In this part was many activities that should be done by the students. Before doing the activity, the researcher asked to the students to make the groups of four, each group consisted of 8 students. Then, the researcher distributed the students' task (set of students' worksheets). The researcher asked to the students to fill out the incomplete text with correct text with correct answer. The researcher asked the students to compare their works with the complete texts. The researcher asked the students to identify the generic structures based on the text. The researcher asked the students to answer the questions related with the text. The researcher asked to the students to arrange jumble paragraph into a good paragraphs (new text) and identified whether the statements was true or false. The last, the researcher asked to the students to present the result of their work while the researcher assessed their presentation.

The third phases, in this part was the last part of TBLT strategy that was called *Language Focus*. The researcher encouraged the students to find their language problem that they encounter during task-cycle, while the students consulted their language problem that they encounter during the previous part. Next, the researcher guided the students to make reflection by giving feedback based on the lesson.

Moreover, the comprehension strategies of task-based language teaching was made principles to develop students in learning and communicative approach in task-based language teaching are advantageous to help students comprehend the given texts. Treatment was conducted of this research made the students able to be independent practices in groups.

The finding was in line with previous studies that were conducted by Shabeni and Ghasemi (2014). Their research found that task-based language teaching had better reading strategies to increase Iranian intermediate students in understanding reading comprehension. The result can be justified by considering some outstanding characteristics about the nature of task-based language teaching and its effectiveness in EFL context. First, task-based language teaching is a meaning-centered methodology, i.e. develops learners' communicative competence by focusing on the meaning. Second, in task-based language teaching is very helpful pre-task phase in which the teacher tries to activate the learners' background knowledge and the related schemata by engaging the learners in completing tasks similar to those which should be worked out during the task phase itself. Third, the superiority of task-based language teaching is the planning and report stages which are done by the students during the task phase. Finally, in task-based language teaching methodology, there is a post-task or language focus phase during which the teacher deductively

teaches complicated formal aspects or language such as difficult structures, vocabulary and other problematic point during in reading text.

This research also gains the similar result of the previous research conducted by Rezaei et all (2017), this research found that task-based language teaching had better reading strategies to increase Iranian EFL learners in understanding reading comprehension. Task-based language teaching instruction who not only were exposed to language, but also acquired elements of language that learners were developmentally ready for. Task-based language teaching seems to make it a lot easier for teachers to manipulate the factors facilitating the reading comprehension. It can also accentuate the language input to which learners are exposed and give the teachers a chance to provide learners with the required language to do the tasks.

To conclude, the significant effect of using task-based language teaching that compared with conventional strategy on students' reading ability of this research is consistent with the majority of the previous research. Task-based language teaching can facilitate students to solve the problems face in reading ability.

2. The Effect of Task-based Language Teaching and Conventional Teaching Strategy in Vocabulary Mastery

The second research problem formulation, this research stated that the students who are given task-based language teaching significantly have better vocabulary mastery achievement than those who are given

conventional strategy. This research found the evidence from the second hypothesis testing which indicated that the mean difference in posttest between the students given task-based language teaching and those given conventional strategy had had statistical significantly of the class was received task-based language teaching as their treatment. This evidence was also supported by difference of 22,72 point on the mean scores of vocabulary mastery posttest between experimental and control groups in which the mean score from the experimental group was higher 79,88 than the mean score from the control group 57,16 Thus, it was determined that task-based language teaching was confirmed by this research more effective strategy than conventional strategy in increasing students' vocabulary mastery in EFL context. This finding was supported by Nation (2005), stated that task-based language teaching with a focus employing authentic material, involving learners in real-like activities and enjoyed the support of some robust perspective tend to significantly promote EFL vocabulary knowledge.

The researcher applied the first part of task-based language teaching strategy that was called *Pre-Task*. On this part, the researcher conducted brainstorming by asking the students question about what the topic that we wanted to discuss, the researcher introduced and explained the material about recount text. Next, the researcher showed the picture which were contained on students' worksheet. The researcher asked to the students to list any related words based on the pictures and found the meaning of the

word and the last, the researcher asked to the students to identify the position of each words such as the position of noun, verb, adjective and adverb.

The second phase, the researcher applied the second part of TBLT strategy that was called *Task-Cycle*. In this part was many activities that should be done by the students. Before doing the activity, the researcher asked to the students to make the groups of four, each group consisted of 8 students. Then, the researcher distributed the students' task (set of students' worksheets). The researcher asked the students to match the words with their synonyms (the researcher monitored the students' activity and giving a help if necessary). The last, the researcher asked to the students to present the result of their work while the researcher assessed their presentation.

The third phases, in this part was the last part of TBLT strategy that was called *Language Focus*. The researcher encouraged the students to find their language problem that they encounter during task-cycle, while the students consulted their language problem that they encounter during the previous part. Next, the researcher guided the students to make reflection by giving feedback based on the lesson.

The finding was in line with previous studies that were conducted by Khoshsima and saed (2016). This research found that task-based language teaching had better vocabulary strategies to increase Iranian intermediate students in understanding vocabulary mastery. Task-based language

teaching with a novel view had a special focus on employing authentic materials, involving learners in task completion and enjoying robust theoretical foundations could have a remarkable effect on successful teaching and learning vocabulary. The finding of this research was in agreement with the existing studies in the literature, which revealed that task-based language teaching could make better learners' vocabulary knowledge. Besides, this research showed that information-gap task affected recalling vocabulary for a short time while jigsaw task improved long term recalling of vocabulary.

This research also gains the similar result of the previous research conducted by Kamalian et all (2004), the result of this research also revealed that the participants in task-based language teaching, who were asked to do the tasks, improved their performance. The student-to-student interaction while performing the task provided opportunities for them to talk about vocabulary and monitor the language they used. Task-based language teaching improved their interaction skills while they did tasks in the classroom.

To conclude, the significant effect of using task-based language teaching that compared with conventional strategy on students' vocabulary mastery of this research is consistent with the majority of the previous research. Task-based language teaching can facilitate students to solve the problems face in vocabulary mastery.