

In the first surah which is revealed to the Prophet Muhammad, it was humans who got the mandate as students who given direct lessons by Allah SWT and educators to convey what they had received. This verse provides an interesting illustration, is about the nature of the creation of humans as a blood clot. This gives one signal: read to understand our nature as human beings. This means opening our horizons more broadly. And reading is the gate to know what is in this world.

According to School Based Curriculum for senior high school, after the English teaching and learning process, the students are expected to master the four language skills (listening, speaking, reading and writing) and also to have the ability to communicate both in written and oral language. In senior high school, reading skill gets a great emphasis since it has a great role for understanding literature or text book and for gaining various information about the development of education, social, health, economy, culture, science and technology. If the students can master reading skill very well, they can easily update their knowledge in order to achieve academic future and other achievements. Moreover, reading plays an important role in the process of language acquisition since two components of reading, i.e. word recognition and comprehension are believed to foster learners language competence (Alderson, 2000). Although reading skill is emphasised, it should be integrated with other skills.

So as to be successful in teaching reading, the English teacher needs to consider some components or factors which are possible to affect the reading

learning process such as the ability of word recognition and comprehension, the motivation to learn, the interaction during the learning process, and the material used as the sources of reading.

However, it has still some problems that faced in reading class at senior high schools, not all teachers are aware of those factors. For example, the problem of students' motivation. Students are often less motivated to actively engage in the activities in the reading class. Moreover, the problem of interaction often appears in some practices of reading teaching and learning process. It is caused by the teacher's dominance during the reading teaching and learning process. The other common problem of reading is related to the students' reading ability. There are some activities/tasks implemented in the teaching and learning process of reading which are not optimal to improve the students' reading ability. Besides, the material that the teacher gives to the students in the reading class was monotonous.

In order to solve these problems at senior high school now days, the researcher intends to see the implementation of Task based language teaching method. Also in Islam learning method is important because the ayat in Qur'an command us to use method in learning, like in surah An-Nahl ayat 125 :

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۗ وَجَدِلْ لَهُم بِالَّتِي هِيَ أَحْسَنُ ۚ إِنَّ رَبَّكَ

هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۗ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿١٢٥﴾

This verse explains that method is very important in the teaching and learning process. If the education process does not use the right method, the hope of achievement educational goals will be difficult to achieve. In the Qur'an and some hadith also recommend using method in the learning process.

Therefore, a research is carry out to analyze and to find out the implementation of task based language teaching in teaching reading to the eleventh grade at SMAN 7 Banjarmasin and the students' responses towards the implementation of task based language teaching in teaching reading. Learning reading by using Task-Based Learning (TBL) approach can be one alternative to be used in teaching learning process. This approach can facilitate the teaching of reading to the students because TBL not only helps the teacher to connect the materials to the students' real world but also can motivate the student to apply their knowledge in their daily life by reading skill (Sinaga, 2015, p. 2).

Task-Based Language Teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching.” It takes several principles of communicative language teaching view. For example:

- 1)Activities that involve real communication are essential for language learning.

2)Activities in which language is used for carrying out meaningful tasks promote learning.

3)Language that is meaningful to the learner supports the learning process (Richards J. a., 2001, p. 223).

TBL implies a shift away from some traditional teacher roles. Teacher cannot always be acting as controller if we want the students to manipulate, comprehend, and interact with a tasks (Nunan D. , 1989, p. 10). This approach offers an alternative for language teachers, and it is based on beliefs that students may learn effectively when their minds are focused on the task, rather than on the language they are using (Prabhu, 1987).

In Task- Based Learning approach, there are three stages. They are Pre-task, Task- cycle, and Language focus. At the pre-task, teacher introduces the topic and gives the students clear instruction on what they have to do at the task stage. At the task- cycle, teacher asks the students to make a small group, prepare their report, and report findings to the other small group to compare the result. And at the language focus, teacher gives explanation about language structure according to the material (Willis J. , 1996, pp. 56-57).

Moreover, in Task-Based Learning, the tasks are central of the learning activity where the students start with the task. When they have completed it, the teacher draws attention to the language used, making corrections and adjustments to the students' performance. TBL is applied to find solution in teaching and learning process. It means that by using TBL approach, the

teacher and students will overcome their problems in teaching learning process by doing the tasks (Sinaga, 2015, p. 2).

Therefore, the writer is convinced that by using Task-Based-Language Teaching Method, the teaching learning process will be more successful, especially in teaching and learning reading. In this study, the researcher want to describe the implementation of Task Based Language Teaching method in teaching reading and find the respons of the students toward its implementation.

B. Research Question

1. How the implementation of task based language teaching in teaching reading to the eleventh grade at SMAN 7 Banjarmasin?
2. What are the students' responses towards the implementation of Task-Based Language Teaching in teaching reading?

C. The Objective of Study

The objective of the study are:

1. To describe the implementation of task based language teaching in teaching reading to the eleventh grade at SMAN 7 Banjarmasin.
2. To find out the students' responses towards the implementation of Task-Based Language Teaching in teaching reading.

D. Significance of Study

The results of this research are expected:

1. Theoretically

Theoretically this study will be useful and as interesting way in teaching reading through Task Based Language Teaching Method.

2. Practically

- a. The English teacher helped the students' problem in reading by using TBLT Method.
- b. The students improved their understanding in reading through the application of TBLT in teaching learning process.
- c. To give the contribution for English teacher in developing the varieties of the teacher's strategy which can make the students interest to learn English.
- d. The further researcher who would do the same research, it could be used as input to make education policy in teaching English.

E. Definition of Key Terms

Some words that are used in this study become key words. In order to have a better understanding and to avoid misinterpretation about the terms used in this study, they are:

a. Implementation

The implementation is the noun from the verb *implement* "to carry out or accomplish". The implementation here is related to English language Teaching process by using Task Based Language Teaching method.

b. Task Based Language Teaching (TBLT) Method

Task based language teaching means an approach based on the use of tasks as the core unit of planning and instruction in language teaching Richards (2001, p. 223). In language learning, task can be an effective foundation because task can facilitate the students to interact and communicate which then can promote negotiation of meaning and also develop the students awareness of grammar (Richards J. C., 2002, p. 540).

c. Reading comprehension

Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. Reading is defined as the efforts to understand the meaning of written symbols (Jain, 2008, p. 113). Because of this, reading is an important skill to be mastered since it can help people to understand the meaning of written symbols in various forms in their surrounding environment.