

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The research about implementation of Task Based Language Teaching in Teaching Reading to The Eleventh Grade at SMAN 7 Banjarmasin will be presented in the form of description, based on data that have been obtained in this research either through interview technique and observation which was done by researcher for 4 weeks.

Description of the results of this study based on the formulation of the problem that refers to the research questions in Chapter I : (1) the implementation of task based language teaching in teaching reading to the eleventh grade at SMAN 7 Banjarmasin, and (2) the students' responses towards the implementation of task based language teaching in teaching reading. The results showed the following data.

1. The Implementation of Task Based Language Teaching in Teaching Reading to The Eleventh Grade at SMAN 7 Banjarmasin

Based on first observation that researcher did on April 09, 2019 with teacher of SMAN 7 Banjarmasin about the learning approach. Researcher got the information that most of the teacher uses task based language teaching in teaching reading. Then, for the second time the researcher directly can do class observation for the first time at the eleventh grade of MIPA-2 on english subject. The researcher is very like of its subject matter, judging from the attitude and response of students is very good when learning. Teacher uses

slide as a media in the learning process, which its media use English language completely. In addition, students look very happy and comfortable learning english, so that in conveying the lesson, teacher encourage students' involvement and lead to significant improvements regarding their language performance. And will help to overcome their problem in teaching learning process through doing tasks, so the researcher can conclude in the learning process teacher uses task based approach.

In TBLT framework consists of three main phases, provides three basic conditions for language learning, pre-task, task-cycle, and language focus, that will be explained in the following paragraph.

Pre task: introduces the class to the topic and the task activating topic-related words and phrases. In this opportunity, at the first classroom observation the teacher introduce and explain a topic about hortatory exposition text to the students that include: thesis, argument, and recommendation. Then, teacher ask some questions to students about material that explained. Students pay attention and read material in their book while teacher explain.

Task-cycle: offers learners the chance to use whatever language they already know in order to carry out the task and then to improve their language under the teacher's guidance while planning their reports on the task. Here, teacher divide students into small groups that will be present their work in front of the class. Teacher asks the students to do the task with their respective groups. Teacher answer questions from students if needed. Then,

teacher asks the students to plan their reports effectively toward the task. Students with their group prepare their presentation in front of the class in orally, first person retell thesis, second person about argument, and the third person about recommendation. Teacher helps students to correct their reports if there is mistakes. As stated by teacher T: I apply the material in the class by explain the teory first, then divide three students into group, first student retell thesis, second student deliver argument, and the last person explain documendation.

Then, at the second classroom observation teacher asks the students to describe their findings relates to the task. Students present their reports in front of the class with their group, sometimes there is group bring note in paper when presentation, but only a little beacuse there are also students who have memorized without notes, and teacher gives feedback after students presentation. As stated by teacher T: I develop the material by speaking performance (retell the text).

Language focus: allows a closer study of some of the specific features naturally occurring in the language used during the task cycle. Learners examine the language forms in the text and look in detail at the use and the meaning of lexical items they have noticed. At the third classroom observation actually still continuing the presentation from other groups. Teacher also gives feedback after students presentation. Then after presentation students just watch an other their friends presentation. Furthermore, teacher asks students to give their ideas relates to the topic.

Teacher asks the students to practice the reading by getting the main ideas of reading texts, teacher do practice of new words and repeating. And teacher asks students to say what they learned about the topic and teacher gives conclusion and said to students “any question?”.

In the fourth classroom observation, researcher get the opportunity to do classroom observation in the morning, where the students have to be in the class at 07:25 to have reading time until 08:00 before they have to learn. Researcher finds something different from the teacher. Teacher reviews the previous study, asks students to give their opinion about the material which is shown on the slide, teacher uses English completely on the slide but sometimes uses Indonesian in her explanation and sure explains the material clearly during the learning process.

While teacher shows to the students about the material and its term, the students pay attention to the teacher’s explanation, and sure if one of the students understand with what the teacher’s said and ask, directly they answer. In this section researcher finds more active student. Same with previous class, teacher also do pre-task, task cycle, and language focus. In pre-task teacher introduces a topic about hortatory exposition text to the students that include: thesis, argument, and recommendation. Teacher asks to students about material that explained. Students pay attention and read material in their book while teacher explain. Next, in task cycle includes task, planning, and report. Teacher divide students into small groups that will be present their work in front of the class. Teacher answer questions from

students if needed. Students with their group prepare their presentation in front of the class in orally, first person retell thesis, second person about argument, and the third person about recommendation. Teacher helps students to correct if there is mistakes.

In the fifth classroom observation students present their reports in front of the class with their group, sometimes there is group bring note in paper when presentation, but just little. The topics such as: children and computer, having breakfast, illegal rice, abuse animals, why we have to increase our reading interest, etc. Teacher gives feedback after students presentation.

Next in language focus includes analysis and practice, after presentation students just watch an other their friends presentation. Then, teacher asks students to give their ideas relates to the topic. Teacher do practice of new words and repeating. Teacher gives conclusion and said to students “any question?”.

Observation made by researcher is more focus to the teacher action in the classroom during the learning process and students’ responses towards the implementation of task based language teaching in teaching reading. The study results revealed that teacher have positive attitude towards the use of task based approach. It makes learning comfortable, arouses the student’s interest, facilitates understanding and enhance communicative competence.

Based on the results of interview that researcher did on April 23, 2019 with English teacher of eleventh grade at SMAN 7 Banjarmasin about the approach of learning. Researcher did the interview through ask some question

to teacher such as: teachers' education background, how long teacher teach the subject matter at that school, teachers' experience in learning English, how important the use method and approach in learning process, students' response when teacher uses TBLT approach in learning process, does teacher always use TBLT approach in learning process, does teacher do evaluation in the last meeting, does TBLT approach really help students in English teaching, did teacher need analysis before teach in the class, In teaching how many source that teacher usually use to take the material, how can teacher develop the material from the source teacher got, how teacher apply the material in the class.

Based on some question above, researcher got some information about the teacher that teacher's education background is S1 English department (FKIP). She have taught English about 26 years. Teacher said that when we do learning process, it is important for us to determine its approach and also method to create way to teach.

In the same time teacher also said that its help students for getting their target language, beacuse it will make the students become accustomed with the English. There is no negative students' response during learning process. Sometimes students just show their confused face with teacher action (pronunciation) and her explanation too fast. Teacher said that she often use its approach in her learning process, because it is one of school's demand for some teacher. She do analysis before teach in the class. Then teacher said she take the material from curriculum 13 which is the examples

(material/substance) which taught can with browsing from news paper or from news on television.

Then, teacher said she develop the material by speaking performance (retell the text). Researcher finds when teacher teach the subject matter in the classroom, it seems she develop the material by speaking performance (retell the text).

In the same time teacher also said that she apply the material in the class by explain the teory first, then divide three students into group, first student retell thesis, second student deliver argument, and the last person explain documendation. Teacher said that she always use its approach in her learning process, because it is one of school's demand for some teacher. Researcher understand with this teacher's statement, but the fact when researcher did classroom observation, researcher finds that is not in every meeting teacher use English as the language sometimes teacher uses Indonesian.

2. Students' responses towards the implementation of Task Based Language Teaching in teaching reading

Based on the results of interview that researcher did on April 23, 2019 with students of eleventh grade at SMAN 7 Banjarmasin about the learning English. Researcher did the interview through ask some question to students such as: are you happy study english, do you fully understand with the teachers' explanation in the lesson? If you don't understand; what are you doing?, do you have some difficulties in the lesson?; if yes; what are they?,

does the method develop your language ability; why?, do you prefer learning English before learn English in the class?

Based on some question above, researcher got some information about students, they said that they love English, happy to study English because according to them: they can explain more with English than Indonesian, English is fun, easy to learn, English is universal language, it's use for international language, make thinking more developed, can communicate with strangers, and make watching movies easier.

As stated by student F "No doubt, English is one of my favourite", also by student N "Yes, I'm happy to study English because English is international language that can be use for study, travelling, and many more". And as stated by student I "Yes, I'm really happy and appreciate to study English". Researcher finds when students learn the subject matter in the classroom, it seems like very enjoy and comfortable, but researcher also finds there are students don't bring book.

Then, students said understand with the teachers' explanation as stated by student C "Yes, I understand because her explanation is very clear". Then as stated by student C "Understand, because I understand English, because I have been learning English since little when I was primary school", but there are some students said sometimes don't understand because teachers' explanation too fast and if they don't understand they will search google, will learn again, and will ask to their friends but if still don't inderstand then ask to teacher. As stated by student S "Sometimes don't understand maybe

because my teacher can't explain it more about that. And as stated by student A "Sometimes don't understand because teacher's action (pronunciation).

At the same time students also said that their difficulties in the lesson such as vocabulary, grammar, action (pronunciation). But there are also students haven't difficulties. Researcher finds when learning in the classroom if there are some students have difficulties they will search google translate.

There are no negative student's response during learning process. The method that teacher uses is good, and more effective. As stated by student Y "Yes, because I learn something that I do know before". And as stated by student W "Yes, better theory first, then implementation". Sometimes students just show their confused face with teacher's action (pronunciation) and her explanation too fast. This is one of the problem which teacher faces in learning process that she should explain the material better and explain it more about that to the students. Also there is one student said boring and sleepy. Actually in this case teacher must add some animated video or something that makes the student not sleepy.

Then students said there is no proper learning English before learn English in the class but just sometimes preparing. But also there are students prepare learning English before learn English in the class, as stated by student Y "Yes, because I rarely to see in the class talk about daily conversation, I think we need lesson that make us to speak more in English. Also stated by student A "Yes, in English course". Then stated by student L "Yes, of course".

B. Discussion

This sub chapter presented the discussion from the finding above.

1. How the implementation of task based language teaching in teaching reading to the eleventh grade at SMAN 7 Banjarmasin

Based on the results of research on English teaching in SMAN 7 Banjarmasin through observation technique shows that English teaching in SMAN 7 Banjarmasin can be said good, it seen with teacher's planning in English language teaching at teacher's subject matter. Teacher often use slide as a media in learning process and use English language completely in the slide. Teacher always asks students to take a note for the difficult words that they find in the slide and then ask about it back to the teacher if teacher has finished to convey the material. Teacher has positive attitude towards the use of TBLT so that the teacher can make the student happy and comfort learning English language. Teacher also can make the students interests in learning the target language.

The TBLT framework consists of three main phases, provides three basic conditions for language learning (Willis., 2005, p. 26). They are pre-task, task-cycle and language focus. 1)Pre-task: introduces the class to the topic and the task activating topic related words and phrases. According to observation classroom, there are MIPA 2 and MIPA 3, researcher finds teacher introduces a topic about hortatory exposition text to the students and

will ask some questions as the task, students may brainstorm language they can use in the task and students read a text.

2)Task-cycle: offers learners the chance to use whatever language they already know in order to carry out the task and then to improve their language under the teacher's guidance while planning their reports on the task. Task cycle offers learners a holistic experience of language in use. There are three components of a task-cycle: task, planning, and report. Researcher finds in observation classroom teacher asks the students to carry out the task then improve their reading comprehension. In task: teacher divides students into small groups, each group consist of 3 people, students may choose their own friends and some are chosen by the teacher. And teacher answer questions from students if needed. Next, in planning: teacher asks the students to plan their reports effectively toward the task. Students with their group prepare their presentation in front of the class in orally, first person retell thesis, second person about argument, and the third person about recommendation. Teacher helps students to correct if there is mistakes. Then, in report: teacher asks the students to describe their findings relates to the task. Students present their reports in front of the class with their group, sometimes there is group bring note in paper when presentation, but just little, not all group. The topic such as: children and computer, having breakfast, illegal rice, abuse animals, why we have to increase our reading interest, etc. After that teacher gives feedback after students presentation.

3)Language focus: allows a closer study of some of the specific features naturally occurring in the language used during the task cycle. Learners examine the language forms in the text and look in detail at the use and the meaning of lexical items they have noticed. Language focus has two components: analysis and practice. According to observation classroom, in analysis: teacher asks students to give their ideas relates to the topic. And in practice: teacher do practice of new words and repeating. Then teacher asks students to say what they learned about the topic and teacher gives conclusion and said to students “any question?”.

A task in TBTL has a number of defining characteristics:

1. It has to engage the learner’s interest;
2. It is primarily focused on meaning;
3. It measures success in terms of non-linguistic outcome, rather than accurate use of language forms;
4. It relates to real world activities (e.g. job interviews, reading instructions, etc.) or provides sufficient opportunities for learners to engage in real world meanings (e.g. expressing locations of objects). (2007, p. 13).

Based on classroom observation and interview with the English teacher of SMAN 7 banjarmasin who use Task based language teaching method, the researcher found that the teacher select the task/ take the material/topic from news paper, and from news in television which is warm news.

Then, teacher roles in Task Based Language Teaching those are: selector and sequence of tasks, preparing learners for tasks, and consciousness-raising ((Richards J. a., 2001, p. 236). And teacher acts as a language adviser, teacher acts as chairperson. According to classroom observation, teacher monitors and encourages students, provides help if needed. Also teacher helps students to correct or rephrase their reports, and teacher gives feedback on content and form.

The implementation of task based language teaching approach in SMAN 7 Banjarmasin is actually good because teacher convey the material by using English language about 50% in every meeting and teacher always use English word and sentence in the slide as a teaching media for every meeting. Teacher sometimes review the material before start learning, but teacher doesn't summarize the material at the end of learning.

Task based language teaching approach based on the use of communicative and interactive tasks as the central units for the planning and delivery of instruction (Richards J. C., 2002, p. 540). Related to the teaching and learning process of reading, there are various tasks that can be created by the teacher. The use of tasks actually can support efective reading class. According to observation class at that time, researcher finds that the teacher convey the material of reading about hortatory exposition text.

Based on the results of research on English language teaching in SMAN 7 Banjarmasin through interview tehique shows that English language

teaching in SMAN 7 Banjarmasin can be said good, it seen when teacher says that when we do learning process, it is very important for us to determine its approach and also method. Because without its determine will make us confuse for doing something in the classroom.

2. Students' responses towards the implementation of task based language teaching in teaching reading

In order to answer the second research question, the researcher used data from the interview which was about students' responses towards the implementation of task based language teaching in teaching reading at SMAN 7 Banjarmasin.

There are some learner roles in task based language teaching proposed by some experts. They are as group participant, as monitor, as risk-taker, and innovator (Richards J. a., 2001, p. 235). Based on the results of interview with students from MIPA 2 and MIPA 3 at SMAN 7 Banjarmasin, students do the tasks in small group, students involve in the tasks and have opportunity to notice how language is used in communication, also students involve in the activities of developing their language skills.

Also researcher did the interview through ask some question to students those are: for the first question, all students answer that they love English. As stated by student F "No doubt, english is one of my favorite". And as stated by student N "Yes, I'm happy because English is international language that can be use for study, travelling, and many more'. Also as stated by student I

“Yes, I’m really happy and really appreciate to study English. And the other students answered *“Yes, very like and happy to study English because can explain more with English than Indonesia, because she have been learning English since little when she was primary school. Because English is fun, easy to learn, it’s use for international language. Because English is universal language, we should use English for future. And also because make thinking more developed, make watching movies easier, and can communicate with strangers.* This interview shows that all students of SMAN 7 Banjarmasin love to learn English because they thought that English is important.

The researcher also interviewed the students about the teachers’ explanation. As stated by student N “Yes, I’m understood because her explanation is very nicely”. And as stated by student C “Yes, I’m understand because I’m understand English because I have been learning English since little”. Also as stated by student R “ Yes, I’m understand”. There were 12 students who answered that they understand about the teacher’s explanation. But there were 8 students answered: sometimes don’t understand because because teachers’ action (pronunciation), her explanation too fast, and she can’t explain it more about the material. This interview shows that the teacher's explanation about the lesson to students cannot be understood by all students but there were still more students who understand than those who did not understand.

For the third question, the researcher interviewed the students about their difficulties in the lesson. Some students answered there were difficulties. As stated by student A “Sometimes about vocabulary and grammar”. And as stated by student N “Yes, I think vocabulary is little bit hard than the others”. Also as stated by student D “Yes, sometimes teacher is a little mispronounce in a few words that are somewhat similar, so I longer understand what the teacher mean”. And as stated by student M “ about action (pronunciation) unclear”. But also some students answered there is no difficulties. This interview shows that the role of the teacher is very important in the learning process of students. However, the teacher must be patient and trying to make the students understand what is being taught. There were 11 students who had difficulty in understanding the lesson because of their lack of vocabulary mastery, grammar, action (pronunciation) and 9 students who claimed that they had no difficulties.

Next, the fourth question, the researcher interviewed the students about the success of a student in English language ability really depends on the teaching method applied by the teacher. As stated by student D “So far developing, because sometimes teacher gives the task of making dialogue then presented in front of her, so our writing and reading skills better”. Also as stated by student R “ Slightly develop language ability because what is taught only helps to answer the test questions”. And as stated by student W “Yes, better theory first, then implementation”. As stated by student M and N “Yes, because the teacher is very good about her explanation”. Stated by

student Y “Yes, because I learn something that I don’t know before”. By student R “Because she teach well and humble”. There were 11 students answered like that and 9 students answered “*It all depends on the students themselves*”. This interview shows that the learning and teaching process will succeed depending on the teaching method applied by the teacher. So, the teacher must be able to choose what method is suitable for the students so that students can easily understand what is conveyed by the teacher.

The last interview question, the researcher interviewed the students about their preparation learning English before learn English in the class. There were 7 students answered “No, I don’t”. And there were 13 students answered “Yes”. As stated by student L “Yes, of course”. Student A “Yes, in English course”. Student S “Sometimes I do it if the lesson will be difficult”. Student D “Maybe yes”. Student N “Yes, I do”. From these interviews show that more students do preparation learning English before learn in the class than who did not preparation.

Overall, the reseacher concluded that TBLT is a successful method in which teacher attempts to activate the learners background knowledge by ask learners to complete tasks. TBLT was a more effective, authentic, meaningful and purposeful in pre-reading phase. It was more elaborate and complete.