

CHAPTER ONE

INTRODUCTION

1.1 Background of Research

Learning English is a process to improve students' abilities, starting from knowledge, abilities, attitudes, personalities, and much more. The learning and teaching process must be exciting and not boring so that learning becomes more fun and can help increase student understanding. In learning English, there are four essential skills that students must master. Brown (1994) states that in learning English, students must master four skills: listening, speaking, reading, and writing. These skills are related to one another in learning English.

One method to widen our minds and facilitate knowledge acquisition is through reading. Reading is an important skill to be mastered since it can help people understand the meaning of written symbols in various forms in their surrounding environment (Hidayani & Yulia, 2019). In other words, having good reading skills will help people carry out teaching and learning activities or carry out daily activities that require reading skills, making all activities easier.

They are following what has been determined by the government, namely the application of the independent learning curriculum implemented in several schools in Indonesia. More than 268,000 academic units in all provinces in Indonesia are enthusiastic about implementing the Independent Curriculum in the 2023/2024 school year (Kemdikbud, 2023). This curriculum focuses on essential, relevant, and in-depth material so that there is sufficient time to build st creativity and

innovation in achieving essential competencies such as literacy and numeracy. Therefore, students' literacy skills in this curriculum are highly highlighted. To assist students in improving their literacy or reading skills, it is necessary to apply appropriate methods.

The method is the way used to implement plans that have been prepared to achieve learning objectives. According to Freeman (2000), the method taught to the teachers makes a base and gives them thinking about the applicable techniques and principles according to the situation where they sit.

Before commencing the research, the researcher engages in preliminary observations. These initial observations involve assessments administered by English teachers at MAN 1 Lampung Tengah, which encompass writing, listening, speaking, and reading tests. The researcher assisted in supervising the test and subsequently review the test outcomes. An analysis of the test results reveals an average score, with the highest performance observed in listening, followed by speaking, then writing, and finally reading. Subsequently, the researcher opted to focus on reading as it had the lowest average score in the class.

The researcher is keen to examine how Task-Based Language Teaching (TBLT) is being used in reading for class X MAN 1 Lampung Tengah in order to address these issues. An alternative to traditional teaching and learning methods is TBLT, which can be used to teach reading. This approach can make it easier to teach reading to students because TBLT helps teachers connect the material with the students' real world and motivates students to apply their knowledge in everyday life through reading skills (Sinaga, 2015, p.2).

TBLT focuses more on an approach based on using assignments as the core of planning and teaching language classes. Mulyadi (2016) states that the purpose of using this method is for students to complete assignments by exploring students' abilities through several activities prepared by the teacher. School activities designed by teachers include authentic, practical, and functional language. In this plan, continuous learning in students. Nunan (2004) states that with this approach, the solution students do not only focus on learning language structure but also on language production. This is in line with the principle that task-based language teaching allows students to focus on the language and the learning process. The TBLT process itself prohibits several essential skills. Students learn to ask questions, negotiate to mean, connect meanings, and interact and work in groups.

In this case, the researcher focused on the relationship of meaning closely related to students' reading skills. Task-based language teaching is an approach that emphasises learning communication through interaction in the target language. Based on the explanation above, the researcher conducted research under the title, "The Use of Task-Based Language Teaching to Improve Reading Comprehension of Tenth Grades Students MAN 1 Lampung Tengah".

1.2 Research Question

Based on the explanation above, the research question is there any significant improvement in reading comprehension of Tenth Grade Students at MAN 1 Lampung Tengah after being taught through Task-Based Language Teaching?

1.3 Research Objective

The main objective of this research is to investigate whether there is a significant improvement in reading comprehension of Tenth Grade Students at MAN 1 Lampung Tengah after being taught through Task-Based Language Teaching.

1.4 Uses of Research

The results of this study are expected to be used theoretically and practically:

1. Theoretically

It can be useful for English language teaching and learning, especially for students' comprehension in reading descriptive texts. It can also support the validity of the hypothesis regarding the acquisition of reading skills through task-based language teaching (TBLT). And can provide readers with new information, understanding, and perspectives on (TBLT).

2. Practically

a) For the students

The findings of this study are expected to help and become an illustration for students in reading comprehension of descriptive texts through task-based language teaching (TBLT).

b) For the teachers

It could help improve the standard of English language teaching. The results of this research should also be considered by teachers when choosing engaging teaching strategies. In addition, this research is also expected to help teachers to deliver materials to students effectively and on target.

c) For the other researchers

The findings of this study are expected to provide a new perspective for other researchers when they conduct further research, especially in terms of the application of TBLT techniques to improve reading comprehension.

1.5 Scope of Research

This study will focus on the application of task-based language teaching methods (TBLT). With a more specific focus, this study will investigate the effect of implementing task-based language teaching (TBLT) on students' reading comprehension of descriptive texts. The participants in this study were taken from tenth grade in MAN 1 Lampung Tengah. Researchers will only take one class as a sample in this study. The class to be observed was chosen by the English subject teacher as a tutor, and the class to be selected would be the subject of this research. This study will be carried out in odd semesters of the academic year. In collecting data, the researcher used quantitative methods with a pre-experimental design and one-group methods using pre-test and post-test designs.