

THE INFLUENCE OF TASK-BASED LEARNING ON STUDENTS' READING COMPREHENSION AT SMA MUHAMMADIYAH BANGKINANG

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ABSTRACT

This research aims to investigate the effect of Task-Based Learning on students' reading comprehension in English language learning among tenth-grade students at SMA Muhammadiyah Bangkinang. The study employed a quasi-experimental design with a random sampling technique. The sample consisted of 60 students from two classes: X 2 as the experimental group and X 3 as the control group, with 30 students in each class. The students in the experimental group were taught using the Task-Based Learning approach, which emphasizes the use of meaningful tasks as the core of the learning process, while the students in the control group were taught using conventional teaching methods without the application of Task-Based Learning. Data analysis included validity and reliability testing, normality and homogeneity tests, and a t-test, which showed a significance value (2-tailed) < 0.05, specifically 0.178. Since the calculated significance value (0.179) is lower than the significance level (0.05), the researcher rejected the null hypothesis (H₀) and accepted the alternative hypothesis (H_a). This indicates that there is a significant difference in reading comprehension between students who were taught using the Task-Based Learning approach and those who learned through conventional methods. In conclusion, the findings suggest that implementing Task-Based Learning in reading instruction effectively improves students' reading comprehension in English language learning. By engaging students in meaningful and goal-oriented tasks, this approach encourages active participation, promotes critical thinking, and enhances their ability to understand texts more deeply. As a result, students become more independent and confident readers who can interpret, analyze, and evaluate written information effectively

Keywords: Task-Based Learning, Reading Comprehension

ABSTRAK

Penelitian ini bertujuan untuk mengkaji pengaruh Pembelajaran Berbasis Tugas terhadap pemahaman membaca siswa dalam pembelajaran bahasa Inggris di kalangan siswa kelas sepuluh di SMA Muhammadiyah Bangkinang. Penelitian ini menggunakan desain kuasi-eksperimental dengan teknik pengambilan sampel acak. Sampel terdiri dari 60 siswa dari dua kelas: X 2 sebagai kelompok eksperimen dan X 3 sebagai kelompok kontrol, dengan 30 siswa di setiap kelas. Siswa dalam kelompok eksperimen diajarkan menggunakan pendekatan Pembelajaran Berbasis Tugas, yang menekankan penggunaan tugas yang bermakna sebagai inti dari

proses pembelajaran, sedangkan siswa dalam kelompok kontrol diajarkan menggunakan metode pengajaran konvensional tanpa penerapan Pembelajaran Berbasis Tugas. Analisis data meliputi pengujian validitas dan reliabilitas, uji normalitas dan homogenitas, dan uji-t, yang menunjukkan nilai signifikansi (2-tailed) $< 0,05$, khususnya 0,178. Karena nilai signifikansi yang dihitung (0,179) lebih rendah dari tingkat signifikansi (0,05), peneliti menolak hipotesis nol (H_0) dan menerima hipotesis alternatif (H_a). Hal ini menunjukkan bahwa ada perbedaan yang signifikan dalam pemahaman membaca antara siswa yang diajar menggunakan pendekatan Pembelajaran Berbasis Tugas dan mereka yang belajar melalui metode konvensional. Kesimpulannya, temuan menunjukkan bahwa penerapan Pembelajaran Berbasis Tugas dalam pengajaran membaca secara efektif meningkatkan pemahaman membaca siswa dalam pembelajaran bahasa Inggris. Dengan melibatkan siswa dalam tugas-tugas yang bermakna dan berorientasi pada tujuan, pendekatan ini mendorong partisipasi aktif, mempromosikan pemikiran kritis, dan meningkatkan kemampuan mereka untuk memahami teks lebih dalam. Hasilnya, siswa menjadi pembaca yang lebih mandiri dan percaya diri yang dapat menafsirkan, menganalisis, dan mengevaluasi informasi tertulis secara efektif.

Kata Kunci: Pembelajaran Berbasis Tugas, Pemahaman Membaca

A. Introduction

SMA Muhammadiyah Bangkinang, also known as SMA Muhiba, is a private senior high school located on Jalan Muhammadiyah, Desa Kumantan, Bangkinang Kota District, Kampar Regency, Riau Province. The school is under the management of the Muhammadiyah organization and aims to provide quality education that integrates Islamic values with academic excellence.

English language learning at SMA Muhammadiyah Bangkinang is designed to develop students' language skills comprehensively, focusing on both spoken and written

aspects. As part of a curriculum that combines academic and moral education, the teaching of English aims not only to improve language proficiency but also to nurture students' character in global communication.

At the school, English teachers employ a variety of teaching methods, including communicative approaches and task-based learning, to engage students and help them master the material in an interactive and contextual way. However, challenges remain, particularly in the areas of reading comprehension and text understanding, which are key areas of focus for improvement through more

intensive strategies and in-depth study.

Preliminary observations conducted on September 23, 2024, with an English teacher, revealed that students at SMA Muhammadiyah Bangkinang struggle with several aspects of reading comprehension. These difficulties include: The individual experiences various difficulties in reading and understanding English texts. Visually, they struggle to recognize and process words, which affects reading fluency.

Additionally, they face challenges in understanding the meanings of individual words, especially when encountering unfamiliar vocabulary. Their overall comprehension of the text is limited, as they have trouble following the flow and context of the information presented. They also struggle to identify the main ideas within a text and find it difficult to synthesize information from different parts of the text to draw logical conclusions. These combined challenges result in a reduced ability to fully understand what they read.

Based on the problem about the students need targeted interventions

to improve their reading comprehension skills. In light of these challenges, it is crucial to employ effective reading strategies that can help students better understand and retain information from texts. One such strategy is Task-Based Learning (TBL).

According to Ellis (2014), a "task" is an activity that encourages learners to use language to solve a real-world problem, shifting the focus from simply practicing language forms to using language for meaningful communication.

Skehan (2019) further elaborates on TBL by stating that the focus is on the completion of tasks rather than explicit language instruction. The teacher's role in this approach is to act as a facilitator, providing guidance and feedback based on the language the students use during task performance.

This student-centered method encourages learners to use language in a more natural, context-driven manner, which promotes engagement and enhances the effectiveness of the learning process.

Task-Based Learning has been widely recognized for its ability to improve students' reading

comprehension skills. Research has consistently shown that TBL enhances learners' ability to process and understand texts by engaging them in meaningful tasks.

Moreover, TBL supports active, student-centered learning, encouraging students to engage deeply with the text. As learners work through tasks, they develop critical thinking skills, expand their vocabulary, and improve their overall language proficiency, which directly impacts their ability to comprehend written material.

Given the challenges faced by students at SMA Muhammadiyah Bangkinang in reading comprehension, the implementation of Task-Based Learning could serve as an effective solution. By integrating TBL into their reading activities, teachers can help students become more adept at processing English texts.

TBL allows for the creation of tasks that promote language use in context, facilitating greater interaction with the material and encouraging a more active approach to learning.

Research on TBL often uses pre-tests and post-tests to measure the effectiveness of the strategy in improving reading comprehension

Zahro (2015). A classroom action research (CAR) design is commonly employed in these studies to assess the impact of TBL on students' reading skills.

B. Research Methodology

This study used experimental research design. In this research, the researcher applied quasi-experimental research design to suit the nature of the study which aimed to examine The Effect of Using Task-Based Learning on Students' Reading Comprehension . To know the effect of the independent variable (Task-Based Learning) on the dependent variable (Students' Reading Comprehension), two groups of the students were selected.

They are an experimental class and a control class. The Task-Based Learning used in teaching reading to students of the experimental class while the traditional method used in teaching students in control class.

This research will be conducted from February 2025 to June 2025 at SMA Muhammadiyah Bangkinang.

Population in this research was the students of SMA Muhammadiyah Bangkinang. The students in SMA Muhammadiyah Bangkinang consist

of four classes. The total population of student were 126 students.

Table 1. The Total Number of the Tenth Grade at SMA Muhammadiyah Bangkinang

No.	Class	Numbers of Students
1.	X 1	32
2.	X 2	30
3.	X 3	30
4.	X 4	34
	Total	126

The sample technique that researcher used is cluster sampling. In cluster sampling technique, the unit chosen is not an individual but, rather, a group of individuals who are naturally together. The researcher will choose a number of classes randomly from a school and then include all the students in those classes in the sample. In this research, the researcher chose two classes as sample of the research.

The first class is X 2 as the experimental class that consists of 30 students. The second class is X 3 as the control class that consist of 30 students. The reason why the researcher chose these classes is because both X 2 and X 3 have the same English teacher. Therefore, the researcher took 60 students as the sample in this research.

Table 2. The Sample Experimental Class and Control Class

No	Class	Group	Total student
1	X 2	Experimental	30
2	X 3	Control	30
	Total		60

The instrument will be developed in alignment with the English syllabus used at SMA Muhammadiyah, ensuring it corresponds with the objectives outlined in the senior high school English curriculum. The reading comprehension test will include various question types designed to evaluate students' understanding of texts, including identifying main ideas, finding specific information, making inferences, understanding vocabulary in context, and recognizing text structure.

As a research instrument, the reading test will serve as the main tool for collecting data and will be carefully examined to fulfill the criteria of both validity and reliability. A post-test will be administered after the treatment to evaluate whether students in the experimental group show better reading comprehension as a result of the implementation of the Task-Based Learning strategy.

This research uses a quantitative method with an experimental design to find out the effect of the Task-based Learning technique on students' Reading Comprehension. The research steps include Pre-test - to measure the students' initial Reading Comprehension before treatment.

Treatment - the experimental group is taught using the Task-Based Learning technique, while the control group receives conventional instruction.

Post-test - to measure the students' Reading Comprehension after the treatment.

Data Analysis – the results of the pre-test and post-test are compared using statistical analysis to determine whether there is a significant difference between the two groups.

Identified before the researcher collect data, the instrument may be a test, questionnaire, tally sheet, log, observational checklist, inventory, or assessment instrument.

The analysis will begin with observation data, which are categorized according to the following performance standards.

Table 3. The Standard of Students' Performance Based on Score Range

No.	Standard of Performance	
1	86-100	Excellent
2	76-85	Very Good
3	60-75	Good
4	55-59	Fair
5	<55	Poor

Next, the researcher will analyze the students' Reading test scores from both the experimental and control groups. To determine significant, the researcher will employ an independent sample 't-test'. Before

conducting the t-test, two statistical assumptions must be met: the normality test (to ensure the data distribution is normal) and the homogeneity test (to verify that the variances between the two groups are equal).

The researcher utilized SPSS version 25 to assess dependability.

Table 4. Reliability Category

No.	Reliability	Category
1.	>0.90	Very high
2.	0.80-0.90	reliable
3.	0.70-0.79	Highly Reliable
4.	0.60-0.69	Reliable
5.	>0.60	Minimally Reliable Unacceptably low reliable

The reliability test result was 0.834, and it was placed in the high reliable group, as can be seen in the above table. It is clear from the results that the test was good since the instrument was dependable.

C. Research Finding and Discussion

Research Finding

In this study, X.2 and X.3 students of SMA Muhammadiyah Bangkinang, where X.2 consisted of 30 students who were taught task-based learning and X.3 consisted of 30 students who were taught without task-based learning.

Table 5. Students' Pre-test and Post-test Scores of Experiment Class

No	Score of Experiment Class		
	Students	Pre-test	Post-test
1	Student 1	49	65
2	Student 2	47	71
3	Student 3	43	57
4	Student 4	50	66
5	Student 5	46	68
6	Student 6	55	67
7	Student 7	46	60
8	Student 8	53	59
9	Student 9	60	64
10	Student 10	56	76
11	Student 11	53	69
12	Student 12	51	67
13	Student 13	45	67
14	Student 14	68	78
15	Student 15	42	64
16	Student 16	62	74
17	Student 17	52	68
18	Student 18	64	72
19	Student 19	56	60
20	Student 20	58	64
21	Student 21	50	65
22	Student 22	60	72
23	Student 23	49	62
24	Student 24	56	68
25	Student 25	59	73
26	Student 26	42	58
27	Student 27	55	69
28	Student 28	61	75
29	Student 29	43	59
30	Student 30	66	78
SUM		1597	2015
AVERAGE		53.2	67.1

The average score of students increased from 53.9 at the time of the pre-test to 68.6 at the post-test, with the total score increasing from 1617 to 2042.

The author used a pre-test to measure students' reading comprehension in writing before treatment. The results can be seen as follows:

Table 6. The Descriptive Statistics of Pre-test score in Experimental Class

Pre-Test		
N	Valid	30
	Missing	0

Mean	53.2
Median	53
Std. Deviation	7.304
Variance	53.357
Range	26
Minimum	42
Maximum	68
Sum	1597

The X.2 experimental class achieved a total pre-test score of 1597, resulting in an average score of 53.2. The pre-test score has a standard deviation of 7.304 and a variance of 53.357. The score range is 26, with a minimum score of 42 and a maximum score of 68.

Table 7. The Descriptive Statistics of Post-test score in Experimental Class

Post-Test		
N	Valid	30
	Missing	0
Mean		67.1
Median		67
Std. Deviation		5.919
Variance		35.4
Range		21
Minimum		57
Maximum		78
Sum		2015

The X.2 experimental class achieved a total post-test score of 2015, resulting in an average (mean) score of 67.1. The post-test scores had a standard deviation of 5.919 and a variance of 35.4. The range of scores was 21, with the minimum score being 57 and the maximum score reaching 78.

Table 8. Students' Pre-test and Post-test Scores of Control Class

No	Score of Control Class		
	Students	Pre-test	Post-test
1	Student 1	48	65
2	Student 2	51	68

3	Student 3	46	60
4	Student 4	52	64
5	Student 5	57	63
6	Student 6	55	71
7	Student 7	45	65
8	Student 8	53	68
9	Student 9	53	62
10	Student 10	60	73
11	Student 11	55	68
12	Student 12	48	63
13	Student 13	48	64
14	Student 14	51	61
15	Student 15	43	59
16	Student 16	59	75
17	Student 17	45	57
18	Student 18	62	70
19	Student 19	54	64
20	Student 20	56	69
21	Student 21	48	64
22	Student 22	60	70
23	Student 23	59	63
24	Student 24	43	61
25	Student 25	55	68
26	Student 26	51	64
27	Student 27	48	60
28	Student 28	63	75
29	Student 29	50	67
30	Student 30	59	57
SUM		1577	1958
AVERAGE		52.5	65.2

The difference between the pre-test and post-test scores of the control class is presented in Table 8 above. The total pre-test score obtained by the X.3 control class was 1577, with an average score of 52.5. This shows that many students still have deficiencies in their English-reading skills. Meanwhile, the total post-test score reached 1958, with an average score of 65.2. The post-test average score shows an improvement compared to the pre-test average score.

Table 9. The Descriptive Statistics of Pre-test Score in Control Class

The Pre-test Score Control Class		
N	Valid	30

	Missing	0
Minimum		43
Maximum		63
Sum		1577
Mean		52.5
Std. Deviation		5.703
Range		20
Variance		32.529

The X.3 control class achieved a total pre-test score of 1577, resulting in an average (mean) score of 52.5. The pre-test scores had a standard deviation of 5.703 and a variance of 32.529. The range of scores was 20, with the minimum score being 43 and the maximum score reaching 63.

Table 10. The Descriptive Statistics of Post-test Score in Control Class

The Post-test Score of Control Class		
N	Valid	30
	Missing	0
Minimum		57
Maximum		75
Sum		1958
Mean		65.26
Std. Deviation		4.827
Range		18
Variance		23.305

The X 3 control class achieved a total pre-test score of 1958, resulting in an average (mean) score of 65.26. The pre-test scores had a standard deviation of 4.827 and a variance of 23.305. The range of scores was 18,

with the minimum score being 57 and the maximum score reaching 75.

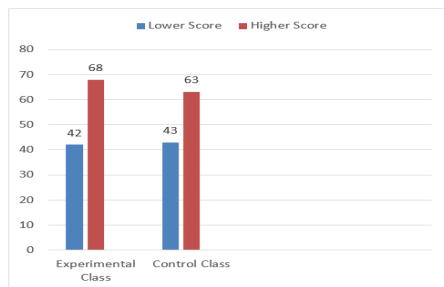


Figure 1. The Diagram of Pre-test from Experimental and Control Class

Based to the following graphic, the pre-test of experimental class had a highest score of 68 and a lowest score of 42. The control class results showed that highest score was 63 and the lowest score was 43.

Table 11. The Data of Pre-test Scores of Experimental and Control Class

Class	N	Mean	Standard Deviation
Experimental	30	53.2	7.304
Control	30	52.5	5.703

Based on the table above, it could be seen that differences of pre-test scores between control class and experimental class. The experimental class, the mean score was 53.2 and SD was 7.304. The control class, the mean score was 52.2 and SD was 5.703.

The pre-test is the test which is given to students before giving the treatment. This aims to know speaking of students. The differences data of students speaking scores of post-tests in experimental and control classes

could be seen in the following diagram:



Figure 2. The Diagram of Post-test from Experimental and Control Class

Based to the following graphic, the post-test of experimental class had a highest score of 78 and a lowest score of 57. The control class results showed that highest score was 75 and the lowest score was 57.

Table 12. The Data of Post-test Scores of Experimental and Control Class

Class	N	Mean	Standard Deviation
Experimental	30	67.166	5.919
Control	30	65.266	4.827

Based on the table above, it could be seen that differences of post-test scores between control class and experimental class. The mean score of students reading comprehension after given treatment by task-based learning in experimental class was 67.166 and SD was 5.919. On the contrast, the control class by using book, the mean score was 65.266 and SD was 4.827. This means that learning reading using task-based

learning has a significant impact on reading of students in class X of SMA Muhammadiyah Bangkinang.

In this study, hypothesis testing can be seen through the results of the t-test in the table above. Based on the results of the t-test for the post-test value, it is known that the significance value (Sig. 2-tailed) is 0.695 which is smaller than $\alpha = 0.05$. This shows that there is a significant difference between the two groups tested.

Thus, H_0 was rejected and H_A was accepted. This means that there is a significant influence of the treatment given on the results of the student's post-test. In addition, the calculated t-value of 1.362 is greater than the t-table, which further reinforces that the difference did not occur by chance.

Based on the above results, it can be concluded that the use of the learning model on speaking skills is a significant effect for class X students of SMA Muhammadiyah Bangkinang and null hypothesis (H_0) that uses conventional strategies on speaking skills is not effective for students of class X of MA Muhammadiyah Bangkinang.

Discussion

After applying task-based learning in the process of understanding reading texts at the high school level, researchers found several interesting dynamics during its implementation. One of the main challenges that arises is the difference in the level of student involvement in the early stages of pre-reading activities, where some students are still passive and just wait for directions without trying to predict the content of the reading independently.

This shows that not all students have the same readiness and confidence in activating their initial knowledge. In addition, at the stage of implementing the reading task, the obstacle that arises is the lack of equal participation in identifying the main idea or concluding the content of the text.

In some cases, more active students tend to dominate group discussions, while other students contribute less. This imbalance can hinder the effectiveness of task-based learning in developing comprehensive reading comprehension.

After implementing task-based learning in the reading process at the high school level, researchers found

some interesting dynamics during its implementation.

One of the main challenges that arises is the difference in the level of student engagement in the early stages of pre-reading activities, especially when asked to predict the content of the text and activate initial knowledge. Some students appear passive and rely only on answers from more active friends.

This shows that not all students have the same readiness and confidence to engage in the process of building an initial understanding. In addition, at the stage of implementing the reading task, the obstacle that arises is the lack of balance of contributions in group discussions.

In some cases, the more dominant students tend to take over the reading analysis process, while other members of the group become less active. This imbalance can reduce the effectiveness of task-based learning in encouraging equitable reading comprehension for all students.

D. Conclusion

Based on research conducted on the influence of task-based learning on students' reading comprehension

in high school, it was found that the application of this strategy had a positive impact on improving students' ability to understand the content of reading. Through task-based learning, students are trained to complete activities that are directly related to the text, such as summarizing, finding key ideas, identifying detailed information, and drawing conclusions.

This process helps students read more purposefully, practice critical thinking skills, and strengthen understanding of the explicit and implicit meanings of reading. In addition, active involvement in task completion encourages students to be more focused, discuss with friends, and develop varied reading strategies.

Thus, the application of task-based learning has proven to be effective in improving students' reading comprehension at SMA Muhamadiyah through contextual, collaborative, and meaningful activities.

In addition, the application of task-based learning provides opportunities for students to develop reading skills through activities that are systematically designed, ranging from understanding the text individually, discussing the content of

reading with small groups, to completing comprehension tasks independently.

This approach makes students more confident in understanding the content of the reading because they have previously obtained input and viewpoints from classmates. The collaborative learning environment helps students practice reading strategies such as finding key ideas, understanding important details, and drawing more appropriate conclusions. With peer support and repetitive, targeted reading exercises, task-based learning not only increases reading motivation, but also encourages students to achieve deeper reading comprehension on an on going basis.

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