

**THE EFFECT OF TASK-BASED LANGUAGE TEACHING (TBLT)
METHOD ON READING RECOUNT TEXT ABILITY
AT THE GRADE IX STUDENTS OF SMP N 1
ANGKOLA BARAT**



A Thesis

*Submitted to the State Islamic University Syekh Ali Hasan Ahmad Addary
Padangsidempuan as a Partial Fulfilment of the Requirement
for the Graduate Degree of Education (S.Pd) in English*

Written by :

WINDA SARI

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ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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LETTER OF AGREEMENT

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a.n. Winda Sari

Padangsidempuan, June 2026

To: Dean of Tarbiyah and Teacher
Training Faculty

In-

Padangsidempuan

Assalamu'alaikum warahmatullahi wabarakatuh

After reading, studying, and giving advice for necessary revision on the thesis belongs to **Winda Sari**, entitled ***"The Effect of Task-Based Language Teaching (TBLT) Method on Reading Recount Text Ability at the Grade IX Students of SMP N 1 Angkola Barat"***, we assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalamu'alaikum warahmatullahi wabarakatuh

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TitleofThesis: The Effect of Task-BasedLanguage Teaching(TBLT) Method onReading Comprehension in Recount Text at The IX Grade Students of SMPN 1 Angkola Barat

This research conducted to measure the effect of the implementation of Task-Based Language Teaching (TBLT) on students' reading comprehension preciselyinrecount text ability. Thisresearchconductedused quantitative method with experimental design. The participant of this research consist of two classes (control class and experimental class) of IX grade SMP N 1 Angkola Barat that contains 55 students. The sample collected using total sampling technique. The data of this research gathered using reading comprehension test. The result of T-test result showedand indicates that $T\text{-count} > T\text{-table}$ ($12.992 > 2.005$) and the significance value (2-tailed) < 0.05 ($0.000 < 0.05$).This means that there is a statistically significant difference in the reading recount text ability of students who were taught using the Task-Based Language Teaching (TBLT) method compared to those who were taught using the conventional method.

Keywords:*ReadingComprehension,Experimental,Task-BasedLanguageTeaching(TBLT)*

ABSTRAK

Name : Winda Sari
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Judul Skripsi : Pengaruh Metode Pembelajaran Bahasa Berbasis Tugas (TBLT) terhadap Pemahaman Membaca Teks Naratif pada Siswa kelas IX SMP N 1 Angkola Barat

Penelitian ini dilakukan untuk mengukur pengaruh penerapan Metode Pembelajaran Bahasa Berbasis Tugas (TBLT) terhadap pemahaman membaca siswa, khususnya pada kemampuan teks naratif. Penelitian ini menggunakan metode kuantitatif dengan desain eksperimental. Partisipan penelitian ini terdiri dari dua kelas (kelas kontrol dan kelas eksperimen) kelas IX SMP Negeri 1 Angkola Barat yang berjumlah 55 siswa. Sampel dikumpulkan menggunakan teknik pengambilan sampel total. Data penelitian ini dikumpulkan menggunakan tes pemahaman membaca. Hasil uji-t menunjukkan bahwa $t_{hitung} > t_{tabel}$ ($12,992 > 2,005$) dan nilai signifikansi ($2-tailed$) $< 0,05$ ($0,000 < 0,05$). Hal ini berarti terdapat perbedaan yang signifikan secara statistik dalam kemampuan membaca teks naratif siswa yang diajar menggunakan Metode Pembelajaran Bahasa Berbasis Tugas (TBLT) dibandingkan dengan siswa yang diajar menggunakan metode konvensional.

Keywords: *Pemahaman Membaca, Eksperimental, Pengajaran Bahasa Berbasis Tugas (TBLT)*

ملخص البحث

الاسم : وينداساري

رقم التسجيل : ٢٠٢٠٣٠٠٠٤٤

عنوان البحث : تأثير طريقة تدريس اللغة القائمة على المهارات على فهم القراءة في

النصوص السردية لدى

طلاب الصفات السبع في المدرسة الإعدادية الحكومية رقم ١ أنغولابارات

أجرى هذا البحث لقياس تأثير تطبيق منهج تدريس اللغة القائمة على المهارات على فهم الطلاب للقراءة، وبالتحديد على قدرتهم على فهم النصوص السردية. وقد استخدمت في هذا البحث المنهج الكمي مع تصميم تجريبي. وتألف المشاركون في هذا البحث من فصلين دراسيين (فصلم جعيو فصل تجريبي) من الصفات السبع في المدرسة الإعدادية الحكومية رقم ١ أنغولابارات، يضمّان ٥٥ طالباً. تمّ جمع العينات باستخدام تقنية العينات الكلية. تمّ جمع بيانات هذا البحث باستخدام اختبار فهم القراءة. أظهرت نتائج اختبار تي (اختبار تي) أن قيمة تي الحسابية > قيمة تي الاختبارية (١٢,٩٩٢) > (٢,٠٠٥) وقيمة الدلالة الإحصائية (ثنائية الذيل) < ٠,٠٥ < هذا يعني أنها كُفِّرَ قَدْ دَلَالَةُ إحصائية في قدرة الطلاب على إعادة سرد النص المقروء الذين تم تدريسهم باستخدام طريقة تدريس اللغة القائمة على المهارات مقارنةً بالذين تم تدريسهم باستخدام الطريقة التقليدية.

الكلمات المفتاحية: فهم القراءة، تجريبي، تدريس اللغة القائمة على المهارات

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

First and foremost, praises and thanks to Allah, for the shower of blessings, as well as the strength, peace of mind, and good health that bestowed upon my bachelor's degree, allowing me to successfully complete the research of work. Then, sholawat and salam be upon to the prophet Muhammad SAW that has brought human from the darkness era into the brightness era.

I would like to express the sincere gratitude to family, all lectures, and friends who have contributed in different ways. Therefore, in this chance the writer would like to express the deepest gratitude to the following people.

1. Dr. Eka Sustri Harida, M.Pd., as the first supervisor who has been the great advisor that always guided me to finish and also has given me suggestions during the process of writing the thesis,
2. Mrs. Yusni Sinaga, M.Hum., as the second advisor, who has been the great advisor that always guided me to finish, also has given me suggestions during the process of writing the thesis, who always be there in all of the student's way and process in finishing the thesis,
3. Mrs. Ida Royani, M.Hum., as the chief of English Department, I would like to thank you because you guided me and helped my academic problems from the beginning till the end of my studies.
4. Big thanks to all lecturers, all academic civities of UIN Syekh Ali Hasan Ahmad Ad-Dary who had given knowledge and helped during I studied in this university,
5. The chief of the school, teachers, and all my respondents, the grade IX students of

SMP N 1 Angkola Barat.

6. Special thank to my beloved parents (Alm. Soleh Ritonga and Alm. Kustiawati Siregar). My beloved brothers and sister (Permada Kusri Ritonga, S.T., Peri Kusriawan Ritonga, Sahreni Ritonga, S.Pd.) who always support me, prayers, motivation, and big spirit how to be patient and survive in all condition by my own self.
7. Thanks to my beloved friends who have supported me and have given me some prayers, they are Ika Komaria, S.Pd., Nur Azizah, S.Pd., Desy Fitriani, and Selfiana Siregar.
8. Last but not least for myself, Winda Sari, thank you for being strong until now, who is able to control myself from external pressure. Who does not give up no matter how difficult the obstacles of collage or the thesis writing process are. Who is able to stand tall when hit by existing problems. Thank you myself, may I remain humble, this is just the beginning of life, stay enthusiastic, you can do it.

I realize that there are still many shortcomings in this thesis. Therefore, the researcher would be grateful for correction to level up this thesis.

Padangsidempuan, May 2026

Researcher

Winda Sari
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TABLE OF CONTENTS

	Pages
TITLE PAGE	
LEGALIZATION OF ADVISOR'S LETTER OF AGREEMENT	
DECLARATION OF SELF THESIS COMPLETION	
ABSTRACT	
ACKNOWLEDGEMENT	
TABLE OF CONTENTS	
LIST OF FIGURES	
LIST OF APPENDICES	
 CHAPTER I: INTRODUCTION	
A. The Background of The Problem	1
B. The Identification of the Problem	5
C. The Limitation of The Problem	5
D. The Formulation of the Problem	5
E. The Purposes of The Research	6
F. The Definitions of Operational Variables	7
G. The Significance of the Research	7
H. The Outline of The Thesis	8
 CHAPTER II: THEORETICAL DESCRIPTION	9
A. Review of Related Theories	9
1. Reading Comprehension	9
a. Definition of Reading Comprehension	9
b. Purposes of Reading Comprehension	11
c. The Component of Reading Comprehension	12
d. Recount Text in Reading Comprehension	15
e. Assessing Reading Comprehension	17
f. Material of Recount Text	19
2. Task-Based Language Teaching (TBLT)	22
a. Definition of Task-Based Language Teaching (TBLT)	22
b. The Characteristic of Task-Based Language Teaching (TBLT)	24
c. The Type of Task-Based Language Teaching (TBLT)	25
d. Procedure of Task-Based Language Teaching (TBLT)	28
e. Teaching Reading using Task-Based Language Teaching (TBLT)	31
f. Conventional Teaching	34
B. Review of Related Findings	35

C. Conceptual Framework	37
D. Hypothesis	39
CHAPTER III: RESEARCH METHODOLOGY	
A. Place and Time of the Research	40
B. Research Design	40
C. Population and Sample	41
D. Instrument of the Research	42
E. Validity and Reliability of Instrument	43
F. Procedure of the Research	47
G. Technique of Data Analysis	49
CHAPTER IV: RESEARCH FINDINGS	53
A. Description of Data	53
1. The Description of Data before Using Task-Based Language Teaching (TBLT)	53
a. Pre-test Control Class	54
b. Pre-test Experimental Class	57
2. The Description of Data after Using Task-Based Language Teaching (TBLT)	60
a. Post-test Control Class	61
b. Post-test Experimental Class	64
B. Data Analysis	68
1. Normality Test	68
2. Homogeneity Test	69
3. Hypothesis Test	71
C. Discussions	73
D. The Threats of the Research	76
CHAPTER V: CONCLUSION, IMPLICATION AND SUGGESTIONS	79
A. The Conclusion	79
B. The Implication	80
C. The Suggestion	81

REFERENCES
CURRICULUM VITAE
APPENDICES

LIST OF TABLES

	Pages
Table III.1: Pre-test Post-test Control Group Design	41
Table III.2: Population of the Research	41
Table III.3: Sample of the Research	42
Table III.4: The Indicators and Reading Comprehension Instrument	43
Table III.5: Item for Validity	44
Table III.6: Reliability Result	46
Table III.7: Mean Score Interpretation	50
Table IV.1: The Score Control Class in Pre-Test	54
Table IV.2: Frequency Distribution of Students' Result Scores	55
Table IV.3: The Score Experimental Class in Pre-Test	57
Table IV.4: Frequency Distribution of Students' Result Scores	58
Table IV.5: The Score Control Class in Post-Test	61
Table IV.6: Frequency Distribution of Students' Result Scores	62
Table IV.7: The Score Experimental Class in Post-Test	64
Table IV.8: Frequency Distribution of Students' Result Scores	66
Table IV.9: The Normality Result	68
Table IV.10: Homogeneity Table	70
Table IV.11: ANOVA Result	71
Table IV.12: Independent T-Test Result	72

LISTOFFIGURES

FigureII.1:ConceptualFramework	38
FigureIV.1:DiagramofPre-TestControlData.....	56
FigureIV.2:DiagramofPre-TestExperimentalData	59
FigureIV.3:DiagramofPost-TestControlData	63
FigureIV.4:DiagramofPost-TestExperimentalData.....	67

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading comprehension is one of the most important skills in learning English as a foreign language. It enables students to understand written texts, identify main ideas, and obtain specific information. In junior high school, reading comprehension is emphasized because students are required to understand various text types as stated in the English curriculum. In the Indonesian education context, English is taught as a compulsory subject from junior high school level. The curriculum emphasizes the development of students' communicative competence, which includes the ability to comprehend various types of texts. Reading comprehension is therefore an important objective that students must achieve to meet curriculum standards.

In the context of English learning in Indonesia, students have limited exposure to English outside the classroom. As a result, reading becomes challenging because students lack vocabulary and reading strategies. This condition affects students' performance in reading tests, which are commonly used to measure learning outcomes quantitatively.

However, many students still have low reading comprehension ability. They face difficulties in understanding the content of texts, identifying the

sequence of events, and interpreting unfamiliar vocabulary.¹ This problem indicates that students' reading achievement is still below the expected standard and needs to be improved through effective teaching methods. Additionally, students often perceive reading activities as monotonous and challenging. This perception may be caused by the teaching methods used, which are often teacher-centered and focus mainly on translation and answering comprehension questions without meaningful interaction. Traditional teaching methods may not sufficiently encourage students to think critically or collaborate with peers. As a result, students become less motivated and fail to develop effective reading strategies. This situation highlights the need for more innovative and student-centered teaching approaches.

One text type taught at the ninth-grade level is recount text. Recount text requires students to understand past events, time order, and language features such as past tense verbs. Although recount text has a simple structure, many students still fail to comprehend it, as shown by their low test scores in reading comprehension. Based on preliminary observation and informal data collected at SMPN 1 Angkola Barat, many ninth-grade students obtained scores below the minimum mastery criterion (KKM) in reading comprehension tests.² This

¹Jihan Suhaila et al., "Improving Reading Comprehension Skills in Reading," *Invention: Journal Research and Education Studies* 6, no. 2 (2025).

²Arsip Nilai SMP Negeri 1 Angkola Barat.

indicates that students' reading comprehension of recount text is still low and requires improvement.

One factor that influences students' low reading achievement is the teaching method used in the classroom. The teacher mainly uses a conventional method, such as explaining the text, translating sentences, and asking students to answer questions individually. This method provides limited opportunities for students to actively engage with the text.

Task-Based Language Teaching (TBLT) is a teaching method that emphasizes the use of meaningful tasks to achieve learning objectives. According to Nunan, TBLT focuses on the students' ability to use language to complete tasks rather than merely learning language forms.³ This approach encourages active learning and student involvement. Furthermore, Willis explains that tasks provide a clear goal and outcome, which motivates students to process meaning in the text. In reading activities, tasks such as sequencing events, identifying key information, and completing information gaps can help students understand the text more effectively.⁴ Those statements lead to the understanding that the TBLT indicates as a method that considers to boost students' learning.

According to Ellis, TBLT supports language acquisition because learners focus on meaning first, which helps them comprehend texts before analyzing

³David Nunan, *Task-Based Language Teaching* (Cambridge: Cambridge University Press, 2004).

⁴J Willis, *A Framework for Task-Based Learning* (Harlow: Longman, 1996).

language forms.⁵This process is suitable for improving reading comprehension, as students are required to understand the content to complete the task successfully. The TBLT make stages to students learning. Students need to understand the meaning in context and then learning the grammatical feature of the learning or text.

This situation shows there is a lack of experimental studies that compare students' reading comprehension scores before and after the implementation of TBLT. The novelty of this research lies in the use of a quantitative experimental design to measure the effect of TBLT on reading comprehension of recount text. This study applies TBLT as the independent variable and reading comprehension achievement as the dependent variable, measured through objective reading tests.

Based on the explanation above, the researcher interested to do a research about reading comprehension in recount text entitled, "The Effect of Task-Based Language Teaching (TBLT) Method on Reading Comprehension in Recount Text at The IX Grade Students of SMP N 1 Angkola Barat". TBLT is applied as the method in learning to see the effect for the students who learn with that method. Task-Based Language Teaching (TBLT) is expected to boost and increase students learning, and in this case the TBLT is expected to increase students' reading comprehension in reading English text.

⁵Reillis, *Task-Based Language Learning and Teaching* (Oxford: Oxford University Press, 2003).

B. The Identification of the Problem

Based on the problem's background and the explanation above, there are several problems in learning reading comprehension at grade IX of SMPN 1 Angkola Barat such as:

1. The students are lack of vocabulary and reading strategies.
2. The teacher still used conventional method that leads the students to the monotonous class environment.
3. The students are less motivated due to less meaningful interaction.
4. The students are less encouraged to think critically or collaborate with peers in because the teaching strategy is still in teacher centered.

C. The Limitation of the Problem

Based on the identifications of the problem above this research only focused and limit to the using of Task-Based Language Teaching (TBLT) method in engaging students motivation and vocabulary improvement in reading comprehension. the topic for reading comprehension also limited to the Recount text only. The Task-Based Language Teaching (TBLT) expected to engaging students gain focused in learning and teaching activity focusing in reading comprehension in Recount Text.

D. The Formulation of the Problem

Based in the explanation in the background and the identifications of the problem above, this research formulated the problem as follows:

1. How is students' Reading Recount Text ability before learning using Task-Based Language Teaching (TBLT) Method at the IX Grade students of SMPN 1 Angkola Barat?
2. How is students' Reading Recount Text ability after learning using Task-Based Language Teaching (TBLT) Method at the IX Grade students of SMPN 1 Angkola Barat?
3. Is there any significant effect of learning using Task-Based Language Teaching (TBLT) Method on students' Reading Recount Text ability at the IX Grade students of SMPN 1 Angkola Barat?

E. The Purposes of the Research

The formulation of the problem above leads to the purposes of the research that presented as follows:

1. To describe the students' reading recount text ability before using Task-Based Language Teaching (TBLT) Method at the IX Grade students of SMPN 1 Angkola Barat.
2. To describe the students' reading recount text ability after using Task-Based Language Teaching (TBLT) Method at the IX Grade students of SMPN 1 Angkola Barat.
3. To examine whether there is the significant effect of using Task-Based Language Teaching (TBLT) Method on students' Reading Recount Text ability at the IX Grade students of SMPN 1 Angkola Barat.

F. The Definition of Operational Variables

To avoid the misunderstanding and ambiguity, this research conducting two variables that the definition of those described as follows:

1. Task-Based Language Teaching (TBLT)

Task-Based Language Teaching (TBLT) is a teaching method that emphasizes the use of meaningful tasks to achieve learning objectives.

2. Reading Recount Text

Reading recount text is the process where someone uses their ability to read, understand, and think about what they are reading to get the full meaning of the text, taking into account the context around in the term of Recount Text.

G. The Significance of the Research

The significance of this research is expected to be useful for the

1. For the headmaster or principal, that this research become the information about teaching reading comprehension and specially teaching in using Task-Based Language Teaching (TBLT) Method at the IX Grade students of SMPN 1 Angkola Barat.
2. For the teachers, this research is expected to be the addition information and motivation to use extra method in teaching reading using Task-Based Language Teaching (TBLT) Method at the IX Grade students of SMPN 1 Angkola Barat.

3. To the other researchers, this research is expected to be the helpful information and references to develop their research.

H. The Outline of the Thesis

The systematic of this research will be divided into five chapters that each chapter consists of some sub chapters with the detail as follows:

Chapter I is about the introduction of the research that consists of, background of the problem, objectives of the problem, limitation of the problems, formulation and purpose of the research, significances of the research and the outline of the research.

Chapter II consists of the theoretical description that describe the following information about the variables in the research they are reading comprehension and Task-Based Language Teaching (TBLT), also consist of the review related findings, conceptual framework and the hypothesis.

Chapter III consisted of the Research methodology with the sub chapters about the place and time of the research, research design, population and samples, instrument of the research, validity and reliability of the research, until procedure of the research and data analysis of the research.

Chapter IV will consist of the result of the research and the discussion about the result and the comparison and discussion to another research. This chapter will also consist of the threats of the research. Chapter V will consist about the conclusion, implication and suggestion of the research.

CHAPTER II

THEORETICAL DESCRIPTION

A. Review of Related Theories

1. Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension deals with the readers can understand the meaning and the thought from the author. There are different ways that experts in language learning have explained what "reading comprehension" means. According to Brown and Lee, reading comprehension is when a reader and the message in a text work together to understand a written idea through sharing thoughts. It means being able to read, understand, and make sense of what is written. Knowing how to read is very important for learning English because it helps students connect with the author.¹ When someone reads, they need to understand and get the meaning of the text. The author also tries hard to make sure their message is clear through the language they use.

Butterfuss et al. said that reading comprehension is "the process of simultaneously extracting and constructing meaning through interaction

¹Brown H Douglas and Heekyeong Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Fourth Edition (New York: Pearson Education, 2015).

and involvement with written language."²It can be said that reading comprehension involves a range of complex activities that require several different skills. The difficulty in reading comprehension is attributed to the need for multiple cognitive skills and abilities to be employed at once.

Naturally, reading comprehension needs at least a basic ability to read words. If readers cannot recognize or decode the words in a text, they will not be able to understand the whole book. Also, having a good understanding of language in general is important for good reading comprehension. This means understanding individual words as well as the sentences they make. However, understanding usually means putting the meaning of these words and sentences together into a clear and complete idea. This shows that reading comprehension is not just about understanding text.

So, based on the ideas and statements mentioned earlier, reading comprehension is a complex activity that requires the ability to read, understand, and process the content. Reading comprehension is about the ability to get the meaning of a text or understand it as a whole, considering the context. From the understanding of the reading comprehension meaning and definition above, the reading comprehension also delivered the purposes of reading comprehension.

²Reese Butterfuss, Jasmine Kim, and Panayiota Kendeou, "Overview of Models and Theories of Reading," *Oxford Research Encyclopedia*, 2020, 1–24, <https://doi.org/10.1093/acrefore/9780190264093.013.865>.

b. Purposes of Reading Comprehension

Reading comprehension is a valuable skill that helps both students and adults in many ways. Reading comprehension helps students feel more confident in their studies because when they understand what they read, they are more likely to do well in school. Reading comprehension also helps them improve their writing and vocabulary, which makes it easier for them to develop their own writing style and communication skills.³ Better reading comprehension leads to higher grades and a stronger belief in their own ability to learn and grow. Reading comprehension also helps with thinking and analysing.

When people read, they actively think about what they are reading and try to understand the author's message. Moreover, reading comprehension helps with solving problems by encouraging logical thinking, listening to others with empathy, and staying persistent when looking for solutions.⁴ In addition, reading comprehension helps people become more understanding and empathetic, especially for children and

³Fitriani Siregar, Eka Sustri Harida, and Zainuddin Zainuddin, "Small Group Discussion For The Students' Reading Comprehension Of The Senior High School Students," *TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 6, no. 1 (2020): 12, <https://doi.org/10.24952/tazkir.v6i1.2714>.

⁴Fitri Rayani Siregar et al., "The Implementation of REAP Strategy to Improve Students Reading Comprehension of Analytical Exposition Text in Digital Era," *KnE Social Sciences* 2023 (2021): 9, <https://doi.org/10.18502/kss.v8i4.12901>.

teenagers.⁵This helps them think critically and apply these skills to different areas of life. It also keeps the brain active and helps improve thinking abilities.

Learning to read and understand texts helps them see things from others' perspectives, which helps build tolerance and kindness. It also improves memory and the ability to remember information because the brain works hard to process what is read. Regular reading helps people stay focused and concentrate better by improving their attention span and helping the brain filter out distractions.

In short conclusion, the reasons for reading comprehension include: it helps build confidence in school, makes writing better and increases word knowledge, develops the ability to think and analyse, helps understand others better and feel more empathetic, improves the ability to solve problems, and strengthens memory and the ability to remember things. Purposes of the reading comprehension are to define the parts of the reading comprehension that related to it is components that will be delivered in the next sub chapter.

c. The Components of Reading Comprehension

To improve reading comprehension, students need to understand the different parts of reading. There are two main parts of reading: word

⁵Keith Rayner et al., *So Much to Read, so Little Time: How Do We Read, and Can Speed Reading Help?*, *Psychological Science in the Public Interest, Supplement*, vol. 17, 2016, <https://doi.org/10.1177/1529100615623267>.

decoding and language comprehension.⁶ Students might find it challenging to understand what they are reading, often get confused, and lose interest in trying to grasp the meaning of the text.

Word decoding is the ability to read individual words, even when they are not in a sentence. Language comprehension is the ability to understand words, sentences, and whole texts.⁷ These two parts are connected—so if a student can't decode words, they won't be able to understand the language or the meaning of the text. Some sources say there are three key elements of reading fluency that help with reading comprehension. These are: reading words correctly, recognizing words automatically, and using good expression when reading aloud.

According to King and Stanley, as mentioned in Wahyuningsih, there are five reading components that are important for reading comprehension. These are:

- 1) Finding factual information: students need to scan the text for specific details, often asked in questions.
- 2) Identifying main ideas: this is the main topic of a paragraph, usually found in the first, middle, or last sentence.

⁶E. Dujardin et al., “Tools and Teaching Strategies for Vocabulary Assessment and Instruction: A Review,” *Social Education Research*, 2021, 34–66, <https://doi.org/10.37256/ser.3120221044>.

⁷Fitriadi Lubis, “Teaching Technique for Developing Reading Comprehension,” in *Proceedings of the Fourth International Seminar On English Language and Teaching (ISELT-4) Igniting a Brighter Future of EFL Teaching and Learning in Multilingual Societies* 328 ISELT-4 (Padangsidempuan: ISELT, 2016).

- 3) Understanding vocabulary in context: students can figure out the meaning of unknown words by looking at the words around them.
- 4) Recognizing references: the text often uses repeated words or phrases, like pronouns such as she, he, it, they, him, and her.
- 5) Making inferences: this is the ability to understand what is not directly stated, by using clues from the text to make predictions or conclusions.⁸ In conclusion, based on the information from the sources mentioned

earlier, the parts that make up reading comprehension can be explained like this: understanding words by reading them, comprehending the language, correctly breaking down words, automatically recognizing words, using proper intonation and expression when reading aloud, finding specific facts, recognizing main ideas, figuring out the meaning of words based on the context they are used in, identifying references, and making educated guesses. The researcher in this study will use the components from King and Stanley as the basis for the reading comprehension test questions. The components of reading comprehension delivered and related to the genre of the text like narrative, recount text, descriptive text and so on; this research only discussed about one genre of the text that is recount text and the discussion delivered in the next subchapter.

⁸Destri Wahyuningsih, "Teacher's Difficulties in Teaching Reading by Using Genre Based Approach," *MENARA Ilmu* 11, no. 77 (2017), <https://doi.org/ISSN 2528-7613>.

d. Recount Text in Reading Comprehension

Recount texts are an essential type of writing in reading comprehension, as they present past events in a clear, time-ordered way to inform or entertain readers. According to Anderson and Anderson, these texts are based on real or personal experiences, focusing on what occurred, when it happened, and how it unfolded, without including imaginative or fictional elements.⁹ This genre supports readers in developing the ability to organize events in order and understand how time relates to different parts of a story, which is important for overall comprehension. In schools, recount texts help students learn to get meaning from real-life narratives, such as diary entries or news reports, which make them more involved with the language. Through practice with these texts, students also learn to tell the difference between factual reporting and personal opinions, which improves their reading abilities. Following this definition, recount texts can be grouped into different types depending on their purpose and content, each offering different chances to develop reading comprehension.

Anderson and Anderson identify three main types: personal recounts, which tell about individual experiences such as travel logs; factual recounts, like historical accounts or news summaries that focus on

⁹K. Anderson and M. Anderson, *Text Types in English* (Australia: Macmillan Education, 2020).

accuracy; and imaginative recounts, which mix reality with creativity, such as retold myths.¹⁰ Personal recounts help readers understand and relate to the emotions of the person telling the story, while factual ones require readers to check details against known facts. Imaginative recounts, although not as common, ask readers to figure out the deeper meaning behind the story. These different types allow teachers to create activities, like comparing a personal blog with a news article, that help students think critically. Knowing these types helps students predict how a text is structured and adjust their reading strategies, which makes their comprehension skills more flexible.

The standard structure of recount texts offers a clear way to understand and follow a story, usually divided into specific parts that help tell the story in order. This structure includes:

1. Orientation: This part sets the scene, introduces who is involved, and gives background information to help the reader understand what is happening.
2. Events: This section describes what happened in the order it occurred, often using words like "then" or "after" to show when things took place.

¹⁰Anderson and Anderson.

3. Re-evaluation: This part includes a personal thought or conclusion about the events, helping the reader think about their importance.¹¹ Having this organized format makes it easier for readers to understand what will come next and to recognize important parts of the story, such as words that show time changes. For example, in a story about a school trip, the orientation might talk about where the trip started, the events would describe the activities, and the re-evaluation would include what was learned from the experience. Learning this structure helps readers better understand the story by helping them follow the flow of ideas, especially in more complicated stories. The genre chosen in this research will be assessed that required in the implementation of the text in the classroom, the assessment will be delivered in the next sub chapter.

e. Assessing Reading Comprehension

Reading assessments are important because they help teachers understand how students are reading and identify areas where they need more support. These tests look at key areas such as phonemic awareness, vocabulary use, and phonology. Tests allow teachers to design lessons that match students' interests and help improve their reading skills. Reading comprehension involves several measurable aspects, including understanding vocabulary, grammar, and punctuation, recognizing the

¹¹PKnapp and MWatkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (New South Wales: University of New South Wales Press, 2023).

author's purpose, knowing how the text fits into society, and understanding how ideas are organized.¹² Reading assessment can be used as a tracker to students reading comprehension ability lead to it is consisted on several measurable aspect that represents the students ability.

Assessments can be grouped into two categories: macro skills and micro skills. According to Brown, macro skills focus on the main goals of reading comprehension.¹³ These include understanding the rules of written language, knowing the purpose of different texts, making connections based on prior knowledge, distinguishing between direct and implied meanings, understanding cultural references, and applying different reading strategies.

Micro skills, on the other hand, involve more specific abilities, such as recognizing different letter sounds and patterns, holding chunks of language in memory, reading quickly and efficiently, knowing common words, identifying different parts of speech, understanding that the same meaning can be expressed in different ways, and recognizing how sentences connect in a text.

To ensure assessments are more appropriate for students, the researcher selected several indicators that align with the students' skill

¹²Peter Afflerbach, *Understanding and Using Reading Assessment, K-12* (Alexandria: International Literacy Association, 2018).

¹³Douglas Brown. H, "Teaching by Principles: An Interactive Approach to Language Pedagogy," *The Korean Language in America* 21, no. 1 (2017): 268–70, <https://doi.org/10.5325/korelangamer.21.1.0146>.

levels. These indicators include locating factual information, recognizing the main idea, understanding vocabulary within context, identifying the social function of the text, and determining the conclusion. Locating factual information helps students develop background knowledge about the text. Recognizing the main idea reflects how well students comprehend the text. Understanding vocabulary in context enables students to grasp the meaning of words as they appear in the text. Identifying the social function and conclusion of the text demonstrates how well students understand the purpose and overall message of the text.

Understanding the direct meanings of words and recognizing textual clues are examples of micro skills. Recognizing the main ideas, arguments, and implications of a text is an example of a macro skill. To assess these abilities, teachers may use a range of activities such as writing summaries, answering multiple-choice questions, completing gap-fill exercises, and taking close tests. The assessing reading comprehension that is related to the genre of the reading comprehension should be specify into exactly material, the material of the recount text discussed in the next subchapter.

f. Material of Recount Text

The materials in reading of the eleventh grade senior high school provide several texts. The material that is related to the text genre is about the narrative, procedure and descriptive text. Recount text was already been the materials they learn in the IX grade.



Section 4 - Writing

Unit 3. My Underwater Adventure

- a. Look at the features of a recount in the left column. Then, draw a line to match the features with the correct description in the right column.

Features of a recount	Description
Title	In this part, we write the chronological steps of our recount. We must write the events in time order as they happened. We can also include senses: see, hear, smell, taste, touch.
Orientation	This is where we end our recount. We write the concluding statement about our entire experience, including our thoughts and feelings about it.
Record of events	This is the very first thing to appear on our recount. However, we can leave a line for it and write it once we've finished writing our recount.
Comment	This is the introduction of our recount. We write the background information by giving answers to the 5 'W' questions including What? When? Where? Who? Why?

Worksheet 2.27



Progress Check 1

Chapter 1, 2

Text 1

Proboscis monkeys or *Nasalis larvatus* are endemic species that live in Borneo. People in Kalimantan call them *bahara bentangan*. There are two subspecies of Proboscis monkey. They are *Nasalis larvatus orientalis* and *Nasalis larvatus larvatus*.

Proboscis monkeys have a unique nose. People can easily recognize them from the long nose. The females have a smaller nose than the males.

Proboscis monkeys are diurnal primates. They are active during the day. In the evening, they look for trees to sleep in. They do not need a nest to sleep.

Proboscis monkeys eat young leaves, fruits, flowers, and seeds. They also eat several types of insects.

Illegal hunting becomes the main threat for proboscis monkeys. Illegal logging and also forest fires make the number of their population decreasing.

Adapted from: Bekantan (*Nasalis larvatus*) | Pusat Studi Satwa Primata (ipb.ac.id)

For number 1-5 choose the best answer.

- How many subspecies of Proboscis monkey are there?
 - One
 - Two
 - Three
 - Four
- What makes proboscis monkeys different from other monkeys?
 - Proboscis monkeys have a unique nose.
 - The females are bigger than the males.
 - Proboscis monkeys eat fruits.
 - They live in Borneo.

Text 3

Last week, my parents and I went to Bogor to spend our weekend. We went there by car and arrived at the hotel at ten in the morning.

On the first day, we went to Bogor Botanical Garden. The garden was very big. I rented a bicycle to go around the garden. After a few hours spending our day in the garden, we went to a restaurant in the middle of the garden to have some lunch.

On the second day, we went to Taman Topi. It was not far from the hotel. We decided to walk there. There were some buildings with the designs of giant hats. That's why it's called Taman Topi. We took some photos there and tried some local food at the food court. After we had lunch, we went back to the hotel. After we checked out from the hotel, we went home to Jakarta. It was a lovely holiday.

For number 17-20 choose the best answer.

17. What day did the writer go to Bogor to spend the holiday last week?
 - a. Wednesday
 - b. Thursday
 - c. Friday
 - d. Saturday
18. Where did the writer rent a bicycle?
 - a. At the hotel.
 - b. At Bogor Botanical Garden
 - c. At Taman Topi
 - d. At the food court
19. How many days did the writer spend the holiday?
 - a. One
 - b. Two
 - c. Three
 - d. Four

Source: English for Nusantara untuk SMP/MTs Kelas IX¹⁴

In the state of reading and reading comprehension, the eleventh grade students of junior high school in Indonesia learn about several texts. The text introduced to the students starting from its structure, its language features and so on. The text the students start to learn is about narrative text, procedure text and recount text. Above all the text, this research conducts and focused on the recount text.

The recount text that needs deeper understanding about the reading comprehension to get students understand the text well enough. Task-based language learning (TBLT) comes as a connection to these aspects that the method used in learning engages students to boost their comprehension and

¹⁴Ika Lestari Damayanti et al., *English For Nusantara Untuk SMP/MTs Kelas XI*, ed. Kristine Ann Manreal Capa (Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2020).

vocabulary collection by allowing them to do tasks. The material given in this discussion will be teach and implemented using the method in the classroom that is Task-Based Language Teaching or TBLT and the discussion will be delivered in the next subchapter.

2. Task-Based Language Teaching (TBLT)

a. Definition of Task-Based Language Teaching (TBLT)

TBL, or Task Based Learning, is a structured approach to lesson planning that involves organizing activities in a specific sequence. This method, combined with its emphasis on collaboration, helps students build confidence in both language use and social interactions. According to Willis as cited in Safitri TBLT is a learning approach where students use language they have learned to complete various tasks.¹⁵TBLT encourages learners to be more engaged and take an active role in their learning process.¹⁶The TBLT method can also be applied in teaching reading comprehension, helping students identify the main idea, supporting details, vocabulary, inferences, and key information within a text.

Task-based learning is a method that involves students in meaningful communication and interaction, allowing them to learn grammar through

¹⁵Safitri Hilma, "Improving Students' Speaking Skills through Task-Based Learning: An Action Research at the English Department," *International Journal of Multicultural and Multireligious Understanding* 6, no. 7 (2020).

¹⁶Asriani Hasibuan et al., "The Effect Of Tbl (Task Based Learning) Method On Students Reading Comprehension Narrative Text A Study At The Eight Grade Of Smp Negeri 3 Satu Atap Andam Dewi In 2020 / 2021 ACADEMIC" 10, no. 1 (2022): 395–97.

real-life language use.¹⁷As one of the developments of Communicative Language Teaching, Task-Based Language Teaching (TBLT) has evolved into two main forms. The weak version of TBL, referred to as task-supported teaching, uses tasks to help students develop communicative language skills within a traditional grammar-based classroom setting, such as the Presentation, Practice, and Production (PPP) approach. In contrast, the strong version of TBL treats tasks as central to both lesson planning and teaching.

In this version, tasks are seen as self-sufficient and effective on their own. Nunan points out that TBLT addresses the shortcomings of traditional teaching methods by providing a more realistic and effective language learning environment.¹⁸Through TBLT, students can learn the language more efficiently because they are exposed to real spoken and written language, use the language to accomplish tasks, process how it is used, and focus on its structure. Other researchers also propose TBLT as a modern and effective way to teach language, which can meet the psychological and communicative needs of language learners in the 21st century.

The definition of TBLT or task-based language teaching leads to its relationship to the characteristic that is related to the parts of the TBLT

¹⁷Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics, Proceedings of the 21st Asian Pacific World Science Society (APWSS) Conference, 2-6 October 2007, Colombo, Sri Lanka*, Fourth (Edinburgh: Pearson Publisher, 2010).

¹⁸Nunan, *Task-Based Language Teaching*.

itself and as the part or componen that represent the uniqueness of TBLT. TBLT consider as one method that encouraged the students to gain more knowledge with newly way. The students are engaged to have multiple interaction due to the learning activity using TBLT.

b. TheCharacteristicofTask-BasedLanguageTeaching(TBLT)

The characteristic of TBLT (Task-Based Language Teaching) is the descriptionthatdifferentiatethismethodtoother.Swanpointssouthatthere is broad agreement on the following characteristics:

1. Language learning through instruction should primarily involve natural or naturalistic language use, with activities centered on meaning rather than on language itself.
2. Instructionshouldfocusonthelearnerratherthantheteacher.
3. Since completely naturalistic learning usually does not lead to high accuracy, it is important to engage students in order to help them absorb formallanguageelementswhilestill enjoying theadvantages of a natural approach.
4. This can be best achieved by providing opportunities for focus on form, which will draw students' attention to linguistic features as they naturally appear in lessons that mainly focus on meaning or communication.
5. Communicative tasks are particularly effective in supporting this approach.

6. Additional formal language study before or after tasks may also be helpful. This can assist in the internalization of language by increasing familiarity with formal elements during communication.
7. Traditional methods are not effective, especially when they involve passive instruction and practice that is disconnected from real communication.¹⁹

The characteristic of TBLT deals with its uniqueness and to differentiate the method to other method in teaching. The characteristic of TBLT leads the relationship to the type of TBLT Task Based Language Teaching then the next subchapter will discuss about the type of TBLT.

c. The Type of Task-Based Language Teaching (TBLT)

The tasks differ in the way they are carried out and the degree of difficulty they involve. Prabhu in categorizes them into four types of classroom activities, which are as follows:

1. Rule-focused Activity: In this type of activity, learners engage in tasks that require them to recall grammar or language rules. They need to make a deliberate effort to apply what they have learned so far. This activity involves understanding, and it is clear that simply

¹⁹M. Swan, "Legislation by Hypothesis: The Case of Task-Based Instruction," *Applied Linguistics* 26, no. 3 (2005).

knowing the rules does not automatically help learners use them effectively.

2. **Form-focused Activity:** Here, learners work with repeated use of specific language forms, which helps them discover and apply new forms. This kind of practice is very beneficial for their learning because it supports the unconscious absorption of language structures and encourages real language use. It also contributes to the development of language skills and gives learners a sense of independence and experience in all four key skills: listening, speaking, reading, and writing.
3. **Meaningful Activity:** The main focus of this activity is on meaning. Learners repeat, modify, or construct new language forms while paying attention to both the structure and the meaning within the context. This is valuable not only for learning language structures but also for gaining a better understanding of the context and the meanings associated with it.
4. **Meaning-focused activities** involve learners being actively engaged and fully involved to better understand and grasp the language. Their main goal is to communicate or relate the meaning, and they

work on using the language forms to express and organize that meaning.²⁰

The focus of TBLT is not on the language forms themselves, but rather on how they help convey meaning. According to Prabhu, meaning-focused activities can be divided into three types: information-gap activities, reasoning-gap activities, and opinion-gap activities.²¹ These types can be applied in the TBLT implementation during class lesson. It is also can be applied for the combination of those three types or choose one type only.

In an information-gap activity, learners transfer information from one person to another, or from one form to another, like from written to spoken or vice versa. The main idea is passing on information through encoding or decoding. In a reasoning-gap activity, learners find new information by using inference, deduction, or reasoning. Instead of just passing on the same information, they need to understand what's given and then figure out new information based on that. This activity involves connecting different pieces of information through reasoning.

In an opinion-gap activity, learners respond to a situation by identifying and expressing their own opinions. Students may understand the facts first, but then they are asked to share their feelings and viewpoints

²⁰N.S. Prabhu, *Second Language Pedagogy* (Oxford: Oxford University Press, 1987).

²¹Prabhu.

based on the context provided. After the type of the TBLT is decided to implemented in classroom the coming step to it is correct implementation is to describe about the procedure of the TBLT. The relationship goes with the each type of TBLT provided different procedure and then next subchapter will be delivered the discussion of TBLT.

d. Procedure of Task-Based Language Teaching (TBLT)

The procedure of the Task-Based Language Teaching (TBLT) seem to be simple but take time in organizing the students to engaging the tasks. The procedure of the TBLT requires several key procedures such as pre-task stage (introduction and preparation), task cycle (task, planning and report) and also the language focus stage that include of analysis and practice.²² TBLT engage the students to do the tasks in continuity and focus in communicative classroom.²³ The procedure of Task-Based Language Teaching (TBLT) helps educator and teacher to build the appropriate learning materials that suitable for this method. The procedure also provide the appropriate steps for the teachers so it can be implemented surely enough at the classroom learning.

²²Muhammad Badrus Sholeh, Kisman Salija, and Sahril Nur, "Task-Based Learning (TBL) in EFL Classroom: From Theory to Practice," *International Journal of Humanities and Innovation (IJHI)* 3, no. 4 (2023).

²³Nunan, *Task-Based Language Teaching*.

Related to the procedure of Task-Based Language Teaching (TBLT) the following steps become the attention to have the appropriate implementation:

1. Pre-task

In this pre-task, the activity focuses on introducing the topic/task, activate prior knowledge, and pre-teach the necessary vocabulary or phrases.

2. Task(During-task)

In the “during task”, learners perform the communicative task (in pairs or in groups). This stage focusing on meaning and outcome. In this section, students used collaborative text reconstruction, where the teacher give example of recount text. After reading the text, students work together to reconstruct the content from memory or partial notes, sequencing events, identifying key arguments, or refreating the logical flow of the text. Students are allowed to make lines or mark in the example text paper. This task encourages close reading attention to textual organization and cohesive devices while promoting collaborative meaning-making.

3. Planning

Inplanning stage, learners prepare to present their findings or repor tthe task’s outcome or result to the class.

4. Report

In report stage, learners share the results and promote their discussion and feedback.

5. Analysis (Post-task)

In the analysis stage, teacher led the focus on the specific language forms, functions, and grammar that emerged during the task.

6. Practice (Post-task)

In the last stage, teacher-controlled activities or exercises are used to reinforce the language points identified during the analysis phase²⁴ Besides the points mentioned earlier, when using TBLT, teachers need

to improve their own communication skills before starting. This is because their ability to teach successfully depends on having good communication skills.²⁵ Without these skills, they can't effectively help their students develop the same abilities. The implementation of the TBLT in the classroom will lead to the next relationship to the teaching the chosen material using TBLT this indicates the reading comprehension is suitable to be implemented by TBLT.

The successful implementation of Task-Based Language Teaching (TBLT) in the classroom is heavily dependent on teachers possessing

²⁴Nunan.

²⁵Dewi Nopita, "Implementing Task-Based Language Teaching: A Solution for English Teachers to Improve Students Skill," in *Proceeding of 2nd International Conference of Arts Language And Culture* (Tanjungpinang: Universitas Maritim Raja Ali Haji, 2015). <https://jurnal.uns.ac.id>

strong communication skills before beginning the process. Without this essential skills, educators cannot effectively guide students in developing their own communication abilities. Ultimately, the effectiveness of TBLT depends on the teacher's ability to communicate effectively and appropriate selection of material.

e. Teaching Reading using Task-Based Language Teaching (TBLT)

Task-Based Language Teaching, or TBLT, is an approach to teaching that centers on real-life activities to help students acquire language skills. It is especially effective for teaching reading in recount texts, which are narratives that describe past events in a chronological order, such as personal stories or historical accounts. In TBLT, reading goes beyond simply recognizing words. Instead, students engage in tasks that allow them to use the language meaningfully, which helps them both understand and discuss the text. For example, they might read a story about a journey and then retell it in their own words. TBLT replaces repetitive exercises with enjoyable tasks, allowing students to naturally develop their reading abilities. This method aligns with teaching approaches that emphasize real communication, where students learn to deal with texts like news articles or personal blogs.²⁶ TBLT is also beneficial for diverse groups of learners, especially in multilingual classrooms, by allowing them to focus on

²⁶Rod Ellis et al., *Task-Based Language Teaching: Theory and Practice* (New York: Cambridge University Press, 2020).

completing tasks rather than striving for perfection. This builds confidence and maintains student interest.

TBLT for reading recount texts is based on theories about how people learn languages, such as those related to thinking and social learning. A book by Ellis et al., explains that tasks enable students to pay attention to key aspects of the text, such as the use of past tenses in stories, without explicit instruction. In the classroom, teachers can have students work in groups to outline the events of a recount using simple tools like lists or pictures.²⁷ Overall, these ideas make TBLT a powerful method for teaching reading, connecting what students read to what they can express in speech or writing.

Teachers can apply specific steps in Task-Based Language Teaching (TBLT) to teach recount texts, with activities that take place before, during, and after the main task. To begin, they may start with a warm-up by asking students to share their own experiences or stories. Then, during the task, students could work in groups to read parts of a text and piece them together, similar to solving a puzzle. After completing the main task, students can provide feedback on each other's summaries. Teachers can adjust the difficulty of tasks depending on the students' levels, from simple

²⁷Ellis et al.

stories for beginners to more complex ones for advanced learners.²⁸ This approach makes lessons more interactive and allows teachers to assess students' progress through the tasks themselves. TBLT transforms reading into an active and engaging process, helping students see recount as a useful and practical.

Research demonstrates that TBLT can enhance students' enjoyment and proficiency in reading recount texts. Students using TBLT were better at identifying the sequence of events and opinions in stories compared to traditional methods. This is because the tasks feel more realistic, like reading travel blogs. In diverse classrooms, it also helps students learn about other cultures by comparing different stories. These improvements tend to last longer and support students in learning other types of reading. However, teachers need proper training to create effective tasks.

Despite its benefits, TBLT has some limitations when teaching recount texts. TBLT supports smooth reading, it may overlook details such as grammar, so teachers should incorporate some direct instruction. Nunan and Richards suggest combining TBLT with other teaching methods. The use of technology, such as apps for feedback, can benefit all students. In the end, teachers should continue to learn and adapt TBLT to suit the

²⁸Shaima Abd EL Fattah Torky, "The Effectiveness of a Task- Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students" (Ain Shams University, 2006). <https://scholar.google.com>

changing needs of students and schools.²⁹TBLT considered as the updated way of teaching and the teaching using TBLT expected to give different result with the old or conventional teaching way. The next subchapter delivered the teaching method with conventional teaching this relation to give the brief discussion so the difference between TBLT and conventional teaching can be seen as the improvement and as the consideration to the implementation in teaching and learning activity.

f. Conventional Teaching

Teaching and learning activity since then developed continuously and create or find the new ways of teaching. The old ways or the traditional ways or the conventional ways of teaching were known as the teacher centred learning. The traditional ways let the students become passive and it leads to the phenomenon that the students only memorizing the material or the concept without having ability to implement the concept to the reality or there all life that related to the concept.³⁰So, this teaching way can bring students into boredom and less motivated in learning.

Teachers in a traditional classroom can relate new information to students' lives in many meaningful ways. Some of these ways include giving students time to learn by sharing their experiences and knowledge,

²⁹David Nunan, *Language Teaching Methodology*, 5th ed. (Sydney: Macquarie University, 2003).

³⁰Mazrur, *Contextual Teaching and Learning Dan Gaya Belajar, Implikasi Pada Hasil Belajar Mata Pelajaran Fikih*, ed. Rodhatul Jennah (Banten: CV. Media Edukasi Indonesia, 2021).

teaching the same material in a way that is acceptable to different intelligences and learning styles, and conducting simulations.³¹ But this traditional way only provides students to become passive learner and the teacher only transfer the knowledge.

Conventional teaching is usually a teacher-centred method where students learn by memorizing facts. While teachers may try to use activities like simulations, students often remain passive during lesson. This style of learning makes it difficult for students to apply what they know to real life situations. In the end, traditional approach focuses more in giving information than on active student participation.

B. Review of Related Findings

There are several findings and studies that become support to this research. This research provides three former research or studies that related to this research. The first finding is from Zulianti, this research was conducted by using classroom action research, which has the different method as this research but the field is related. The result found in the research that show there was significant effect that different of students' speaking ability between pre-test and post-test. How as rejected and how as accepted because the t observed was -14.124 > t table was 2.048. So, there is significant difference on the students'

³¹Lise Fontaine, "Noun, Grammar and Context," *Linguistics and the Human Sciences* 11, no. 2-3 (2018): 178-202, <https://doi.org/10.1558/lhs.34355>.

speaking ability of recount text taught without by using Task Based Language Teaching towards Students' Speaking Ability.³²

ThesecondstudywasfromHasibuanetal.,thisresearchalsoconducted usingtheexperimental research toinvestigatethe effectofTask-Based Language Teaching (TBLT) on students' reading comprehension at SMP 3 Satu Atap Andam Dewi. The result findings show that the application of TBL (Task Based Learning) methodin teaching reading comprehension of narrative text is categorized "Very Good".There is a significant effect of using TBL (TaskBased Learning) method on students' reading comprehension of narrative text. It showed that t-test is higher than t-table ($t\text{-test}_{12,46} > t\text{-table } 2.04$).In other word, hypothesis is accepted.³³

ThethirdwasthefindingsstudyfromJuliantina,thisresearchconducted by using experimental research research. The calculation shows that t-observed (2.49) was higher than t-table (1.67) at the level of significance (α) 0.05 with the degreeoffreedom(df)54.Theresultishypothesisstatedthatthereis

³²Putri Oktavia Zulianti, "The Effect Od Task Based Language Teaching (TBLT) towards Students' Speaking Ability of Second Grade Students at MTsN 3 Kota Pekanbaru" (Universitas Islam Riau, 2019). <https://repository.uir.ac.id>

³³Asriani Hasibuan, Gabby Maureen Pricilia, Derliana Hasibuan, and Pujita Panjaitan, "The Effect of Tbl (Task Based Learning) Method on Students Reading Comprehension Narrative Text A Study At The Eight Grade Of Smp Negeri 3 Satu Atap Andam Dewi In 2020 / 2021 Academic," *Journal Education and Development* 10, no. 1 (2022): 395–97. <https://journal.ipts.ac.id>

significantly effect of applying task-based language teaching on the tenth grade students" reading comprehension is accepted.³⁴

Thoseresearchorfindingsabovehavedifferencetothisresearch. This can be seen by the research method or techniques use, the time and place taken, and the field of the research. This research precisely takes place or conducted at the IX Grade Students of SMPN 1 AngkolaBarat. The type of this research is experimental research with experimental- control class group with pre-test and post-test to examined the effect of Task-Based Language Teaching (TBLT) (CTL) to reading comprehension in Recount Text.

C. ConceptualFramework

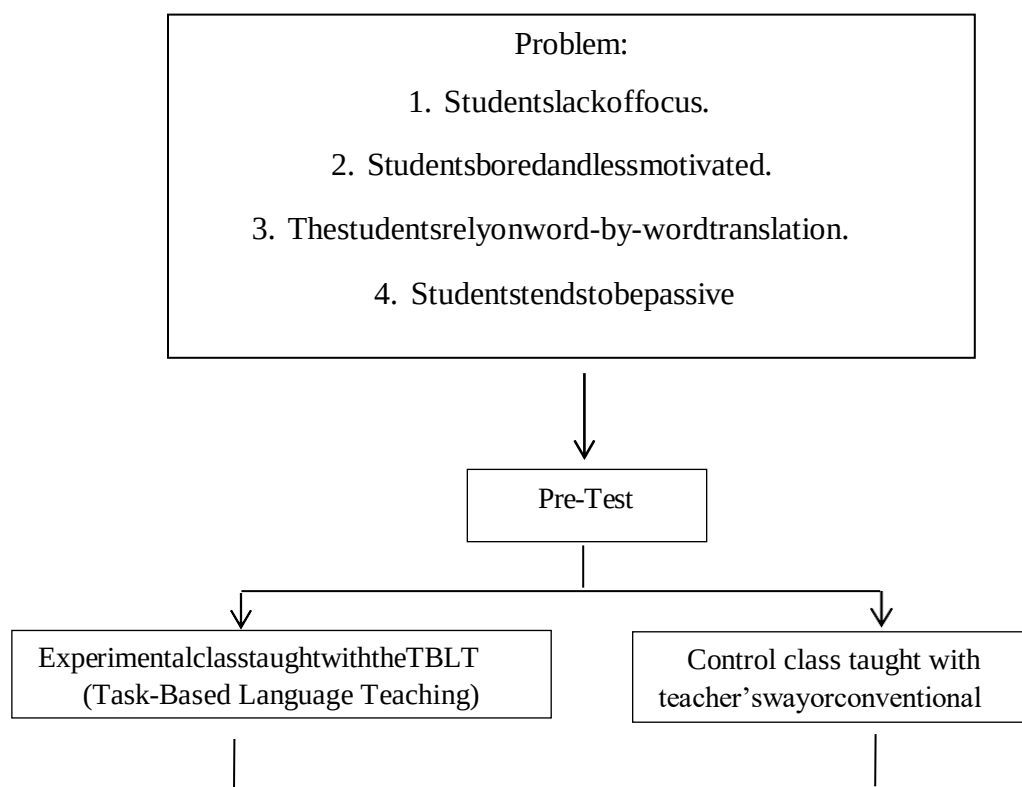
The problems face by the students in the reading comprehension usually because the students are lack of the background knowledge about what they are DuringEnglish lessons, students tend to be passive, wait for teacher explanations, and rely on word-by-word translation.

The concept of the Task-Based Language Teaching (TBLT) seems to be suitable enough to these problems. The Task-Based Language Teaching (TBLT) instructs the students to become more active in the learning activity by emphasizes learning through interaction and meaning-focused tasks rather than memorizing language rules.

³⁴Juliantina, "The Effect of Task Based Language Teachinh on Students' Reading Comprehension of Tenth Geade of SMK Putra Anda Binjai Students in Academic 2018/2019," *Jurnal Serunai Ilmu Pendidikan* 5, no. 2 (2019).

The researcher will use two classes, one as the experimental class and the other as the control class, for this study. These classes will be used to gather the data. The experimental class will be taught using Task-Based Language Teaching, while the control class will be taught using the traditional method. To check the data and see if there is any improvement or effect, the research will conduct a pre-test and a post-test.

The figure below showed the concept of the framework in this research:



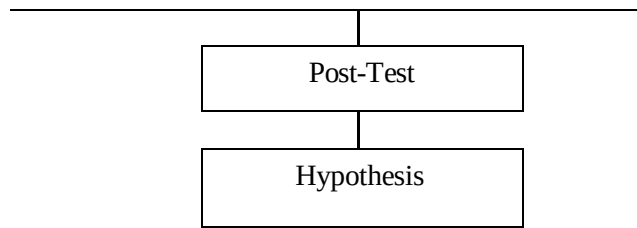


Figure II.1. Conceptual Framework

D. Hypothesis

This research will be formulated the hypothesis as follows:

- H_a : There is a significant effect of using Task-Based Language Teaching (TBLT) Method on students' Reading Recount Text Comprehension at the IX Grade students of SMPN 1 Angkola Barat.
- H_o : There is no significant effect of using Task-Based Language Teaching (TBLT) Method on students' Reading Recount Text Comprehension at the IX Grade students of SMPN 1 Angkola Barat.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research takes place which is located in SMPN 1 Angkola Barat. It is precisely located at Jl Sibolga, Sitinjak, Angkola Barat, South Tapanuli, North Sumatera. This research conducted in Desember 2025 until May 2026.

B. Research Design

This study used quantitative research, specifically experimental research with a true experimental. Experimental research is a type of study that checks if a particular activity or treatment has an effect on the results of the participants.¹ The design of this research were Pre-Test Post-Test control group design. The experimental research used to investigate the effect of the (Task-Based Language Teaching (TBLT)) towards students' reading comprehension in Recount text. The experimental research for this research done to know and to compare the differences of the treatment in the experimental class and class with no treatment in control class. The construction showed as follows:

¹John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, ed. Christina Robb, Matthew Buchholtz, and Karen Mason, 4th edition (Boston: Pearson Education, Inc., 2012).

Table III.1. Pre-test Post-test Control Group Design

Experimental Class or Group	Pre-Test	Experimental Treatment (CTL)	Post-Test
Control Class or Group	Pre-Test	No Treatment	Post-Test

Source: Creswell²

C. Population and Sample

1. Population

The population of this research took the IX grade of the SMPN 1 Angkola Barat. There are 5 classes of the IX grade in the SMPN 1 Angkola Barat. With the description as follows:

Table III.2. Population of the Research

No	Class	Students
1	IX-A	29
2	IX-B	26
3	IX-C	30
4	IX-D	28
5	IX-E	23
Total		136

2. Sample

The sample of this research consisted of two classes with 55 students.

The sample was chosen by using simple random sampling technique. This

²Creswell.

technique used because the condition of the population that homogeneous, or have the same grade, same teacher, and same expected knowledge.

Table III.3. Sample of the Research

No	Class		Students
1	Experimental Class	IX-B	26
2	Control Class	IX-A	29
Total			55

D. Instrument of the Research

In the research, the most important part is the instrument. The instrument is the tool used to collect and gather data for the study. The test used to measure how well students understand reading can include different types like multiple choice, fill in the blank, or essay questions. In this research, the instrument used was a reading test with multiple choice questions. These multiple-choice questions given to the students along with a text, and the students chose the correct answer based on what they read. The text followed by 20 multiple choice questions.

This research used multiple choice tests for both the pre-test and post-test. The results from these tests used to measure how well students have mastered reading comprehension. The test included texts that are related to what students learn in the eleventh grade of senior high school, such as climate change and digital gadgets, among other topics. The test consisted of 50 multiple choice questions in total.

Table III.4. The Indicators and Reading Comprehension Instrument

No	Indicators	Items	
		Pre-Test	Post-Test
1	Identify specific/detailed information	1,2, 8, 11, 12, 18	6, 8, 9, 15, 18
2	Identifying Main Ideas of Recount Text	4, 14,	2, 11,20
3	Understanding Vocabulary in Context	3, 13,	1, 10,19
4	Recognising Reference	5, 9, 15, 19	3, 7, 12, 16
5	Making Inference	7, 17,	5,14
6	Identifying generic structure of Recount Text	6, 10, 16, 20	4, 13,17

The table above showed the specific detailed of number of items per indicator. Those number reconstructed after validation held. Number in indicators followed the structure as in this table to delivered to the students. The items for each of the test (pre-test and post-test) taken from the valid items in the validity test. The items between pre-test and post-test might contain same question and different question. However, the structure order followed the numbering from the table above.

E. Validity and Reliability of Instrument

1. Validity

Validity is used to check if a test is good enough for the research. It is important to do this before starting the research. The reading test tool must be

valid before it is used to collect data. In this research, construct validity used. This means the researcher checked if the questions in the questionnaire are related to the topic and fit the purpose of the measurement by checking it to try out with the students. To validate the instruments items this research provided 50 questions that given to test for the students. Each item result measured using *r-product moment*. The items determined and represented valid and not valid. The items that represent valid that will only take to the sample to gather the data.

To measure the validity of the test the *pearson product moment*

formula can be implemented, the formula described as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Description:

r_{xy} = Coefficient Correlation
 N = Amount of Samples
 X = Variable X
 Y = Variable Y³

Table III.5. Item for Validity

No	Indicator	Question Numbers	Total Items
1	Identifying specific/detailed information	1, 2, 8, 11, 12, 18, 21, 22, 28, 31, 32, 38, 41, 42, 48	15
2	Identifying main ideas of recount text	4, 14, 24, 34, 44	5

³Adam Malik, *Pengantar Statistika Pendidikan*, ed. Minan Chusni (Yogyakarta: Deepublish, 2018), p.97.

No	Indicator	QuestionNumbers	Total Items
3	Understandingvocabularyin context	3, 13, 23, 33, 43	5
4	Recognisingreference	5, 9, 15, 19, 25, 29, 35, 39, 45, 49	10
5	Makinginference	7, 17, 27, 37, 47	5
6	Identifyinggenericstructureof recount text	6, 10, 16, 20, 26, 30, 36, 40, 46, 50	10
	TOTAL	1–50	50Items

The table above showed the total items per indicator to bring on Validity test. After the validity test, the result showed there are 4 items that indicate as “not valid”. Those items are number 21, 28, 42 and 46. Those items come from indicator “identifying specific/detailed information” for number 21, 28 and 42 and “identifying generic structure of recount text” for number 46. Those invalid numbers will be expelled from instrument due to the r-count < than the r-table that described clearly in the Appendix 2. Those items that indicate as valid only bring to the research.

2. Reliability

To make a good test, it is important to ensure that it is reliable because a test acts like a measuring tool. A tool is considered reliable when it is trustworthy and can be used to collect accurate data. In this research, reliability aligns with validity. Validity means that the test gives consistent results when taken multiple times, which helps confirm that the tool is reliable. To check and find out how reliable the data is, there are two

standards with specific formula that can be used to measure the instrument's reliability. These two standards are explained below:

- a. If $r_{\text{Cronbach}} > r_{\text{table}}$ at the level of significance 5%, it means that the instrument is reliable.
- b. If $r_{\text{Cronbach}} < r_{\text{table}}$ at the level of significance 5%, it means that the instrument is not reliable.

The formula:

$$r = \frac{n}{n-1} \left(1 - \frac{\sum s_i^2}{st^2} \right)$$

Notes:

r_n = test reliability coefficient

n = the number of items issued in the test

$\sum s_i^2$ = the number of variance scores for each item

st^2 = total variance⁴

Table III.6. Reliability Result

Reliability Statistics	
Cronbach's Alpha	N of Items
,974	50

The table above showed the result from reliability test of the instrument in this research. The result showed that the *Cronbach alpha* result showed in number of 0,974. It meant that the reliability result showed the reliability in this research is reliable according to the result is bigger than the r_{table} (0.974 > 0.576).

⁴ Anas Sudijono, *Pengantar Statistik Pendidikan* (Raja Grafindo Persada, 2018).

F. The Procedure of the Research

This study looks into how Task-Based Language Teaching (TBLT) affects students' ability to understand and master recount texts. The research used two types of tests: a pre-test and a post-test. The process starts with a pre-test, followed by the treatment given to the experimental group, and ends with a post-test. This sequence is used to check how effective the teaching method is. The further explanation about the procedure of the research are:

a) Pre-Test

Pre-test is given by giving the multiple choice pre-test sheet before doing the treatment. Pre-test given to the both class experimental class and control class.

b) Treatment

The treatment done with the researcher teach the participants or the experimental class with the Task-Based Language Teaching (TBLT). Which is the researcher took 2 to 3 meetings in order to give the TBLT treatment to teach reading materials to the participants.

The TBLT process done with these steps:

1. Pre-task

First in this section teacher asked students do they know recount text, do they have ever make diary?, do they have ever read historical events?.

Next, students answer teacher's question.

Third, teacher introducing the recount text to the students. Teacher also make the example of recount text with the structure and language features of the text.

Fourth, teacher defines the task to the students to build their own recount text.

2. Task (During-task)

First, students divide into several groups or pairs.

Next, teacher give instruction that each group or pair member can sharing personal experiences to create the story or recount text.

Next, teacher give an assignment paper to students to write their recount text.

While the student work with their group, the teacher monitoring the students and walk around the class.

3. Planning

Students prepare the result of their recount text or task's outcome or result and prepared report to the class.

4. Report

Students present their report text in front of the class. If the group consist of three or more students, they divided to presents the result according to the divide of recount text structure.

5. Analysis (Post-task)

Teacher give feedback to students' recount text and presentation.

6. Practice(Post-task)

After all groups and pair presented their recount text, the students back to their chair and teacher give them question paper about the recount text.

c) Post-Test

The post-test given by giving them multiple-choice sheets to both classes, experimental class and control class. The post-test given after the researcher done the treatment to the experimental class participants.

All the result collected by the researcher to get an analysis and correction in students answer sheets.

G. Technique of Data Analysis

a. Descriptive analysis

In descriptive analysis research needs to identifying and correcting the answer of the instruments given. After that this research identify mean, median and modus by using descriptive statistic to arrange and to categorize the score of variable X and variable Y. The result of measurement presented in table form. The table form consisted of data description and also the table of interval and frequency interpretation. From these table the diagram presented the visual appearance of the data gathered.

Table III.7. Mean Score Interpretation

No	Interval	Predicate
1	80-100	Very Good
2	70-79	Good
3	60-69	Enough
4	50-59	Low
5	0-49	Very Low

Source: Sudijono⁵

b. Normality test

To check if the data is normally distributed, the researcher used the Shapiro Wilk test and product moment calculation. The test results showed that if the significance level is greater than 0.05, it can be concluded that the data is normally distributed, meaning the null hypothesis (H0) is accepted and the alternative hypothesis (H1) is rejected. The calculation was performed using SPSS version 25.

c. Homogeneity test

The homogeneity test is used to check if the data from two groups are similar or different in terms of variation. This test helps determine whether the control group and the experimental group have the same level of variation. The researcher uses the Levene test for homogeneity of variance, which is analyzed using SPSS version 25 to process the data.

The formula is as follows:

⁵Sudijono.

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

The test criteria are:

If the significant value (sig) > 0.05, the data variance of two classes is homogeneous.

If the significant value (sig) < 0.05, the data variance of two classes is not homogeneous.⁶

d. Hypothesis test

In testing the hypothesis, the researcher used a T-test, specifically an independent sample T-test. This test helps determine if there is a significant difference between the average scores of the experimental class and the control class. The decision on whether to accept or reject the hypothesis is based on comparing the t-count with the t-table value.

If the t-count is lower than the t-table value, the hypothesis is rejected (H₀ is accepted and H_a is rejected), which means there is no significant effect.

If the t-count is higher than the t-table value, the hypothesis is accepted (H₀ is rejected and H_a is accepted), which means there is a significant effect.

To examine the hypothesis, the researcher used SPSS version 25. The

formula as follows:

$$t = \frac{Xa - Xb}{\sqrt{\frac{S1^2}{n1} + \frac{S2^2}{n2}}}$$

⁶Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 2011).

Where:

- t : the value which the statistical significant
- Xa : the average score of the experimental class
- Xb : the average score of the control class
- S₁² : deviation standard of the experimental class
- S₂² : deviation standard of the control class
- n₁ : number of experimental class
- n₂ : number of control class⁷

⁷Sugiyono, "Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif Dan R&D," 2015.

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the findings of the research and the subsequent discussion based on the data collected from the pre-test and post-test administered to both the experimental and control groups. The data were obtained from Grade IX students of SMPN 1 Angkola Barat during the academic year 2025. The experimental group was taught using the Task-Based Language Teaching (TBLT) method, while the control group was taught using the conventional method. The following sections describe the data in detail, including descriptive statistics, frequency distributions, and visual representations in the form of diagrams. The data description covers both the experimental and control groups to provide a comprehensive overview of the students' reading recount text ability before and after the treatment.

A. Data Description

1. The Description of Data before Using Task-Based Language Teaching (TBLT)

In this part, the data represented the result from students' score in reading recount text test before implementing Task-Based Language Teaching in their learning. The data delivered in the table descriptive, table interpretation of the frequency and the diagram due to make a clear picture of the data distribution in this research.

a. Pre-testControlClass

To see how well the control class could afford the sentence structure before any teaching method was used or before the teachers' way was used, this research calculated basic statistics. The table below shows the identification of the students' result for the control group. The control group was at IX-A class in the SMPN 1 Angkola Barat.

Table.IV.1
The Score Control Class in Pre-Test

Descriptive		Statistic
N	Valid	29
	Missing	0
Total		1485
The Highest Score		70
The Lowest Score		35
Mean		51.2
Median		50
Modus/Mode		45
Range		35
Interval		6
Standard Deviation		10.58

Based on Table IV.1, the pre-test results of the control class show that there were 29 valid respondents with no missing data. The total score obtained by all students was 1,485. The highest score achieved by a student was 70, while the lowest score was 35. The mean score of the control class in the pre-test was 51.2, which indicates that the average student performance was in the low category. The median score was 50, and the mode was 45, suggesting that the most frequently occurring score was 45. The

range of scores was 35 points, showing a moderate spread between the highest and lowest scores. The data were divided into 6 intervals, and the standard deviation was 10.58, indicating a moderate variability in student scores. Overall, the descriptive statistics reveal that before receiving any treatment, the control class students had a relatively low to moderate ability in reading recount texts.

Tabel.IV.2
The Frequency Distribution of Students' Result Score

Interval			Freq	Med	Percent
35		40	7	37,5	24%
41		46	5	43,5	17%
47		52	4	49,5	14%
53		58	4	55,5	14%
59		64	4	61,5	14%
65		70	5	67,5	17%
i=9			29		100%

Table IV.2 presents the frequency distribution of the pre-test scores for the control class. The scores were distributed across 6 intervals with a class width (i) of 9. The first interval (35-40) had the highest frequency of 7 students (24%), followed by the second interval (41-46) and the last interval (65-70), each with 5 students (17%). The middle intervals (47-52, 53-58, and 59-64) each contained 4 students, representing 14% of the total respondents.

The distribution shows that the majority of students (41%) scored in the lower ranges (35-46), indicating that most students in the control class had not yet mastered the reading comprehension of

recount texts before the treatment. Only a small portion of students (17%) achieved scores in the highest interval (65-70). This distribution pattern confirms that the pre-test scores of the control class were generally low, which is consistent with the mean score of 51.2. The data distribution above represented into diagram below according to the representation in a whole picture of the data.

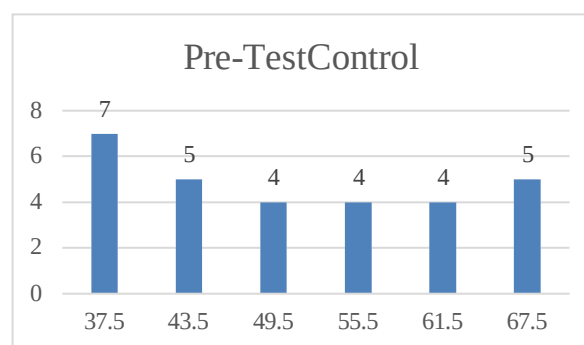


Figure IV.1 Diagram of Pre-test Control Data

Figure IV.1 illustrates the frequency distribution of the pre-test scores for the control class in the form of a histogram diagram. The diagram visually represents the data from Table IV.2, showing the distribution of student scores across the six intervals. The highest bar corresponds to the first interval (35-40) with 7 students, followed by relatively even distributions in the middle intervals. The diagram reveals a right-skewed distribution, where the majority of students' scores clustered in the lower to middle ranges.

This visual representation confirms that before the conventional teaching method was applied, most control class

students had limited ability in reading recount texts. The diagram also shows that only a few students were able to achieve higher scores, indicating a significant gap in reading comprehension ability among the students.

b. Pre-test Experimental Class

To compare two groups (experimental and control group) fairly, this research described the experimental class starting ability. The table below shows the basic statistics for the 26 students in the experimental group before they learned with the Task-Based Language Teaching method. The experimental class was IX-B in the SMPN 1 Angkola Barat.

Table IV.3
The Score Experimental Class in Pre-Test

Descriptive		Statistic
N	Valid	26
	Missing	0
Total		1305
The Highest Score		70
The Lowest Score		35
Mean		50.2
Median		50
Modus/Mode		40
Range		35
Interval		6
Standard Deviation		10.04

Based on Table IV.3, the pre-test results of the experimental class show that there were 26 valid respondents with no missing data. The total score obtained by all students was 1,305. The highest score achieved was 70, while the lowest score was 35. The mean score of the experimental class in the pre-test was 50.2, which is

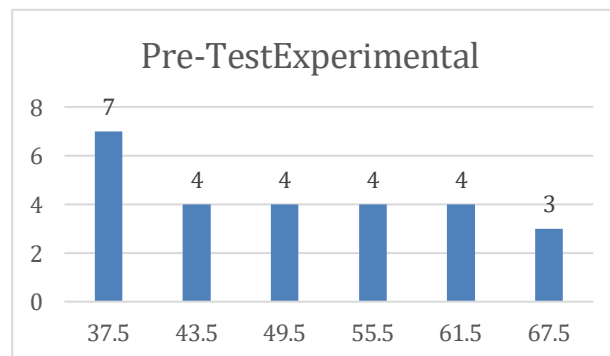
slightly lower than the control class mean of 51.2 but still in the same category or low category. The median score was 50, and the mode was 40, indicating that the most frequently occurring score was lower than that of the control class. The range of scores was 35 points, the same as the control class. The data were divided into 6 intervals, and the standard deviation was 10.04, which is slightly lower than the control class, suggesting a slightly more homogeneous group in terms of reading ability. Overall, the descriptive statistics reveal that before receiving the TBLT treatment, the experimental class students had a relatively similar level of reading recount text ability compared to the control class, with no significant difference between the two groups.

Tabel.IV.4
The Frequency Distribution of Students' Result Score

Interval			Freq	Med	Percent
35		40	7	37,5	27%
41		46	4	43,5	15%
47		52	4	49,5	15%
53		58	4	55,5	15%
59		64	4	61,5	15%
65		70	3	67,5	12%
i=10			26		100%

Table IV.4 presents the frequency distribution of the pre-test scores for the experimental class. The scores were distributed across 6 intervals with a class width (i) of 10. The first interval (35-40) had the highest frequency of 7 students (27%), which is the largest

proportion among all intervals. The remaining intervals (41-46, 47-52, 53-58, and 59-64) each contained 4 students, representing 15% of the total respondents. The highest interval (65-70) had 3 students (12%). The distribution shows that a significant portion of students (27%) scored in the lowest interval, while the remaining students were relatively evenly distributed across the higher score ranges. This pattern indicates that before the TBLT treatment, the majority of students in the experimental class had not yet achieved mastery in reading recount texts. The pre-test results confirm that both groups



started from a similar baseline, as evidenced by the comparable mean scores and distribution patterns

Figure IV.2 Diagram of Pre-test Experimental Data

Figure IV.2 displays the frequency distribution of the pre-test scores for the experimental class in the form of a histogram diagram. The diagram provides a visual representation of the data from Table IV.4, clearly showing the distribution of student scores across the six intervals. The highest bar corresponds to the first interval (35-40) with 7 students, indicating that the largest group of students scored

in the lowest range. The subsequent intervals show relatively similar bar heights, suggesting a more uniform distribution compared to the control class. The diagram reveals that the pre-test scores of the experimental class were concentrated in the lower to middle ranges, with very few students achieving high scores.

This visual evidence confirms that before the TBLT treatment was implemented, the experimental class students generally had limited proficiency in reading recount texts, which is consistent with the pre-test mean score of 50.2. The similarity in distribution patterns between the experimental and control classes validates that both groups had comparable initial reading abilities. From the data interpretations before, the student's score in pre-test for both control and experimental class are in the same category that is "Low Category" but the number showed that the control class's mean was higher than experimental class ($51.2 > 50.2$).

2. The Description of Data after Using Task-Based Language Teaching (TBLT)

The data delivered indicates the students' result after implementing Task-Based Language Teaching. The implementation of Task-Based Language Teaching was only in the experimental class, meanwhile the control class remains the same with the teacher's way of teaching. The data delivered in table descriptive, frequency and diagram to deliver clear and to catch a whole picture of all the data.

a. Post-testControlClass

After the control class learned with the usual teaching method, they took a post-test. The table below shows the statistic for the control class post-test. The comparison helps to see if they improved from the pre-test and compare them with the experimental class.

Table.IV.5
TheScoreControlClassinPost-Test

Descriptive		Statistic
N	Valid	29
	Missing	0
Total		1875
TheHighestScore		85
TheLowestScore		50
Mean		64.65
Median		65
Modus/Mode		65
Range		35
Interval		6
StandardDeviation		9.34

Based on Table IV.5, the post-test results of the control class show that there were 29 valid respondents with no missing data. The total score obtained by all students was 1,875. The highest score achieved was 85, while the lowest score was 50, showing an improvement from the pre-test where the lowest score was 35. The mean score of the control class in the post-test was 64.65, representing an increase of 13.45 points from the pre-test mean of

51.2. The median score was 65, and the mode was also 65, indicating a central tendency around the mid-sixties. The range of scores remained 35 points, and the data were divided into 6 intervals. The standard deviation was 9.34, which is lower than the pre-test standard deviation of 10.58, suggesting a slightly more homogeneous performance after the conventional teaching. Overall, the descriptive statistics indicate that after receiving the conventional teaching method, the control class students showed some improvement in their reading recount text ability, although the improvement was moderate.

Tabel.IV.6
The Frequency Distribution of Students' Result Score

Interval			Freq	Med	Percent
50		55	7	52,5	24%
56		61	5	58,5	17%
62		67	7	64,5	24%
68		73	4	70,5	14%
74		79	3	76,5	10%
80		85	3	82,5	10%
i=5			29		100%

Table IV.6 presents the frequency distribution of the post-test scores for the control class. The scores were distributed across 6 intervals with a class width (i) of 5. The first interval (50-55) and the third interval (62-67) each had the highest frequency of 7 students (24%). The second interval (56-61) had 5 students (17%), while the fourth interval (68-73) had 4 students (14%). The remaining

intervals (74-79 and 80-85) each had 3 students (10%). Compared to the pre-test distribution, the post-test scores shifted toward the higher intervals, reflecting the improvement in student performance after the conventional teaching method. However, a significant number of students (41%) still scored in the lower to middle intervals (50-61), indicating that the conventional method did not fully bring all students to a high level of reading comprehension mastery. The distribution shows moderate improvement but still leaves room for significant enhancement. The data frequency above delivered into diagram to see the whole picture of the data distribution. The diagram delivered as follows:

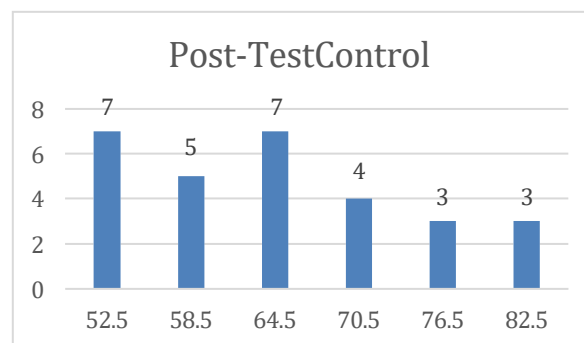


Figure IV.3 Diagram of Post-test Control Data

Figure IV.3 presents the frequency distribution of the post-test scores for the control class in the form of a histogram diagram. The diagram visually depicts the data from Table IV.6, showing the distribution of student scores across the six intervals after the conventional teaching method was applied. The diagram shows that the score distribution shifted toward the higher intervals compared to

the pre-test, with noticeable peaks in the 50-55 and 62-67 intervals. However, the bars for the highest intervals (74-79 and 80-85) are relatively short, indicating that only a small number of students achieved high scores.

The diagram reveals a more spread-out distribution with no clear dominant peak, suggesting varied levels of improvement among the students. This visual representation confirms that while the conventional teaching method produced some positive effects on the students' reading recount text ability, the improvement was not substantial enough to bring the majority of students to a high level of mastery. This also indicates from the mean score that indicates in number 64.65 with "Enough" category.

b. Post-test Experimental Class

In the post-test experimental class indicates the measurement data after implementing the Task-Based Language Learning in the experimental class chosen. The table below shows the statistics for their scores, so it can be seen how much they improved after using TBLT. The data delivered in the data description below:

Table.IV.7
The Score Experimental Class in Post-Test

Descriptive		Statistic
N	Valid	26
	Missing	0
Total		2170
The Highest Score		100
The Lowest Score		70
Mean		83.46

Median	85
Modus/Mode	85
Range	30
Interval	5
StandardDeviation	8.34

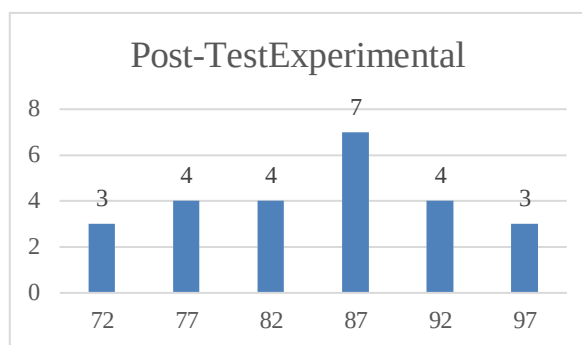
Based on Table IV.7, the post-test results of the experimental class show that there were 26 valid respondents with no missing data. The total score obtained by all students was 2,170. The highest score achieved was 100, a significant improvement from the pre-test maximum of 70, while the lowest score was 70, showing a remarkable increase from the pre-test minimum of 35. The mean score of the experimental class in the post-test was 83.46 with “Very Good” category, representing a substantial increase of 33.26 points from the pre-test mean of 50.2. The median score was 85, and the mode was also 85, indicating a strong central tendency around the mid-eighties. The range of scores was 30 points, which is narrower than the pre-test range of 35, suggesting more consistent performance after the TBLT treatment. The data were divided into 5 intervals, and the standard deviation was 8.34, lower than the pre-test standard deviation of 10.04, indicating a more homogeneous group performance. Overall, the descriptive statistics demonstrate that after receiving the Task-Based Language Teaching (TBLT) treatment, the experimental class students showed a dramatic improvement in their reading recount text ability.

Tabel.IV.8
TheFrequencyDistributionofStudents' ResultScore

Interval			Freq	Med	Percent
70		74	3	72	12%
75		79	4	77	16%
80		84	4	82	16%
85		89	7	87	28%
90		94	4	92	16%
95		99	3	97	12%
i=5			25		100%

Table IV.8 presents the frequency distribution of the post-test scores for the experimental class. The scores were distributed across 5 intervals with a class width (i) of 5. The fourth interval (85-89) had the highest frequency of 7 students (28%), making it the dominant score range. The second interval (75-79) and the third interval (80-84) each had 4 students (16%), as did the fifth interval (90-94). The first interval (70-74) and the last interval (95-99) each had 3 students (12%). Compared to the pre-test distribution, the post-test scores dramatically shifted toward the higher intervals, with the majority of students (60%) scoring in the 80-94 range. This represents a remarkable transformation from the pre-test where most students scored in the lower ranges. The distribution clearly indicates that the TBLT method was highly effective in improving the students'

readingrecounttextability,asevidencedbytheconcentrationof scores in the upper intervals and the elimination of low scores.



FigureIV.4DiagramofPost-testExperimentalData

Figure IV.4 illustrates the frequency distribution of the post-test scores for the experimental class in the form of a histogram diagram. The diagram provides a striking visual representation of the data from Table IV.8, showing a dramatic shift in the distribution of student scores after the TBLT treatment. The highest bar corresponds to the 85-89 interval with 7 students, clearly showing that the majority of students achieved high scores. The diagram reveals a left-skewed distribution, where the scores are concentrated in the higher ranges, in sharp contrast to the right-skewed distribution observed in the pre-test. The bars for the lower intervals are relatively short, while the bars for the upper intervals are notably taller. This visual evidence strongly supports the effectiveness of the Task-Based Language Teaching method in improving students' reading recount text ability. The transformation from the pre-test to the post-test distribution is remarkable, demonstrating that the TBLT

method successfully elevated the majority of students to a high level of reading comprehension proficiency. The high level of the students' result also indicates from the mean score with number 85.46 with "Very Good" category.

B. Data Analysis

Data analysis done for the requirement to lead the calculation to the acceptance of the hypothesis. The data analysis done after the data description and interpretation. The data analysis consisted of the normality test, homogeneity test and the T-test to achieve the conclusion and the hypothesis acceptance.

1. Normality Test

Before doing more statistical test, this research needed to check if the data was normally distributed. The table below shows the result of the normality test using two methods, which tells that can be used parametric tests (Kolmogorov-Smirnov and Shapiro Wilk).

Tabel.IV.9 The Normality Test Result

Tests of Normality							
	Category	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
result	Pre-Test Control Class	.120	26	.200*	.953	26	.274
	Pre-Test Experimental Class	.135	29	.188	.948	29	.162
	Post-Test Control Class	.150	26	.136	.952	26	.252
	Post-Test Experimental Class	.140	29	.150	.958	29	.299
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Table IV.9 presents the results of the normality test conducted using both the Kolmogorov-Smirnov and Shapiro-Wilk tests. The results

show that for the Pre-Test Control Class, the Kolmogorov-Smirnov statistic was 0.120 with a significance value of 0.200, and the Shapiro-Wilk statistic was 0.953 with a significance value of 0.274. For the Pre-Test Experimental Class, the Kolmogorov-Smirnov statistic was 0.135 with a significance value of 0.188, and the Shapiro-Wilk statistic was 0.948 with a significance value of 0.162. For the Post-Test Control Class, the Kolmogorov-Smirnov statistic was 0.150 with a significance value of 0.136, and the Shapiro-Wilk statistic was 0.952 with a significance value of 0.252. For the Post-Test Experimental Class, the Kolmogorov-Smirnov statistic was 0.140 with a significance value of 0.150, and the Shapiro-Wilk statistic was 0.958 with a significance value of 0.299.

Since all significance values (Sig.) from both tests are greater than 0.05 for all four data categories (Pre-Test Control, Pre-Test Experimental, Post-Test Control, and Post-Test Experimental), it can be concluded that the data are normally distributed. This means that the null hypothesis of normality is accepted, and the parametric statistical tests can be appropriately applied to analyze the data in this study. The normal distribution of data ensures the validity of subsequent inferential statistical analyses, including the t-test used to test the research hypothesis.

2. Homogeneity Test

The homogeneity test was conducted using Levene's Test for Equality of Variances to examine whether the variances of the two groups

were equal. The test was applied to the pre-test scores, post-test scores, and gain scores.

The results are presented in Table IV.10 below:.

Table. IV. 10
Homogeneity table

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
result	Based on Mean	.906	3	106	.441
	Based on Median	.902	3	106	.443
	Based on Median and with adjusted df	.902	3	105.370	.443
	Based on trimmed mean	.862	3	106	.463

Table IV.10 presents the results of the homogeneity test using Levene's Test for Equality of Variances. The test was applied to examine whether the variances of the different groups were equal. Based on the mean, the Levene statistic was 0.906 with degrees of freedom 3 and 106, yielding a significance value of 0.441. Based on the median, the Levene statistic was 0.902 with a significance value of 0.443. Based on the median with adjusted degrees of freedom, the statistic was 0.902 with a significance value of 0.443. Based on the trimmed mean, the statistic was 0.862 with a significance value of 0.463. Since all the significance values from Levene's Test are greater than 0.05 (0.441, 0.443, and 0.463), it can be concluded that the variances of the groups are homogeneous. This means that the data from the control and experimental groups, both in the pre-test and post-test, have equal variances. The homogeneity of variance is an important assumption for the independent samples t-test, which will be used to test the research hypothesis. The results confirm that the t-test

for equality of means is appropriate for analyzing the differences between the groups. Additionally, the ANOVA table shows that the F statistic is 68.863 with a significance value of 0.000, which is less than 0.05. This indicates that there are significant differences between at least two of the groups being compared. The between-groups sum of squares is 19,181.144 with 3 degrees of freedom, and the within-groups sum of squares is 9,841.810 with 106 degrees of freedom. The significant F value confirms that the treatment had a statistically significant effect on the students' reading recount text ability.

Table IV.11 ANOVA Result

ANOVA					
result					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	19181.144	3	6393.715	68.863	.000
Within Groups	9841.810	106	92.847		
Total	29022.955	109			

Table IV.11 presents the group statistics comparing the pre-test and post-test results of the experimental class. The pre-test had a mean score of 50.19 with a standard deviation of 10.048, while the post-test had a mean score of 83.46 with a standard deviation of 8.339. The difference in mean is 33.27 points, which represents a substantial improvement from the pre-test to the post-test.

3. Hypothesis Test

To examine whether there was a significant effect of using the Task-Based Language Teaching (TBLT) method on students' reading

recounttextability,hypothesistestingwasconducted.Theresearch

hypotheses were formulated as follows:

GroupStatistics					
	category	N	Mean	Std. Deviation	Std. Error Mean
result	pre-test	26	50.19	10.048	1.971
	post-test	26	83.46	8.339	1.635

The table of group statistic above showed high difference of the mean score fromthe Experimentalclass. The data given will enhanced by the T-test result. The complete result from the T-test of this result delivered in the table below:

TableIV.12IndependentT-TestResult

IndependentSamplesTest										
		Levene's Test for Equality of Variances		t-testforEqualityofMeans						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std.Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
result	Equal variances assumed	1.180	.282	12.992	50	.000	-33.269	2.561	38.413	28.126
	Equal variances not assumed			12.992	48.357	.000	-33.269	2.561	38.417	28.121

TableIV.12presents theresultsoftheindependent samplest-test.

For theassumptionofequalvariances,Levene'sTestyieldedanFvalueof

1.180withasignificancevalueof0.282,whichisgreaterthan0.05,

confirming that the assumption of equal variances is met. The t-test for equality of means assuming equal variances shows a t-value of 12.992 with 50 degrees of freedom and a significance value (2-tailed) of 0.000, which is less than 0.05. So, the T-test result showed that $T\text{-count} > T\text{-table}$ ($12.992 > 2.005$) and the significance value (2-tailed) < 0.05 ($0.000 < 0.05$).

Based on these results, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This means that there is a statistically significant difference in the reading recount text ability of students who were taught using the Task-Based Language Teaching (TBLT) method compared to those who were taught using the conventional method. The t-value of $12.992 > t\text{-table } 2.005$ with a significance value of 0.000 provides strong evidence that the TBLT method had a significant positive effect on the students' reading recount text ability at Grade IX of SMPN 1 Angkola Barat.

C. Discussions

The findings of this research demonstrate that the Task-Based Language Teaching (TBLT) method has a significant positive effect on the reading recount text ability of Grade IX students at SMPN 1 Angkola Barat. This section discusses the results in relation to the theoretical framework and previous studies. The results of the pre-test revealed that both the experimental and control groups had relatively similar reading ability levels before the treatment was administered. The control class had a mean score of

51.2, while the experimental class had a mean score of 50.2. The slight difference in means between the two groups was not statistically significant, confirming that both groups started from a comparable baseline. This homogeneity in initial ability is essential for ensuring that any post-test differences can be attributed to the treatment rather than pre-existing group differences.

After the treatment, the experimental class, which was taught using the TBLT method, showed a remarkable improvement with a post-test mean score of 83.46, representing a gain of 33.26 points. In contrast, the control class, which received conventional teaching, showed only moderate improvement with a post-test mean score of 64.65, representing a gain of 13.45 points. The independent sample t-test yielded a t-value of 12.992 with a significance value of 0.000, which is well below the 0.05 threshold. This result confirms that the difference in improvement between the experimental and control groups is statistically significant.

The significant improvement observed in the experimental group can be attributed to several key features of the TBLT method. First, TBLT engages students actively in meaningful communication tasks, which promotes deeper cognitive processing of the reading material. When students work on tasks that require them to extract information, make inferences, and reconstruct meaning from recount texts, they develop stronger reading comprehension skills. Second, the task-based approach creates an authentic context for language use, making the reading activity more purposeful and

motivating for students. Third, TBLT encourages collaborative learning through pair and group work, which allows students to share strategies and support each other's understanding of the text.

These findings are consistent with previous research conducted by Willis, who argued that TBLT is effective in developing language skills because it focuses on meaning and communication rather than on isolated grammar structures.¹ Similarly, Nunan emphasized that task-based instruction promotes learner autonomy and engagement, which are key factors in successful language learning.² The results also align with the findings of Torky, who demonstrated that students learn language more effectively when they are engaged in tasks that require them to use language for genuine communication purposes.³ The moderate improvement in the control group suggests that the conventional teaching method, while somewhat effective, does not provide the same level of engagement and meaningful practice as TBLT.

Conventional methods typically rely on teacher-centered instruction, rote memorization, and repetitive exercises, which may not sufficiently develop students' higher-order reading comprehension skills. The limited improvement in the control group highlights the need for more interactive and student-centered approaches in teaching reading comprehension.

¹Jane Willis, *A Framework for Task-Based Learning* (London: Longman, 1996).

²David Nunan, *Practical English Language Teaching*, ed. David Nunan, First Edit (New York: McGraw-Hill/Contemporary, 2003).

³Shaima Abdel Fattah Torky, "The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students" (Ain Shams University, 2006).

Furthermore, the analysis of the frequency distributions reveals that the TBLT method was able to elevate not only the average performance but also the overall distribution of scores. In the experimental group, the post-test distribution shifted dramatically toward the higher score intervals, with 60% of students scoring in the 80-94 range. In contrast, the control group post-test scores remained more dispersed, with a significant portion of students still scoring in the lower to middle ranges. This suggests that TBLT was effective for a broad range of students, not just the high achievers.

In conclusion, the findings of this study provide strong empirical evidence supporting the effectiveness of the Task-Based Language Teaching method in improving students' reading recount text ability. The statistically significant difference between the experimental and control groups, combined with the substantial gain scores observed in the experimental group, demonstrates that TBLT is a valuable pedagogical approach for teaching reading comprehension in the context of English language education at the junior high school level.

D. The Threats of the Research

In conducting this research, several potential threats to internal and external validity were identified and addressed to the extent possible. Acknowledging these limitations is important for interpreting the findings and for guiding future research.

1. The first threat is the selection bias. Although the researcher attempted to ensure that the experimental and control groups were comparable by

conducting a pre-test, the non-random assignment of students to groups may have introduced some selection bias. The groups were based on the existing class assignments at SMPN 1 Angkola Barat, which means that pre-existing differences between classes could have influenced the results. However, the pre-test results showed no significant difference between the two groups, which suggests that any selection bias was minimal.

2. The second threat is the testing threat. The administration of a pre-test may have sensitized students to the post-test, leading to practice effects. Students might have become familiar with the test format and question types, which could have contributed to their improved post-test scores. To mitigate this threat, different but equivalent test forms were used for the pre-test and post-test, and a control group was included to account for any testing effects.
3. The fifth threat is the instrumentation threat. The reliability and validity of the reading tests used in this research could have affected the results. Although the tests were carefully developed and piloted before administration, there may still be limitations in the test items' ability to fully capture students' reading comprehension abilities. The researcher attempted to address this threat by using a standardized scoring rubric and by ensuring that the test items were aligned with the curriculum objectives.

Despite these threats, the researcher took reasonable measures to control for potential confounding variables. The use of a pre-test-post-test control group design, the application of statistical tests to verify assumptions, and the careful implementation of the treatment protocol all contribute to the credibility of the findings. Future research could further strengthen the validity by using random assignment, larger sample sizes, and longer treatment periods.

CHAPTER V

CONCLUSIONS, SUGGESTIONS AND IMPLICATIONS

A. Conclusion

This chapter presents the conclusions drawn from the research findings and offers suggestions for English teachers, students, future researchers, and educational institutions based on the results of the study. Based on the data analysis and discussion presented in the previous chapter, several conclusions can be drawn regarding the effect of the Task-Based Language Teaching (TBLT) method on the reading recount text ability of Grade IX students at SMPN 1 Angkola Barat.

1. The pre-test results showed in the experimental groups has got a mean score of 50.2, it is classified into “Low” category. This similarity confirmed that both groups started from a comparable baseline, making them suitable for comparison in this study.
2. After the treatment, the experimental group, which was taught using the TBLT method, achieved a post-test mean score of 83.46, showing a significant improvement of 33.26 points from the pre-test. So, the students’ reading recount text after using Task-Based Language Teaching (TBLT) reached mean score of 83.46 that categorized into “Very Good” category.
3. The independent samples t-test produced a t-value of 12.992. The T-value or T-count indicates higher than the T-table 2.005 (which is gotten from

the table distribution with df 53, gotten from the sample - 2 (variables)). So the result showed in number was ($12.992 > 2.005$) This resulted to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_a). Therefore, it can be concluded that there is a statistically significant effect of using the Task-Based Language Teaching (TBLT) method on the reading recount text ability of Grade IX students at SMPN 1 Angkola Barat.

B. Suggestion

Based on the conclusions above, the following suggestions are offered: For English teachers, it is recommended to incorporate the Task-Based Language Teaching method into their reading instruction. Teachers should design tasks that are meaningful, relevant to students' interests, and aligned with learning objectives. Tasks should encourage students to actively engage with the text, extract information, make inferences, and communicate their understanding. Teachers should also provide adequate scaffolding and feedback during task performance to support students' learning.

For students, it is suggested to actively participate in task-based activities during English lessons. Students should take advantage of the collaborative nature of TBLT by sharing ideas, discussing text meaning with peers, and practicing reading strategies together. Students should also develop the habit of reading English texts outside of the classroom to reinforce the skills learned during task-based activities. For future researchers, it is recommended to replicate this study with larger sample sizes and in different

educational contexts to further validate the findings. Future research could also explore the effect of TBLT on other language skills such as writing, speaking, and listening. Additionally, research could investigate the long-term effects of TBLT on students' reading ability by conducting follow-up assessments after a certain period.

For school administrators and educational institutions, it is suggested to provide professional development opportunities for English teachers to learn about and implement task-based language teaching methods. Schools should also allocate adequate resources for the development of task-based instructional materials and assessment tools.

Furthermore, curriculum planners should consider integrating task-based approaches into the English language curriculum to enhance the overall quality of language instruction. Finally, it is hoped that this research will contribute to the growing body of knowledge on effective language teaching methodologies and inspire further investigation into the potential of Task-Based Language Teaching to improve English language learning outcomes in Indonesian schools.

C. Implication

Practically, this research implies that English teachers, particularly those teaching reading comprehension in junior high schools, should consider incorporating the TBLT method into their instructional list. The significant gains achieved by the experimental group suggest that TBLT can effectively address the common problems faced by Indonesian EFL students, such as

limited vocabulary, lack of reading strategies, and low motivation. Teachers can design tasks that require students to actively engage with recount texts through activities such as collaborative reconstruction, sequencing events, and identifying key information, rather than relying solely on translation and individual question-answering.

Additionally, the research implies that teacher professional development programs should include training on TBLT principles and procedures. Providing teachers with practical guidance on how to structure the pre-task, task cycle, and language focus stages can enhance the quality of TBLT implementation and, consequently, student learning outcomes. Schools and educational institutions should support teachers in adopting student-centered approaches by providing resources, time, and professional learning opportunities.

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30 April 2026

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Hal : Izin Riset
Penyelesaian Skripsi

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Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Task-Based Language Teaching (TBLT) Method on Reading Recount Text Ability at The Grade IX Students of SMP N 1 Angkola Barat "**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin Riset penelitian dengan judul di atas. mulai dari tanggal 04 Mei 2026 s.d 30 Mei 2026

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang akademik dan
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**PEMERINTAH KABUPATEN TAPANULI SELATAN
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Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Angkola Barat Kecamatan Angkola Barat Kabupaten Tapanuli Selatan Menerangkan bahwa :

Nama : WINDA SARI
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Prodi : Tadris Bahasa Inggris

Adalah benar mengadakan Penelitian di SMP Negeri 1 Angkola Barat tanggal 04 Mei s/d 30 Mei 2026 untuk keperluan persyaratan menyelesaikan Skripsi dengan judul :**"The Effect of Task-Based Language Teaching (TBLT) Method on Reading Recount text Ability at The Grade IX Students of SMP N 1 Angkola Barat "** Sesuai dengan Surat Universitas Islam Negeri Fakultas Tarbiyah dan Ilmu Keguruan Nomor: 1740/Un28/E 1/TL.00.9/04/2026 . Perihal Izin Penelitian Skripsi.

Demikian Surat Keterangan ini diperbuat untuk dapat dipergunakan seperlunya.

Sitinjak, 06 Mei 2026

Kepala SMP N.1 Angkola Barat



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