

The Effect of Task-based Reading Activity on Vocabulary Achievement of the Second Grade Learners at SMPN 24 Samarinda

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Abstract: The title underlying this study was the effect of Task-Based Reading Activity (TBRA) on vocabulary achievement of the second grade learners at SMPN 24 Samarinda. The purposes of this study were to investigate the learners' vocabulary achievement taught with Task-Based Reading Activity. The researcher wanted to find out whether there were any significant effects on learners' vocabulary achievement with and without Task-Based Reading Activity. The design of this study was quasi experimental. The population was all the eighth grade learners in SMPN 24 Samarinda that consisted of 7 (seven) classes with the total number of learners was 222. Two classes were used as the sample of eighth grade learners namely class 8F as the experimental class and class 8E as the control class. 30 learners in experimental class used TBRA while teaching and learning process in the classroom and 30 learners in control class used conventional method while teaching and learning process in the classroom. Pre-test and post-test were conducted to collect the data by giving test that consists of 40 multiple choice items. The data analyzed used T-test by using SPSS version 25. The researcher used T-test in order to find out the significant difference on vocabulary achievement before and after being taught by Task-Based Reading Activity. The findings of this study showed that, in experimental class the mean score in pre-test was 66.77 and it increased to 77.25 in post-test. It also showed that the result of Sig. 2-tailed was lower than significant level ($0.000 < 0.05$). Another T-test computation was used in order to see the significant effect between control class and experimental class. The post-test mean score of experimental class was 77.25 and in control class was 69.03. It also showed that the result of Sig. 2-tailed was lower than significant level ($0.001 < 0.05$). Based on the result of the two T-test above it can be concluded that the H_0 was rejected and H_a was accepted. By looking at the analysis of the research findings, it can be concluded that the effect on vocabulary achievement taught with Task-Based Reading Activity seemed to be significant.

1 INTRODUCTION

According to Nahavandi (2011:64) using task-based activities that the learners take part in understanding, evaluating, discussing, problem-solving, negotiating meaning process become efficient in meeting the needs of learner-centered classes.

Task-Based Language Teaching (TBLT) more aimed on language learning as an interaction and meaningful communication rather than the grammar rules. TBLT has effect on learners which is they were be more talkative during the learning process, TBLT has a valuable points and is a new, exiting, and interactive method to develop communicative competence (Dailey 2009:18). Thus, this kind of method can make the learners become active learners rather than passive learners when using

TBLT in the teaching process. The role of teacher as a facilitator who gave them the material. It would gave the students more chances to express what they have and what they had done during the learning process.

Based on the definition above, the researcher was interested to found out The Effect of Task-Based Reading Activity on Vocabulary Achievement of the Second Grade Learners at SMPN 24 Samarinda. The researcher wanted to know their vocabulary achievement while using Task-Based Reading Activity in the learning process. The researcher was optimistic that the TBRA could be used to increase their vocabulary repertoire.

2 METHODOLOGY

FHD The purpose of this research was to find out learners' vocabulary achievement when they are taught by using Task-Based Reading Activity. The design of this study was quasi-experimental design, in which one group is treated as the experiment group and the other group is treated as the control group.

As it is stated by Creswell (2008: 145) experimental design is to examine the impact of the treatment on a result of it and all the other factors that influence the result controlled by it. Supported by Muijs (2004) about experimental design, pre-test, post-test, and control group design are known as the traditional experimental design. The participants divided into two groups, control and experimental group. Here, the control group was not given the treatment with TBLT but the experimental group was not given the treatment with TBLT.

In this study the researcher used nonrandom sampling to choose the class. According to Gay, et al (2012:140) non random sampling is a sampling technique that used when it cannot ensure that each item has an equal chance of being selected or when selection is based on the expert knowledge of the population. Gay, et al (2012:140) also states that there are three types of non-random sampling they are convenience sampling, purposive sampling and quota sampling.

In this study the researcher used purposive sampling. According to Gay, et al. (2012:141) the process of choosing a sample which is believed as representative in a population is called purposive sampling.

The researcher used learner's semester score in English subject test as the criteria to choose the experimental and control group. The class that had an average score in English subject was selected as control group and the class that had a low score in English subject selected as experimental group. The groups which the researcher took for the study was class 8F as the experimental group which consisted of 30 learners and 8E as the control group which consisted of 30 learners

In this study the researcher used vocabulary test as the instrument. The test was in the form of multiple choice which contained of four options a, b, c, and d. The total of vocabulary test were 60 questions which the distribution of vocabulary test as: verb (25%); noun (25%); adverb (25%); and adjective (25%). To find out the validity of the test, the researcher used *r table Pearson's Product Moment Correlation*. The researcher used SPSS

version 25 to find out the validity of the instrument in order to determine that valid of an instrument.

The data that was obtained from pre-test and post-test was analyzed by T-test using SPSS 25.0. The means of the result of pre-test and post-test were compared to found out the significance effect. The researcher used independent sample t-test. In other words this formula was used because this research had two groups in which the subjects were different in each other. The data were analyzed by using independent sample t-test and measured it by using SPSS version 25.

3 RESULTS AND DISCUSSIONS

The results had been analyzed and calculated by the researcher to answer three research questions of this research.

Table 1: Paired Samples Test

Paired Differences	Mean	.64516
	Std. Deviation	6.42157
	Std. Error Mean	1.15335
95% Confidence Interval of the Difference	Lower	-1.71029
	Upper	3.00061
T		.559
Df		30
Sig. (2-tailed)		.580

The first question was "what is learners' vocabulary achievement without using Task-Based Reading Activity?". Based on the result of calculation above, the researcher found that in control class, which did not use the Task-Based Reading Activity, there was no significant effect on vocabulary achievement because the result of Sig. 2-tailed was higher than significant level 5% where the significant value was 0.05 (**0.580 > 0.05**)

Table 2: Paired Samples Test

Paired Differences	Mean	-10.48387
	Std. Deviation	9.34120
	Std. Error Mean	1.67773
95% Confidence Interval of the Difference	Lower	-13.91025
	Upper	-7.05749
T		-6.249
Df		30
Sig. (2-tailed)		.000

The second question was "what is learners' vocabulary achievement with Task-Based Reading

Activity?’. Based on the calculation above, the researcher found that in experimental class which used Task-Based Reading Activity. There was a significant effect on vocabulary achievement because the result of Sig. 2-tailed was lower than significant level 5% the significant value was 0.05 (**0.000 > 0.05**).

Li-Na (2012) argued that Task-Based Instruction is an effective way in English vocabulary learning in which it can afford interest and authenticity, improve language by negotiation of meanings and create a climate of intimacy and deep cooperativeness basic to learners’ emotional and cognitive growth. So, the teaching and learning activity to increase the learners vocabulaaries should be recommended.

Table 3: Independent Samples Test

		Equal variances assumed	Score Equal variances not assumed	
Levene's Test for Equality of Variances	F	.014		
	Sig.	.907		
t-test for Equality of Means	T	3.333	3.333	
	Df	60	59.379	
	Sig. (2-tailed)	.001	.001	
	Mean Difference	8.226	8.226	
	Std. Error Difference	2.468	2.468	
	95% Confidence Interval of the Difference	Lower	3.290	3.289
		Upper	13.162	13.163

The last question was “is there any significant effect of learners’ vocabulary achievement with and without Task-Based Reading Activity?’. It can be said that there was a significant effect of learners’ vocabulary achievement as showed in the result of the computation of post-test in experimental and control class. It showed that Sig. 2-tailed was **0.001**.

Whereas the significant level was $\alpha = 0.05$. It showed that Sig. 2-tailed lower than significant level (**0.001 < 0.05**) and the result of T-computation was **3.333**, where the significant level at 5% (**2.000**) and it showed that T-computation was higher than T-table (**3.333 > 2.000**) that meant there was a significant effect between post-test in experimental

class and control class. It can be said that Ho was rejected and Ha was accepted. That there was a significant effect on the result of the eight grade learners’ of SMPN 24 Samarinda on vocabulary achievement by using Task-Based Reading Activity.

This present study was supported by previous study from Kamalian, Soleimani, and Safari (2017) who stated in their finding that Task-Based Reading Activities have positive and significant impact on vocabulary learning and the effect of time on vocabulary retention indicated that there is a statistically significant effect for time. This result suggested that there was a change in scores across three different time periods. It can be said that by using Task-Based Reading Activity, the learners were more active in doing the task together in group, they are brave to report their discussion about task given by researcher in front of the class and there was not a boring situation in the class.

The result of this research shows that the average of the learners’ score in vocabulary achievement by using Task-Based Reading Activity is higher than the learners’ who taught without using Task-Based Reading Activity.

The researcher related the finding with some theories. Chalak (2015:26) stated in his finding that learner-to-learner interaction while performing tasks provided opportunities for them to talk about vocabulary and monitor the language that they used. Task-Based Instruction (TBI) improved their interaction skills and maximized their used of target language. During the task, learners exchanged their ideas and negotiated to learn their peers’ ideas, attitudes, or beliefs on certain issues and became familiar with a lot of words related to the topic. Of course, learners’ had the chance to receive feedback from their teacher and also their classmates.

Based on the explanation above, it can be assumed that teaching by using Task-Based Reading Activity has an effect on learners’ vocabulary achievement. The pedagogical implication of my research is that the learners became active learners where they could show their contribution in the discussion and that they participated well in the teaching and learning activities.

4 CONCLUSIONS

Teaching English by using Task-Based Reading Activity has a significant effect on the learners’ vocabulary achievement rather than teaching without using Task-Based Reading Activity. The researcher would like to recomend that using TBRA can be a

solution for teachers to consider teaching by using this method to improve the students' English vocabularies the class.

Based on the resercher's finding on teaching by using TBRA which is also supported by some theories, the researcher would like to conclude that the use of Task-Based Reading Activity can improve the learners' vocabulary achievement of the eight grade learners of SMPN 24 Samarinda.

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