THE EFFECT OF TASK-BASED LANGUAGE TEACHING AND ENGLISH GRAMMAR MASTERY TOWARD READING COMPREHENSION OF THE SECOND SEMESTER STUDENTS

Gana Kumara, D., G., A., Padmadewi, N., N., Suarnajaya, I., W.

Program Language Education Study Program, Postgraduate Program
Ganesha University of Education
Singaraja, Indonesia

e-mail: gana.kumara@undiksha.ac.id, nyoman.padmadewi@pasca.undiksha.ac.id,
wayan.suarnajaya@pasca.undiksha.ac.id

Abstract

This study focused on the effect of task based language teaching and grammar mastery toward students' reading comprehension. It was an experimental study by making use of post test-only control group with 2 x 2 factorial design. The population of the study was 175 second semester students of the English Education Study Program of FKIP UNMAS Denpasar wherein 52 students were chosen as the sample through Intact Group Random Sampling. The research data were collected through a grammar mastery test and a reading comprehension test and were analyzed by using Two-Way ANOVA and Tukey test assissted by SPSS 16.0. The findings showed that, *firstly*, the students who were treated by TBLT achieved better reading comprehension than those who were treated by conventional method; *secondly*, there was an interactional effect between TBLT and grammar mastery upon the students' reading comprehension; *thirdly*, the students with high grammar mastery gained higher reading comprehension score when they were treated by TBLT than by conventional method; and *fourthly*, there was significant difference in reading comprehension between the students who had low grammar mastery taught by using TBLT and those who were taught by conventional method.

Keywords: task based language teaching, grammar mastery, reading comprehension.

INTRODUCTION

Language is an important part of human life and it is one of the most advanced achievements of human civilization. It is a means of communication to convey their ideas, information, feeling and so on. Paul (2005) states that "Language is a complex form of communication, and that people talk in order to share and request information." That is certainly a very important use of language; moreover it may be the aim of why language is created. The theories guide us to the comprehension that language is very important until today which is known as modern era, although the language itself is produced in a conventional way like making sounds by using our potential organs of speech.

One of the languages used in communicating with one another is English.

English is used as a means of mutual relationship among nations, for trade and tourism commercial and traveling. English is the world's most important language. Some other linguists state that English is a Lingua franca. Harmer (1991) states that a lingua franca can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other and where one or both speakers are using it as a second language. This means that English is the major language used in the world. It is used worldwide as a means of communication. In this globalization era, where competition among people throughout the world is strong, mastering English is a must. Realizing the important role of English nowadays, students need to be sufficiently equipped with English communication skills, both oral and written. There are several

reasons for learning English. First, the school curriculum has determined that English is a compulsory subject. Second, some people learn English because they realize that they will have a better chance for advancement in their future and get a better job more easily with two languages rather than one language. Third, people learn English because they want to continue their studies in the English speaking countries.

In Indonesia, English is used as the first foreign language to be taught and learnt as compulsory subject from Primary School until University after the National Official Language of Indonesian language. The purpose of teaching English in Indonesia based on the Indonesia Curriculum is to equip the students with good and fluent communication skills. It is expected that students can establish good relationship with people from other countries in all kinds of affairs such as commerce, education, culture, tourism, etc. In Bali, students have many opportunities to communicate to people around the world for many different reasons because Bali is one of the islands in which many people from different countries come to spend their time for doing business or vacation. It is a good opportunity for the students in Bali to communicate with native speakers of English while they are increasing their ability in using English.

The good communication comes true if persons who are in a conversation or communication understand each other. Other people will understand us if we formulate and arrange the words appropriately. This means that students must master the grammatical structure of English correctly. The mastery of grammatical structures makes them easier to develop the four skills, namely speaking, reading, listening and writing. By mastering the four language skills, students will be able to communicate in English well. It can be assumed that the students' mastery in grammatical structure can be seen from their competency in those four language skills. One of those important skills is reading. In achieving the whole meaning of a reading text, students should also understand word by word structure.

Reading is important in several ways. Firstly, reading is a tool of learning. This means that through reading we can acquire information which will be organized by and stored in the brain and will later be retrieved for future use. Secondly, reading can develop our knowledge of language because reading materials offer language data, which will trigger the brain to draw generalization. Thirdly, reading refines the readers' thinking development which depends on language. Fourthly, reading develops creativity. The knowledge that people acquire through reading and which retain in the brain becomes the basis of their creative action (Grellet, 2006)

With regard to the importance of reading, foreign language students should develop reading skill in order to be able to read the written materials in English efficiently, by using appropriate method and strategies for getting good understanding.

Reading is an important language skill because without this skill one cannot obtain various information acquired through reading textbook, novels, newspapers and magazine. Through reading one can grasp a large amount of knowledge. Furthermore, students can obtain a wide range of information by reading books in English because English is recognized as an international language. Reading comprehension is defined as the level of understanding of writing. A large number of reading test materials are still limited to short reading extracts with general comprehension and reading comprehension test materials are very closely related to the types of practical materialsused by the teacher to develop reading skill.

In the context of educational system, it is stated that the students have to master all the language skills. It can be reached by the students by fulfilling *standard competency* and *basic competency*. Especially, for second semester students of FKIP Unmas Denpasar in reading, the standard competency is to understand and comprehend the general outline of the simple essay or text. Based on the standard competency, the students must be able to respond meaning and the rhetorical development of monolog text accurately, fluently, and contextually by following

indicators: "Identifying the main idea, specific information, textual reference, and words meaning."

It seems that the expectation for reading is to train the students to be competent. To be competent, it needs teacher's creativity to use innovative teaching method during teaching and learning process. The teaching and learning process should also involve the students actively. In addition, the students also must have positive attitudes in teaching and learning process. Finally, the students also must have good experience with language learning.

The researcher's observation and experience in teaching English at FKIP Unmas Denpasar found that there were some kinds of reading text (genre) covered in the teaching learning of English for the students of second semester of FKIP Unmas Denpasar. Those genres are narrative, recount, descriptive, procedure and anecdote texts involved in every basic competency. Teaching reading in FKIP Unmas Denpasar was dominated by the use of worksheet. The students just followed the materials and instruction based on the worksheet. After short explanation from the teacher about the topic taught, the students were asked to answer the questions provided. The students were just given chance to work with their friends next to him/her. So, there was no significant interaction with the others. This situation occurs over and over again. It seems that the teaching and learning were monotonous. The students seemed lack of motivation to learn. So, the students have negative attitude toward their learning. Supported by Russo (2007), learners do not like teachers who spend most of class time on lecturing. Lecturing time de-motivates them because they do not like being passive in class.

Another negative situation refers to the students' reading achievement based on the observation. It seemed that many students in FKIP Unmas Denpasar got low score in reading. This point of view was obtained by examining the teacher's diary. It seemed that the students mostly got low score. In other words, the students were considered incompetent yet in reading. So,

the expectation of the curriculum could not be reached. It needed innovative ways to improve this situation.

As stated in the curriculum, the reading comprehension includes the aspect of finding main idea of the text and other information either implicitly or explicitly stated in the text. Reading also involves various activities in the classroom. After reading, sometimes, the students should write a summary about what they have read. This practice will bring them to improve their writing skill, or discuss them to improve their speaking skill. In this case, it is important to apply teaching and learning strategy that is able to help them to develop their reading achievement as well as integrated language skills.

Based on the ideas mentioned, it is important to explore Task Based Language Teaching (TBLT) because it can fulfill the expectation of curriculum. Task Based Language Teaching can be defined as teaching and learning a language by using language to accomplish open ended tasks. Learners are given a problem or objective to accomplish but are left with some freedom in approaching this problems or objective (Nunan, 1993). Furthermore, Nunan (1998) defines a task as an activity (or method) where students are argued to accomplish something or solve some problems using their language. Preferably, this activity is open-ended; there is no set way to accomplish their goal.

This strategy is based on the constructivism perspective since it provides chance for the students to construct their own knowledge (Kennedy, 1999). Skehan (2003) states that Task Based Language Teaching emphasizes the central role of meaning in language use. It is noted that meaning is the primary in task based language teaching. Furthermore, it does not concern the language display but it concerns language use. As learners complete a task, they have many opportunities to interact with each other. During the interaction, the students may learn from their friends so learning will be more interesting and interactive.

The primary focus of classroom activity is the task, and language is the instrument which the students use to

complete it. The task is an activity in which students use language to achieve a specific outcome. The activity reflects real life and learners focus on meaning, they are free to use any language they want. Task based language teaching assigns the students to be active during teaching and learning process. So, learning is more challenging for the students.

According to Willis (1996), TBLT consists of the pre-task, the task cycle, and the language focus; in the pre-task, the teacher will present what will be expected by the students in the task phase. Additionally, the teacher may prime the students with key vocabulary or grammatical construction, although, in "pure" task based learning lessons, these will be presented as suggestions and the students would be encouraged to use what they are comfortable with in order to complete the task. During the task phase, the students perform the task, typically in small group, although this is dependent on the type of activity. And unless the teacher plays a particular role in the task, then the teacher's role is typically limited to one of an observer or consulor. Here the focus returns to the teacher who reviews what happens in the task regarding to language. It may include language form that the students use, problem that students have, and perhaps forms that need to be covered more or not be used enough.

Mulyono (2008) finds out that students taught by using task based language teaching get better achievement in reading comprehension. Task based language teaching can facilitate the students learning by involving them actively during teaching and learning process. Besides that, task based language teaching involves several stages in its implementation. So, it makes the students be able to follow the lesson step by step. Consequently, the students can get better understanding on the materials and get good achievement in reading comprehension.

Besides the teaching strategy, another interesting phenomenon found in the observation was students' grammar mastery. Grammar mastery is the students' ability in understanding the correct rules of English sentences. Crystal in Sharaf (2011) defines grammar as the structural foundation of people's ability to express themselves. The more students know and understand the language grammar, the more structural and grammatical their language is. The grammar mastery is not only to contsruct sentences but also to avoid misunderstanding among people of what they say or read. Brown (2007) states that without grammatical structures, language could become chatoric and not understandable. Handayani (2010) in her research argues that there is a significant correlation between the sentence structure mastery on the students' reading achievement. The students can avoid the ambiguity of the sentence in a reading text when they master the grammar well. Furthermore, every sentence in a reading text is coherent and in a unity. So, if the reader has good understanding in grammar they will be easier to get the information or messages that the writer intend to tell.

At the end, it is urgent to investigate the phenomenon being explained to find out the effectiveness of teaching strategy applied in teaching reading comprehension considering grammar mastery as moderator variable. Therefore, the researcher conducted a study entitled: "The Effect of Task-Based Language Teaching and Students' Grammar Mastery toward Students' Reading Comprehension of the Second Semester Students of FKIP Unmas Denpasar in Academic Year 2012/2013."

TYPE OF ARTICLE

The article is based on an experimental research which was conducted in the second semester students of English Study Program FKIP Unmas Denpasar. The research was conducted as a criterion to fulfill graduation standard in Post Graduate Program in Ganesha University of Education.

RESEARCH METHODOLOGY

The population of this research consisted of 175 students in which the researcher used 52 samples by using the intact group random technique.

The research design used in this study was 2x2 factorial design. It

investigated the interactional effect between task based language teaching and grammar mastery upon reading comprehension. The research was conducted in the second semester students of English Education Study Program FKIP Unmas Denpasar. The research sample was grouped into two, namely experimental group, in which the students were taught using task based language teaching and control group in which the students were taught using conventional method. In each group, there were high grammar mastery students and low grammar mastery students.

The instruments that were used to collect the data were in the form of grammar mastery test and reading comprehension test. There were 30 items of reading comprehension post test and 40 items of grammar mastery test administered in this study.

Teaching instruments used for both of the groups were lesson plans and teaching handouts. The instruments for data collection were tried out and it was found that the instruments were reliable and valid. The collected data were analyzed by using Two-Way Anova and Tukey test assisted by SPSS 16.0.

FINDINGS AND DISCUSSION

The object of this research was the reading comprehension as the result of treatment between task-based language teaching and conventional method by considering the reading comprehension. The data of the research were classified into eight groups such as: 1) the group of students taught by using task-based language teaching, 2) the group of students taught by using conventional method, 3) the group of students who were categorized as high grammar mastery, 4) the group of students who were categorized as low grammar mastery, 5) the group of students who were categorized as high grammar mastery taught by using task-based language teaching, 6) the group of students who were categorized as low grammar mastery taught by using task-based language teaching, 7) the group of students who were categorized as high grammar mastery taught by using conventional method, and 8) the group of students who were categorized as low grammar mastery taught by using conventional method. The data result of post test of reading comprehension in each group can be showed as follows:

Table 1 Reading Comprehension Score Recapitulation

Statistic	Group							
	A1	A2	B1	B2	A1B1	A1B2	A2B1	A2B2
Mean	20.65	13.81	30.62	17.77	20.92	20.38	12.54	15.08
Median	21.50	14.00	30.50	18.00	22.00	21.00	12.00	14.00
Mode	22	14	29	18	23	22	12	14
Std. Deviation	2.741	1.898	2.609	1.243	2.813	2.755	1.198	1.605
Variance	7.515	3.602	6.806	1.545	7.910	7.590	1.436	2.577
Range	8	6	10	4	7	8	3	4
Minimum	16	11	25	15	17	16	11	13
Maximum	24	17	35	19	24	24	14	17

The main purpose of this study was to investigate the effect of task-based language teaching toward students' reading comprehension, using grammar mastery as moderator variable of the second semester students of FKIP Unmas Denpasar in Academic Year 2012/2013. It was done to answer the previous research questions. The following elucidation would present the detailed results of hypothesis testing which would be parted into four points: the first hypothesis testing was to investigate the significant difference of students' reading comprehension between those who were

taught by using Task-based Language Teaching and those who were taught by conventional method, the second hypothesis testing was to check the interactional effect of Task-based Language Teaching and students' grammar mastery upon students' reading comprehension, the third hypothesis testing was to examine the significant difference in reading comprehension between the students having high grammar mastery taught by using Task-based Language Teaching and those who were taught by conventional method, the fourth hypothesis testing was to inspect the significant difference in reading comprehension between the

students having low grammar mastery taught by using Task-based Language Teaching and those who were taught by conventional method.

Hypothesis testing in this present study was statistically done by two way ANOVA using SPSS 16.0. If there was an interaction, the hypothesis testing would be followed by Tukey test to know the effect of interaction. The requirement to do the hypothesis testing was if $F_{ob} > F_{cv}$, then Ho is rejected.

The summary of hypothesis testing by two way ANOVA using SPSS 16.0 can be seen in the following table:

Table 2 The Summary of Two-Way ANOVA

	SS	Df	MS	F_{ob}	F_{cv} (0.05)
A	607.539	1	607.539	123.164	4.03
X	28.384	2	14.192	7.458	4.03
A*X	32.575	1	32.575	6.604	4.03
Error	231.840	47	4.933		
Corrected Total	887.231	51			

The first hypothesis testing was to investigate the significant difference of students' reading comprehension between those who were taught by using Task-based Language Teaching and those who were taught by conventional method. According to the calculation of the first hypothesis testing, it is demonstrated that the main effect of teaching methods gives significant impression to the students' reading comprehension. It could be seen from the calculation finding of two way Anova of which the value was 123.164 and the value of F_{cv} is 4.03, which meant that $F_{ob} > F_{cv}$ so that Ho was rejected and H_1 was accepted. In addition, using descriptive statistics, it was found that the mean score of students taught by TBLT was 20.65, which was higher than those who were taught by conventional method which was 13.81. These findings definitely showed that the TBLT group of students achieved better

than conventional group of students upon reading comprehension.

There are some reasons why task based language teaching (TBLT) works well in reading class. TBLT is advantageous to the students because it is more student-centered, allowing for more meaningful communication, and often providing for practical extra-linguistic skill building. Although the teacher may present language in the pre-task, the students are ultimately free to use what grammar constructs and vocabulary they want. This allows them to use all the language they know and learn, rather than just the 'target language' of the lesson.

Furthermore, as the students are likely familiar to the task, they are more likely to be engaged, which may further motivate them in their language learning. Ellis (2003) distinguishes between (a) unfocused task, and (b) focused task, which

are used to elicit a particular linguistic feature or the centre on language as task content. He cites three principal designs for focus tasks: comprehension task, consciousness-raising tasks, and structure-based production tasks. Elsewhere, (Ellis, 2003) presents a sequence of task for helping learners become more grammatical, rather than for attaining the elusive goal of mastery. The sequence includes: Listening task, in which students listen to a text that they process for meaning, Noticing task, in which students listen the same text, which is now gapped, and fill in the missing words. Consciousness-raising task, in this sequence, students discover how the target grammar structure work by analyzing the "data" provided by the listening text. Checking task is the task in which the students complete an activity to check if they have understood how the target structure works, Production task is the task in which the students have the chance to try out or experiment with the target structure by producing their own sentences.

The previous explanation of task based language teaching greatly shows how task based language teaching can be a meaningful method of reading comprehension. This autonomous and responsible in the reading class is very important to improve reading comprehension. In the experimental class, it can be seen how autonomous and responsible the students were, i.e. they answer the reading text autonomously, they opened the dictionary to find out the difficult words that they found in reading text, they did those things since they felt being engaged in reading, sometimes they compared their opinion with other students in order to get a good solution or correct answer in answering certain questions which appeared in a reading text. They often argued their opinion with other students in order to get the best answer. In contrary with conventional method, they only did what the teachers asked them to do. They only waited the teacher without trying to find out the answers by themselves. The teacher can be a spoon feeding because the teacher is the only source in the classroom.

Even though task based language teaching affected better on students' comprehension, it did not occur instantly. In the first meeting, it seemed that the students found difficulty in adapting themselves to the task based language teaching situation. They felt that task based language teaching was tiring activity. Besides that, task based language teaching is student centered learning, so it is something new for them. They needed time to adapt themselves. However, the teacher tried to ensure the students that it was a learning process. The teacher tried to help the students if they found difficulties.

In the next meeting, they slowly could adapt and follow the lesson in which task based language teaching was implemented. Their achievement also got better and better. In addition, there was more motivation in learning reading. Finally, it could be seen that the students taught by task based language teaching got better score than those taught by using conventional reading method.

Afterwards, the hypothesis was continued to check the interactional effect between task based language teaching and students' grammar mastery toward the students' reading comprehension by testing the second hypothesis.

The findings showed that null hypothesis was rejected so the alternative hypothesis was accepted. It means that there was a significant interactional effect between task based language teaching and students' grammar mastery upon reading comprehension. It could be seen from the computed data through two way ANOVA assisted by *SPSS 16.0* of which the value of F_{AB} was 6.604which was higher than the value of F_{cv} that was 4.03. For this reason, A conclusion can be taken that not only did task based language teaching give influence on students' reading comprehension of second semester of FKIP University of Mahasaraswati Denpasar but also the students' grammar mastery.

This research found out that grammar mastery also affected the students' reading comprehension. It was indicated by the students' reading comprehension score that was obtained by the high grammar mastery students which was higher than the reading

comprehension score obtained by the low grammar mastery students.

Grammar mastery is the students' ability in understanding the correct rules of English sentences. Crystal in Sharaf (2011) defines grammar as the structural foundation of people's ability to express themselves. The more students know and understand the language grammar, the more structural and grammatical their language is. It was also found that the grammar mastery is not only to contsruct sentences but also to avoid misunderstanding among people of what they say or read. Brown (2007) states that without grammatical structures, language could become chatoric and not understandable. This is why Nunan (2006) strongly supports grammar teaching in languages. By mastering grammar, people can avoid the ambiguity of the sentence.

The students can avoid the ambiguity of the sentence in a reading text when they master the grammar well. Furthermore, every sentence in a reading text is coherenct and in a unity. So, if the reader has good understanding in sentence structure they will be easier to get the information or messages that the writer intends to tell.

Task-based language teaching and grammar mastery work collaboratively in improving the students' reading comprehension. Task-based language teaching also provides an opportunity to the students to share their problem or difficulties with their friends, as students feel very comfortable to work with their friends. So they could learn something new not only from their teacher but also from their friends, especially in reading comprehension.

In addition, teaching reading comprehension to EFL learners through task-based language teaching method has all of the advantages of the process approach to reading such as the focus on the processes involved in the pre-reading, during reading and post-reading phases. Yet, it adds more peculiar aspects to the "top-down theory of reading" by its complete task cycle. It fully considers such processes and helps learners brainstorm and generate more new ideas, activates their previous schemata and background knowledge, motivates the students and encourages them to read fluently without any concern for formal linguistic features. Furthermore, task-based language teaching has a completed task cycle which covers nearly all of the processes which are involved during the reading process. It adopts a dynamic view toward the act of reading and considers all of those changing factors and processes which happened when comprehending a text. It also has a complete post-task phase or "a language focus phase" in which the specific structures and forms of language are focused on. Therefore, it seems that task-based language teaching (TBLT) is very effective in teaching reading comprehension to EFL learners. Surely, task-based language teaching can be used in teaching reading comprehension to the intermediate students.

According to abovementioned explanation, it could be stated that teaching methods and grammar mastery could affect students' reading comprehension. It was enhanced by the result of hypothesis testing in which the alternative hypothesis was accepted and supported by previous discussion so that it was certain to state that there was an interactional effect between task based language teaching and students' grammar mastery (high and low grammar mastery) upon reading comprehension.

Subsequently, after the result of the second hypothesis testing, the third hypothesis testing was then administered, which was to investigate the significance difference of students' English reading comprehension between the students having high grammar mastery taught by using Task-based Language Teaching and those who were taught by conventional method.

The result of tukey test revealed that the value Q_{ob} was 19.48 which was higher than the value of Q_{cv} that was 3.82, α = 0.05 ($Q_{ob} > Q_{cv}$, α = 0.05). It meant that null hypothesis was rejected but alternative hypothesis was accepted. For this reason, it was proven that there was a significant difference of students' English reading comprehension between the students

having high grammar mastery and taught by using Task-based Language Teaching and those who were taught by conventional method.

Thornbury (2002) defines grammar as description of the rules for forming sentences, including an account of the meanings that these forms convey. It was found that the grammar mastery was not only to contsruct sentences but also to avoid misunderstanding among people of what they say or read. By mastering grammar, people can avoid the ambiguity of the sentence.It also has a big influence to reading comprehension. People who want to get a text message have to know about how the text is formed or they will not able to have a complete understanding about what the writer was mean. If they do not master grammar well, they will have difficulty in mastering reading comprehension. Based on Team of five (2006), improving reading skills sometimes depends on the ability of the reader to handle a sentence or passage. Simple sentences are easier to understand but compound and complex sentences need strategies to understand the author's message. The study of grammar and usage has been great help.

In this research, the grammar mastery of the students were divided into two namely high grammar mastery and low grammar mastery. This hypothesis tested the high grammar mastery students.The finding of this research showed that the students with high grammar mastery who were taught using task based language teaching comprehended better in reading than those taught by using conventional method. It could be seen through administering descriptive statistics that the average score of students with high grammar mastery taught by TBLT was 20.92 and the average score of students with high grammar mastery taught by conventional method was 12.54. It could be seen that the students of TBLT group received higher average score compared to the students of conventional group. The high grammar mastery students in TBLT group were more encouraged to participate more actively in reading because they became enthusiastic in learning process.

Task based language teaching assigns the students to be active during teaching and learning process. So, learning is more challenging for the students. TBLT enables each student to develop their critical thinking. It is done through the retelling, posing problems, and behaving like the characters in the story. The activities done in TBLT are more appropriate to be applied to high grammar mastery students who understand the correct rules of English sentences.

The high grammar mastery students who were taught using conventional method showed lower improvement in reading comprehension. Conventional method seems to be less appropriate to be used to teach the high reading comprehension students because they could not see their weaknesses and strengths in their learning process.

The high grammar mastery students who were taught using conventional method were familiar with the common method that most teachers do in teaching grammar. They did not find any challenges in conventional method which made them not be motivated in learning. According to Russo (2007), learners do not like teachers who spend most of class time on lecturing. Lecturing time de-motivates them because they do not like being passive in class.

From the explanation above and the result of the hypothesis testing, it could be concluded that there was a significant difference of students' English reading comprehension between the students having high grammar mastery and taught by using Task-based Language Teaching and those who were taught by conventional method.

Considering the result of the third hypothesis testing, the fourth hypothesis testing then was done, which was to investigate significant difference of students' English reading comprehension between the students having low grammar mastery and taught by using Task-based Language Teaching and those who were taught by conventional method. It was done because of the results of the first, second and third hypotheses testing.

` The tukey test of the fourth hypothesis testing uncovered that the value Q_{ob} was

12.32 which was lower than the value of Q_{cv} that was 3.82, $\alpha = 0.05$ ($Q_{ob} < Q_{cv}$, $\alpha = 0.05$). As a result, the null hypothesis was rejected and alternative hypothesis was accepted. It proved that there was a significant difference of students' English reading comprehension between the students having low grammar mastery and taught by using Task-based Language Teaching and those who were taught by conventional method

However, through administering descriptive statistics, it could be seen that the average score of low grammar mastery students taught using TBLT was much better than the low grammar mastery students taught using conventional method. This amount of score gap showed that the difference between these twofold groups was big enough. The average score of students with low grammar mastery and taught by TBLT was 20.38 and the average score of students with low grammar mastery and taught by conventional method was 15.08. It indicates that TBLT is better applied to low grammar mastery than conventional method.

TBLT method has many principles and strengths. It is an efficient way to learn a material. It also encourages not only reading skill but also listening, speaking and writing. The principles and strengths of TBLT help the low grammar mastery student to learn a language rather than conventional one.

Oxford (1994) says that task-based teaching and learning is an exciting field that offers great richness if explored by teachers in their dual roles as instructors and action researchers. Task-based Language Teaching provides many advantages in teaching English as a Foreign Language (TEFL) because it offers language experience in the classroom. Task-based Language Teaching focuses on learners using language naturally in pairs or group work, allowing them to share ideas (Nunan, 2004). It encourages them to be actively involved in the learning process. Willis (1998) writes that the Task-based Language Teaching framework combined with tasks and texts provides learners with rich exposure to language plus opportunities to use it themselves. Throughout the task cycle, emphasis is on learners' ability in understanding and expressing meaning to complete tasks.

In the TBLT classroom, the low grammar mastery students were indirectly involved in the stages in TBLT, so they tried hard to achieve the goals in the learning process to understand a passage; furthermore, in "task-cycle" they had to present what they had understood about the reading text. Coupled with the opportunity to share with his friends, students who had low grammar mastery could maximize their ability in learning.

In contrary with TBLT, in conventional class, students did not do much maximum effort in learning. The low grammar mastery students seemed to be passive because the class was dominated by the high grammar mastery. The teacher did not give much opportunity to the students to explore and experience their language. So, the low grammar mastery students stayed in silence because they were afraid of making mistake.

CONCLUSION AND SUGGESTION

Based on the findings, it can be concluded as follows: (1) there was a significant difference of students' reading comprehension between those who were taught by using Task-based Language Teaching and those who were taught by conventional method, (2) there was an interactional effect of Task-based Language Teaching and students' grammar mastery upon students' reading comprehension, (3) there was a significant difference in reading comprehension between the students who had high grammar mastery taught by using Task-based Language Teaching and those who were taught by conventional method and (4) there was a significant difference in reading comprehension between the students who had low grammar mastery taught by using Task-based Language Teaching and those who were taught by conventional method.

This research is recommended to the EFL lecturers to apply Task Based Language Teaching (TBLT) as an alternative method in teaching reading. Since reading is affected by grammar, it is also recommended to EFL teachers to be

concerned with students' grammar mastery to enable them to comprehend English reading better. Additionally, it is suggested for other researchers to compare Task Based Language Teaching (TBLT) with other teaching methods in order to consider which one provides more gains for the improvement of the students' reading comprehension.

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