USING TASK-BASED ACTIVITIES IN B1 LEVEL TO DEVELOP LEARNERS' READING SKILL

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A R T I C L E I N F O.	**Abstract**
Keywords: reading skills, reading tasks, activities, teaching methodology.	The aim of this study was to investigate the effect of Task based learning (TBL) approach on improving reading comprehension of the upper-intermediate EFL learners. To perform this study, 30 EFL learners studying English at specialized school were selected. This research was to describe the application of the Task Based Learning (TBL) technique through group work in teaching English. The research was done in six major steps: preliminary preparations, planning, acting, observing, reflecting, and evaluating of the results of the teaching-learning speaking process.

INTRODUCTIN. Based on the research that recently had been done some problems had been found in doing reading tasks. First, the learners have misunderstandings with the vocabulary that's why they cannot do the activity in appropriate way. The lack of vocabulary among the learners is the most spread problem. Second, the fast speed can be the negative side to achieve the goal in reading. Learners who read quickly may not understand the plot or even may lose the main answer.

These reasons force to find the way where the learners will do their bests without any difficulties. The task-based activities can help to solve these problems and can be useful in avoiding poor comprehension. Task-based learning (TBL) is the way where the learners, using all their resources of English language, should complete the task successfully. Generally this kind of method is divided into 3 stages. The advantage of this way of learning is to explain the main aim of the task and try to do it without any mistakes. Moreover, the main benefit is to involve all learners from the weakest to the strongest one.

According to the decree of our first President of the Republic of Uzbekistan: "In order to radically improve the system of teaching foreign languages to the younger generation, training specialists who are fluent in them, by introducing advanced teaching methods using modern pedagogical and information and communication technologies and, on this basis, creating conditions and opportunities for their wide access to the achievements of world civilization and world information resources, developing international cooperation and communication" (10th December, 2012, № PD-1875, Tashkent) our techniques should be creative and modern in order to input them in educational system. The way of teaching English language must be effective for everyone.

LITARETURE REVIEW. When teachers start working at educational institutions they should know about the differences between term such as method, approach and technique. According to Andrew Targowski, former Professor Emeritus of Computer Information Systems at Western Michigan University: **Approach** - somebody's way of solving the issue/problem; **Method** – a well established procedure of solving issue/problem; **Technique** - one of ways of solving issue/problem within the same method.

So, from this point of view approach is the way you are going to approach the project. There are three common approaches in methodology:

1) Project based learning (PBL)

2) Case-based learning (CBL)

3) Task-based learning (TBL)

Task-based learning (TBL) is a way of teaching that helps learners to achieve a goal through the language which becomes a tool. When teacher chooses TBL approach, there should be a clear and defined purpose for that choice. The clear purpose of choosing TBL is to increase learners' activity. TBL concerned with learner and not teacher activity, and it relies on the teacher to produce and supply different tasks which will give the learner the opportunity to experiment spontaneously, individually and originally with the foreign language.

According to Willis "Tasks are activities where the target language is used by the learner for a communicative purpose in order to achieve an outcome".

The first developer of TBL is N. Prabhu in 1987 in Bangalore, India. This approach is based on his idea (or realization) that learners of English (or any language for that matter) can just as well learn the language by focusing on non-language-based tasks as they can when explicitly being taught the structures and functions of the language. Hence the name, although Prabhu generally refers to what he calls a procedural syllabus (i.e., one based on doing things rather than overtly learning things). The approach grew out of a frustration with the usual form of syllabus (a list of functions and/or structures to learn) and its replacement with a syllabus which consisted of tasks to achieve in the language, such as finding out travel times and options and solving other everyday problems.

As Nunan notes (1991:286):

In addition to the fact that the different task types stimulated different interactional patterns, the research also indicated that some task types might be more appropriate than others for learners at particular levels of proficiency. ... The important thing is that program planners and teachers should select a mix of tasks to reflect the pedagogic goals of the curriculum.

When it comes to designing tasks, then, the assumption is that you will have a clear idea of what sorts of language the learners need to learn and develop before you start.

Actually, David Nunan's "Task –based language teaching" consists of eight chapters that provide with the information of what the TBL is, what are the components of task, how to assess in TBL, and teachers' and learners' roles in TBL. In our section we will focus only on the first part of the book which presents the main theoretical part of the book, which contains the data of defining the sense and role of TBL in language teaching.

METHODOLOGY. The researcher experienced reading activities with the 11th grade when she was on practicum. The purpose of this research is to demonstrate the new approaches in development of reading skills by using Task-based learning (TBL) to the B1 level learners and to find solutions or deals the teachers may come across during the teaching process.

Significance of this study lies in the hypothesized possibility that the use of several instructional

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activities in combination while experiencing the role of TBL approach may improve the learners' reading skill, as well, as create a more positive classroom atmosphere and a more positive learning experience.

In this period, the researcher utilized deductive method and interactive white board. The researcher made use of deductive method to show the effectiveness of the integration of skills in one lesson.

Two groups were chosen based on the age specification 17-18 aged. The subject is consisted of 15 students in two groups (table 1 and 2). The researcher could have a chance to conduct her studies on identifying the effectiveness of implementation of new modern technologies and innovative pedagogical methods in development of reading skills by using Task based learning (TBL) within two months of the teaching practicum. Before conducting the lessons the researcher collected the information about the students' age/ level/ general learning strategies by given questionnaires.

RESULTS. The data and the findings were collected from the cycles that consisted of the planning of the action, the implementation of the action, and the analysis and reflection after each of two cycles. This part consists of two main sections: (1) results from cycle one, and (2) results from cycle two. The data and research findings were described from the cycles of planning, implementing, observing, analyzing, and reflections on actions taken.

Table 1. Activity Performance Average Scores in Cycle 1.

No	Meeting	Score	Qualification
1	Meeting 1	53	Middle
2	Meeting 2	63	Middle
3	Meeting 3	70	Middle
4	Total Average Score	72.66	Middle

From Table 1, the score from the first meeting was 53 or in the middle level, from the second meeting it was 63 still in the middle level, which increased to 70 still in the middle level at the third meeting. The final average score of the researcher's performance was 73 also in the middle level. This still did not meet the success indicator, which was determined at the level of "good". Thus, the second cycle was needed to improve the researcher's activity performance.

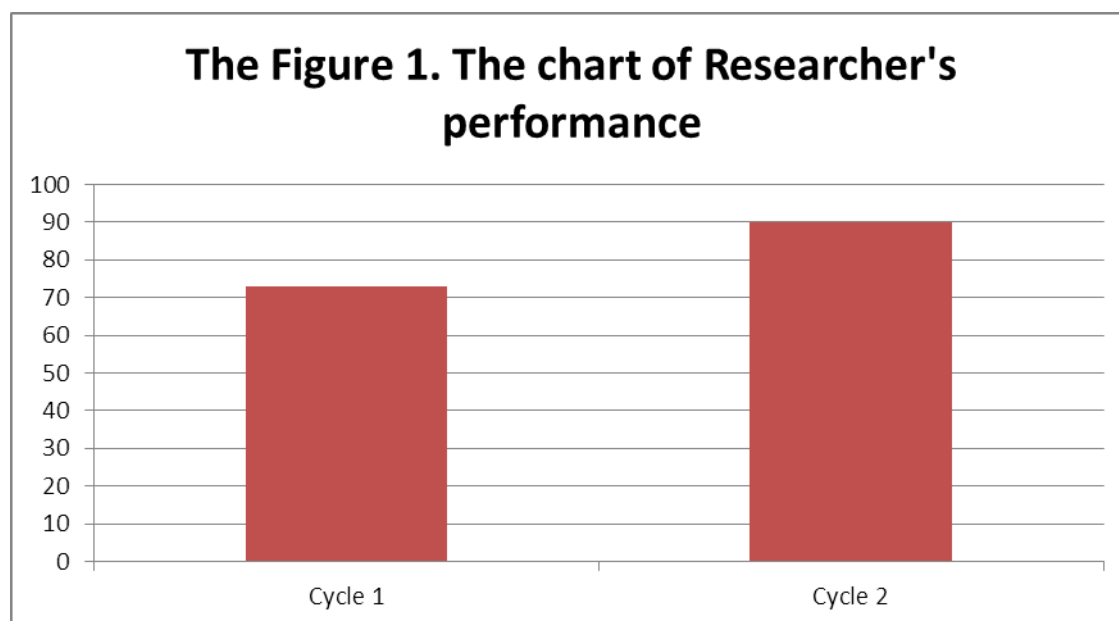**First and second cycles are shown in Figure 1.**

Figure 1. The Result of the Researcher's Performance in Cycles 1 & 2.

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Note: Cycle 1: 73 is middle; Cycle 2: 90 is good.

The results from the researcher's observation sheet showed that her performance at the end of the first cycle was 73%, which increased to 90% at the end of the second cycle. The result of the students' performance in the first and second cycles is shown in Figure 2.
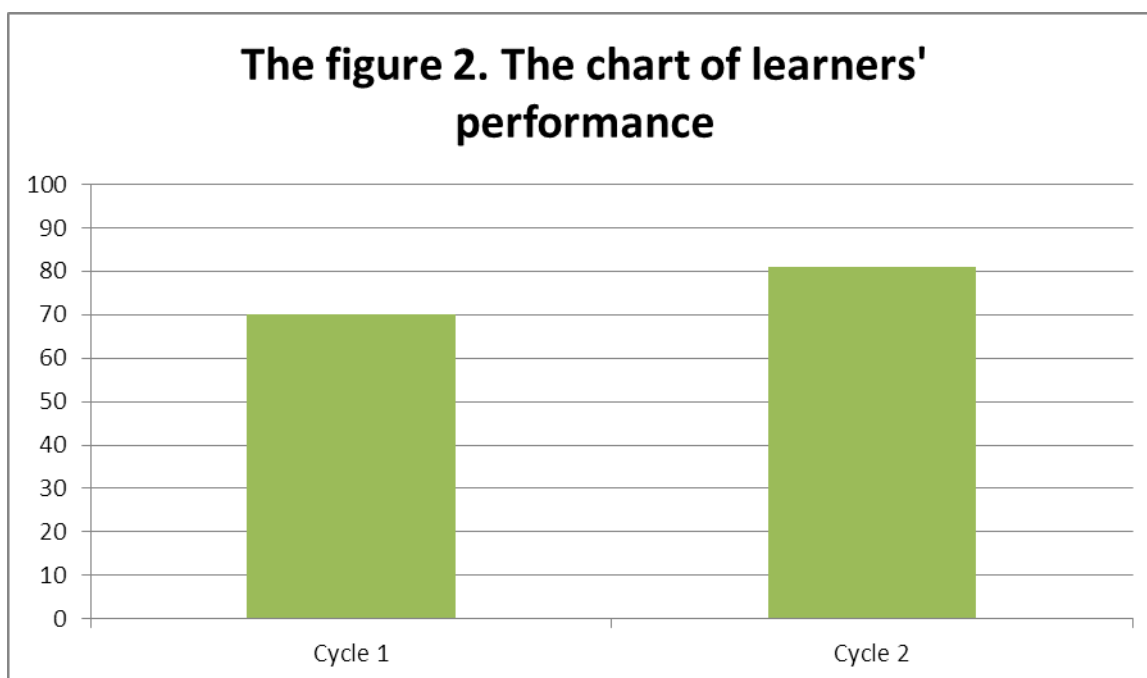

Figure 2. The Result of the Students' Performance in Cycles 1 & 2.

Note: After Cycle 1 = 70% which is in the middle.

After Cycle 2 = 81% which is good.

The students' participation during the teaching-learning speaking process. In the first cycle the students' observation sheet noted that the percentage of participation was 53% or in the good criterion. Furthermore, in the second cycle, the improvement of the students' participation during the teaching-learning process increased gradually to 81%, which is in the very good level. Thus, the use of the TBL technique in teaching-learning speaking was successful.

CONCLUSION. Based on the results of this research and the discussions above, the researcher has concluded that the application of the TBL technique could improve the students' reading achievement. The students' improvement in cycle 1 increased from 67 in the pre- test to 71 in the cycle 1 post-test, a test improvement of 4 in the first cycle. The greatest improvement was in cycle 2; the students' test result in the second cycle post-test was 79, an increase of 8 from the first cycle post-test which meant that the success indicator of 76 for this research had been surpassed. Furthermore, the number of students highly active in the teaching-learning activities increased gradually from the first cycle to the second cycle.

As for the result of the students' responses toward TBL technique, the students had positive responses in their reading class. Based on their responses, this technique could make the students more motivated, are able to comprehend English texts.

Following the successful results of this study, the researcher offers several suggestions as follows. Since the use of the TBL technique can improve reading skills of students', it is suggested that English teachers use the TBL technique in the teaching–learning processes for reading classes, as it is effective and can improve students' reading skills.

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