# HOW ONLINE TASK BASED LEARNING WORKS IN TEACHING READING COMPREHENSION: EMPOWERING STUDENTS' CREATIVITY

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**ABSTRACT**

The inevitable impact of Corona virus changed the system of education in Indonesia. Students are prohibited going to school, so that teaching learning activities must be conducted through online. The implementation of online learning not as smoothly as it is expected since the teacher can't observe the students face to face and shall measure the learning progress through online assessment. This study aims to show how task-based learning was used online which used to be offline. This study used qualitative data which is gained from eleventh MIPA grade's student in SMA N 01 Bojong. By using online Task Based Learning, it can encourage students' creativity and gain deeper understanding about the material given by the teacher. Furthermore, this method can help the teacher to see the learning progress of the student through online assessment via WhatsApp, it is quite simple yet reliable.

**Keywords: Online, Student's Creativity, Task Based Learning, WhatsApp**

## INTRODUCTION

In the December 2019, the world has created new history which nearly change all the systems. Start from Wuhan China the new virus called Corona develop until finally all of the country in the world got the effect because of this pandemic. This virus has affected day to day life in many aspects not only economic, social, healthcare, but also education. Based on the government regulations, students are prohibited going to school except have special needs with the teacher and must follow the health protocol. This main decision was taken from the whole country which suggests people to stay at home, work from home and pray at home. Therefore, how the new learning system are applied in Indonesia? Here, school must be done through online, which means that distance learning applied. Due to this situation, teacher must be more creative to engage students to keep learning independently at their home.

The implementation of online learning is not as smoothly as class teaching because teacher can't see the student face to face. In addition, student who has low motivation usually rarely join the class with serious and just copied their friend task if the teacher gave them task. This is the challenge of the teacher to engage the student motivation and creativity while teaching learning process by choosing the suitable learning strategy as well as teaching method.

One of the teaching methods that can be used in online learning process is Task Based Learning. Prabhu (1987: 24) has defined a task as an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process. Besides that, Willis (1996: 23) also argues that task are always activities where the target language is used by the learner for communicative purpose (goal) in order to achieve an outcome. This method can encourage the student creativity and gain a deeper understanding about the material that given by the teacher. Sternberg and Lubart

(1999) also argues that creativity can be described as potential to create or a personality trait, as a sudden flash of idea or a long-lasting divergent thinking process. In this approach, students are given task in the form of project which is can provide the opportunities for the students to develop their creativity, confidence and independence. This study deals with implementing task-based learning method towards student's creativity in online task and learning assessment situation.

## METHODOLOGY

This is a qualitative study. It is a research which use descriptive data in the form of written and oral words from observing people and behavior (Bodgan and Taylor, 1987). The researcher chose this kind of research because the researcher wants to describe the implementation of online task-based learning which taking a case in XI MIPA grades student from SMA N 01 Bojong Pekalongan when the English class begin. Stake (1995) argued that case study is expected to catch the complexity of a single case, a single leaf, even a single toothpick, has unique complex-study. The primary data were student assessment and the secondary data were the WhatsApp group chats of four class XI MIPA grade.

## FINDING AND DISCUSSION

This research conducted in SMA N 01 Bojong Pekalongan. Learning activities through online can be more difficult rather than offline. The problem also arrives from the student condition in this area, the researcher cannot have Video Call with the student because signal trouble and student's internet quota. The student often complains when the teacher gives them material in the form of video that have a big size to be downloaded. In other word, teacher cannot use the material that has a lot size and the learning process is conducted by chat (WhatsApp Group Chat). According to

those argument, there are some problems that arrives in learning process.

First is **Internet Quota.** In Online learning, this issue will be the basic need of the students but not all of the students have enough quota to provides their learning activities. Sometimes the student didn't join a class or compile the assignment because they did not have Internet quota. Furthermore, some student also can't access the material if the teacher gives the material which need much of internet quota to be downloaded. In short, sometimes students also complain that their smartphone cannot save material again because their smartphone capacity has full.

Second problem is **Lack of teacher's control.** Although teacher has called for the student attendance, it does not mean that all of the students pay attention when the teacher gives or explains the material. The researcher also found that students read all the messages (materials) after learning process finished. They just fill the attendance and do not pay attention for the material and learning process.

Third problem is **Lack of motivation.** Teacher cannot directly motivate the students. It does not like offline class which the teacher can easily give their student motivation orally and getting closed with their student. Character building is given on the group chat and only some student who give the response.

The researcher has been felt those three things after teaching four classes of eleventh MIPA grade's student for two months (8 meeting) and it is hard to encourage their creativity and know they have understood the material. One of proposed solution for the teacher is choosing the effective methodology for the student and gives them assessment which can encourage their creativities. Here, the researcher used Task Based Learning as approach in online teaching learning process.

The researcher used this method to teach reading comprehension for the student. The researcher also tried to adapt the theory based on student characteristic and this is the learning routines that teacher did. First is greeting, the student must answer the greeting as a sign that they attend the meeting. Second is material review, this activity always researcher did after checking their attendance. Furthermore, not just reviewing the material but it can also be checking student assignment and give them comment. Third is giving material, the researcher used TBK approach while explain the material. and the last is close the class. The implementation of task based learning through online can encourage student creativity by several techniques that researcher used, such as

**Brainstorming**, not just give the whole material, but the researcher also links the material with the student experience. For example, when the researcher taught "Invitation". The researcher asks the students whether they have ever seen or get invitation letter or not and some students tells that they have those experiences. After thus activities, the researcher asked the student what they've seen in invitation letter. The student directly answers "Date, Name, Event, etc.", from this part we know that they have known some part of invitation letter by linking into their experience.

**Finding a fact.** The students are given a question by the researcher and they must find the answer by them self. This activity can encourage their creativity and sharing knowledge with their friends although in the form of group chat. Sometimes it can produce several answer and after that the researcher and student make conclusion which is easily to understand.

**Finding similarities and differences.** By comparing two things, student can gain better understanding. The researcher did it in teaching "formal invitation and informal invitation". The researcher gives the student two pictures that symbolized those material and ask the student what is the differences between those example.

**Creative task.** This activity takes the important role in online learning process. It will engage student creativity if the teacher gives them a task to explore their experience and creativity rather than giving them a questions and answer quiz or multiple choice. For example, the researcher gives instruction to the student to make their own invitation letter. It can be video or design graphic or even they making a letter using any tools. The purpose of this instruction is the student can implement what they have learnt and used their creativity. the researcher gives them one week to create invitation letter and all of them has their own design. Some student create invitation through video animation, the other create through design graphic, and the rest they create with handwriting with handicraft.

The result of this method has a good feedback both from the teacher and student. The researcher also asks the students' experiences when they have this project and learning activities through online interview. The researcher used WhatsApp chat as a media and the student things that it is kind of fun learning and makes them excited to learn. The student also can understand the material easily because it is linked with their experience in their daily life. Furthermore, the teacher can combine all the techniques and adapt it based on student condition and characters. Through this methodology, students are train to have critical thinking and implementing the material in daily life. The researcher also used authentic material to create variation of learning while giving example. One week after the researcher gives them creative task, the researcher always shows and discusses it together so the students can share their knowledge.

## CONCLUSION

Because of this pandemic, it causes the system of education has changed. Through the online teaching, teacher must

know what is the effective and suitable method to develop student's ability based on their individual characters and condition. In the case study of eleventh MIPA grade students of SMA N 01 Bojong Pekalongan, the researcher found that implementing Task Based Learning method apparently can encourage student's creativity. Moreover, students have fun learning because they can easily catch the materials up and apply them in their daily life while learning. The last but not least the teacher also may avoid the student to cheat because all of the assignments should be based on their experiences and their own creativities.

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