Using Task-based Learning with Graphic Organizer to enhance English Analytical Reading Skills for Grade 10 Students

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Abstract

The purposes of this research were to 1) compare English analytical reading skills of Grade 10 students before and after using task-based learning with graphic organizer, and 2) investigate the opinions of Grade 10 students towards learning by using task-based learning with graphic organizer The samples of this research were thirty Grade 10 students of Pisanpunnawittaya school, Khon Kaen Province in the second semester of the academic year 2020, selected by cluster random sampling. The research instruments for this study were the test of analytical reading skills, and questionnaires on students' opinions towards learning by task-based learning with graphic organizer. The data was analyzed by mean, average, standard deviation and t-test for dependent groups. The results of this research were students' analytical reading skills after learning by using task-based learning with graphic organizer was significantly higher than before learning at the .05 level and the students' opinions toward learning by using task-based learning with graphic organizer were at the highest level.

Keywords: Analytical Reading Skills, Task-based learning. Graphic Organizer

1.   Introduction

Reading is an essential skill for success in real life. Reading is one of the four necessary important language skills for those learning English as a second of foreign language for academic success, and for professional development (Habok and Magyar, 2019: 1-39). Reading is one of the four crucial in English language and this is especially crucial for Thailand as Thailand is a country that uses English as a foreign language (EFL). This means that despite Thai students having to undergo their education in the local medium of instruction, students in all level of education; primary, secondary or university will still have to access texts, journals and course books in English in order to have a wider knowledge of understanding in their respective field, as well as to remain competitive internationally. However, research shows that Thailand learners' reading habits have pointed out that reading is not only a valuable skill, but also an essential skill for Thai students (Chuttiwat, 2000: 1 and Mclean and Rouault, 2017: 92-106).

One other problem in reading for Thai students, especially when reading is in a foreign language and in an academic setting is that, they are not motivated enough to read (Tara, 2014 and Chaisarn, 2016). The teaching and learning methods are not to promote self-reading, do not help to create comprehension of the subject read as well – as it focuses on memorizing content rather than thinking analytically from the analytical reading (Chanraninprom, 2018: 3).

Task-based learning is a flourishing method which can compensate for the weaknesses of the Communicative Language Teaching (Klapper, 2003). Task-based learning provides learner with an active role in participating and creating the activities, and consequently increases their motivation for learning.Task-based learning offers more opportunities for the students to display their analytical thinking though their actions and also improve their analytical reading skills. It allows the students to use the knowledge they have learned and apply it productively in the task context procedural knowledge (Solares, 2006).

Furthermore, graphic organizer is another interesting teaching technique – that is the conceptualized learning management of Tony Buzan (Buzan, 2010: 5-7), which initiates the knowledge of the brain to adapt and apply it to learning. It has evolved from taking notes in letters, in lines, in rows, or using a single pen or pencil to record with words. Pictograms are chiefly used and radiate around the center line, like the branching of tree branches using colorful lines. Graphic organizer is a schematic way that represents meaning and understanding of the relationships between concepts and ideas. Graphic organizer influences EFL students' ability to summarize analytical reading passage (Prachansen, 2018).

From the above information, it is found that students who manage to learn with the Task-based learning and graphic techniques display better analytical reading abilities. The researcher is therefore greatly interested in developing analytical reading skills using Task-based learning with a graphic diagram technique for Grade 10 students to consequently assist students in obtaining better English analytical reading skills. This will enable students to benefit from their reading habits and also develop a love of English reading.

Research Objectives

1) Compare English analytical reading skills of Grade 10 students before and after using Task-based learning with graphic organizer.

2) Investigate the opinions of Grade 10 students towards learning by using Task-based learning with graphic organizer.

Literature Review

Analytical reading

Analytical reading is a fundamental skill to learn and live in today's world. It has advances in technology, science and modern communication, by relying on the reading process to build knowledge, solve problems, develop ideas, make it possible to express opinions, and make rational decisions. It also creates a vision for life, and helps the reader apply knowledge gained with analytical thinking which has been extensively researched (Rattasanwong 2012: 52).

The stages of analytical reading stem from considering the nature of the text being read and setting the point for analysis. It then analyzes various important issues including story, form, strategy, and presentation. It considers both the purpose of the author and then giving facts and opinions on them, finding the answer and applying acquired knowledge.

The analytical reading teaching method focuses on the students' use of thinking in identifying the details of the subject read. Let's start with a keyword analysis – 'thematic sentences', first reading chapters that are short to then reading those long in length. Learners should seek or know how to seek knowledge by themselves. There are a variety of practical exercises that include listening, reading, speaking, or presenting work, and the most important part is that the content used as a chapter read must be consistent with the objectives and also the age of the learners.

From measuring and evaluating the analytical reading, the researcher has measured and evaluated the results in the analysis. There are three issues of measurement which are crucial: 'Analysis of Element', 'Analysis of Relationship' and 'Analysis of Organizational Principals'.

Task-based learning

Task-based learning is taken as a goal-oriented activity which has a clear purpose and involves achievement of an outcome, creating a final product that can be appreciated by others. In order to acquire the target language effectively, learners need to engage actively in processing the meaning of whatever they hear and read. A variety of tasks can be designed to motivate and give learners a purpose for processing the meaning and accomplishing a desired end or product. Task-based learning can improve students' reading skill and students' analytical thinking (Willis 1996 and Ellis 2003).

This study follows the concepts and frameworks provided by (Willis & Willis, 2013) consisted of 3 phases; 1) Pre-task; Introduction to topic and task and the content is based on students' need analysis. 2) During Task; the learning activities have various interesting methods. There are many teaching materials used in each steps such as computer assisted instruction, reading lesson on mobile phone, etc. 3) Post task; the students summarize all knowledge by using graphic organizer and they create their production from what they learned in the lessons.

Graphic Organizer

Mind map graphics (Buzan, 2010: 5-7), was a British initiative to bring knowledge of the brain to be applied in learning, evolved from writing notes with letters. It is now essentially a memorization of the glyphs that radiate around the center line, like the branching of tree branches using color; to systematically convey between the main idea and the secondary thought, and how connecting those ideas together in an orderly way makes it easy and clear to understand.
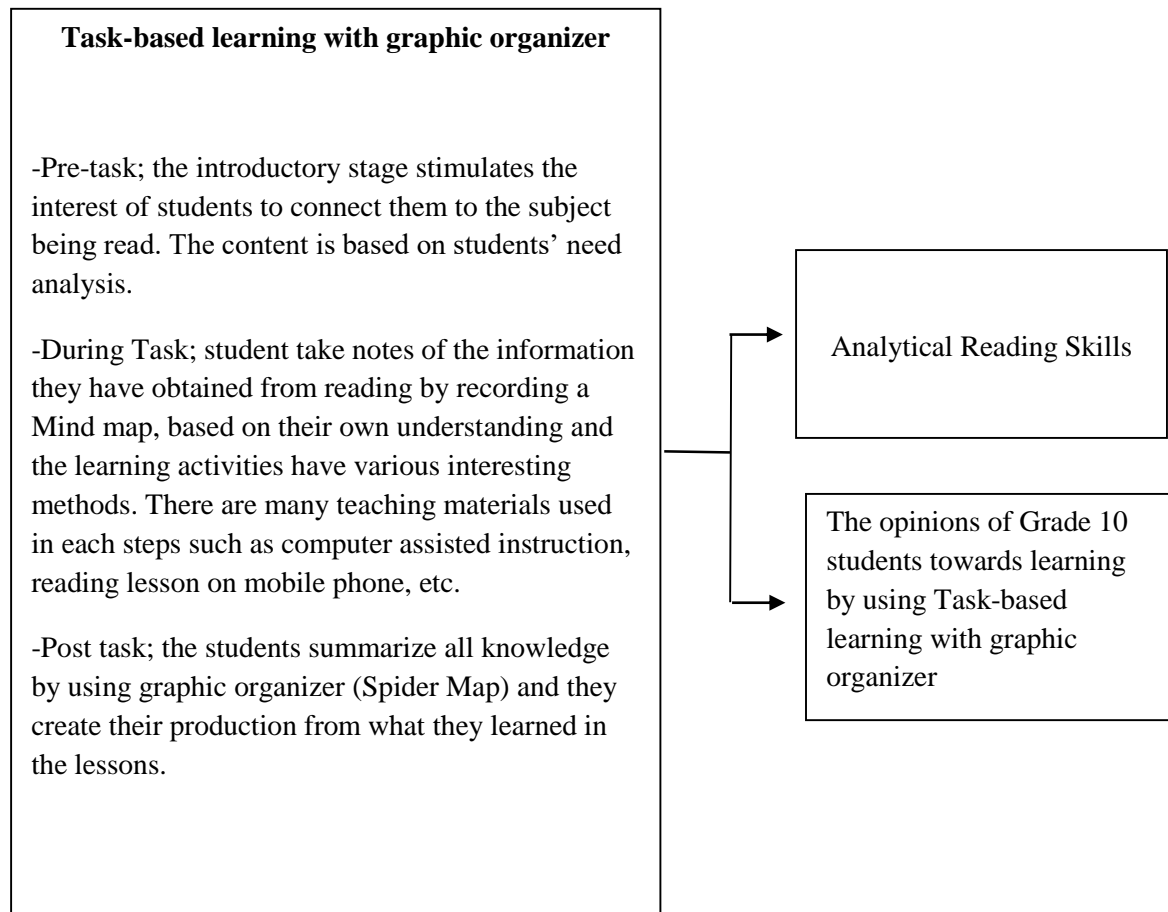
Graphic organizer can be categorized into many formats, such as Tony Buzan's concept map, herringbone style, spider web design, circular conceptual design, etc., but they all follow the same principle color, line or marker – they all diffuse thought from the center in line with the brain's nature. In this study, the researcher used two types of graphic organizer: 1) Mind map, based on Tony Buzan's concept, used in the learning activities – a step to take notes because it is a graphic organizer that helps organize ideas. The main ideas and secondary ideas here are grouped together with images, colors and lines, helping readers see the relationship of each issue. It helps to remember the content that can be read. 2) Spider Map graphics, suitable for use in summation of ideas in the conclusion.

Graphic organizer can be used to organize a variety of learning activities. Both steps mentioned above lend themselves well to the lesson's learning activities. With the clear steps highlighted, learners can summarize all knowledge points. Using graphic organizer also encourages analytical thinking and analytical reading skills in systematic way which makes it simpler for learners to understand. They remember knowledge well and can remember for a long time, whilst it is also attractive through use of color and organization – ideal for short-term memorize lasting as long-term memories.

From the above information, analytical reading is a fundamental skill to learn and live in today's world and it also create a vision for life, and helps the reader apply knowledge gained with analytical thinking and analytical reading skill. Task-based learning and graphic organizer can improve students' analytical reading skills. Therefore, the present study determines to develop Task-based learning with graphic organizer to enhance students 'analytical reading skills for Grade 10 Students.

Conceptual Framework

Figure 1.

Task-based learning with graphic organizer
-Pre-task; the introductory stage stimulates the interest of students to connect them to the subject being read. The content is based on students' need analysis. -During Task; student take notes of the information they have obtained from reading by recording a Mind map, based on their own understanding and the learning activities have various interesting methods. There are many teaching materials used in each steps such as computer assisted instruction, reading lesson on mobile phone, etc. -Post task; the students summarize all knowledge by using graphic organizer (Spider Map) and they create their production from what they learned in the lessons.

Analytical Reading Skills

The opinions of Grade 10 students towards learning by using Task-based learning with graphic organizer

2.   Research Methodology

The design of this Pre-experiment research is One-group pre-test-post-test.

Population

The research population was 53 students who were studying in Grade 10 classes in the second semester of academic year 2020 at Pisanpunnawittaya school, Khon Kaen province.

Sample

The sample was 30 Grade 10 students who were drawn from cluster random sampling using the classroom as a random unit which the school organizes classroom for mixed abilities of the students.

The research tools

1. 5 analytical reading learning lesson plans were created by using task-based learning management in combination with graphic organizer of two hours for each plan, totalling ten hours.

2. The analytical reading skill test is a multiple-choices test with four choices of forty questions that was used as the pre-test and the post-test.

To create an analytical reading skill test, the researcher had processes as followed; 1) studying concepts on how to create an analytical reading skill test, 2) studying measurement and evaluation in Core Curriculum for Basic Education Curriculum 2008, 3) analysing the content and purposes of learning and creating the analytical reading skill test which was a multiple choice test with 50 items covering four options and the content is consistent with purposes of learning, 4) offering the test to the experts to check the correctness and to evaluate the content validity considering the consistency of the test with the purpose of learning, 5) trying out the test with 30 Grade 10 students (none-target group) to analyse difficulty (p) and discrimination (r), and then selecting 40 items of difficulty value between 0.47 – 0.70 and the discrimination (r) between 0.21-0.62 and testing the reliability of the test by using a formula of KR 20 Kuder Richardson which had a confidence factor of 0.90. and 6) using the test with the sample.

3. A questionnaire of students' opinions on the learning method of task-based learning in conjunction with graphic organizer, it consisted of a five-level estimation of ten items.

The development and find the quality of tools

Step 1: Study about the core curriculum of basic education (analytical reading): how to teach task-based learning and graphic organizer and creating an analytical of English reading learning lesson plan. Creating a measurement tool to measure analytical reading skills and creating a questionnaire.

Step 2: Create five analytical reading learning lesson plans that their contents were based on students' need analysis, forty multiple choice analytical reading skill test, and a ten question questionnaire. It is characterized as a 'Rating Scale' of five levels.

Step 3: Present a tool to five experts who are experts for organizing learning activities, content, educational measurement and evaluation (validate and content validity); and the results of the experts' assessment were used to find the conformity index (index of item objective congruence: IOC) by using three-level assessment criteria from (Nillapun, 2015: 177) are as follows – the consistency index of all three tools is 1.00.

Step 4: Use lesson plans and to try out on more none-target group.

Step 5: Create a multiple choice analytical reading skill test and present to five experts to check the correctness and to evaluate the content validity considering the consistency of the test with the purpose of learning.

Step 6: Use the English analytical reading skill test to try out on none-target group to select an effective test. The analytical reading skill test had a difficulty (p) between 0.47 – 0.70 and the discriminant power (r) between 0.21-0.62.

Step 7: Take the analytical reading skill test. Find the confidence value (reliability) using Kuder and Richarder's formula KR-20 (Nillapun, 2015: 182) which had a confidence factor of 0.90.

Step 8: Collect the information on the target group.

The researcher administered the pre-test to the students. The duration of the test was 60 minutes. The teacher as a researcher taught the students by using analytical reading learning lesson plans of task-based learning with graphic organizer. The researcher administered the post-test and a questionnaire to the students.

Data and statistical analysis

1. Analyse students' reading skill from the skill test in analytical reading. The mean and standard deviation were used to compare the mean of the pre-study and post-study scores. Implemented with t-test dependent.

2. Analyse the opinions of students from the student opinion questionnaire toward Task-based learning with graphic organizer – using mean and standard deviation.

3. **Results**

1. Difference between the students' English analytical reading skills before and after the use of Task-based learning with graphic organizer.

Table 1: Table below shows the results of the comparison of the analytical reading skills of 30 Grade 10 students before and after with task-based learning with graphic organizer:

Analytic thinking ability test	$\bar{X}$	S.D.	$\bar{D}$	S.D.(D)	t
Pre-test 40	15.9000	5.5223			
			17.7000	4.5497	21.308**
Post-test 40	33.6000	3.3280			

Table 1 presents the results of the statistical data from the pre-test and post-test scores. It can be seen that there was a statistically difference between the pre-test and post-test scores of the students at the significance level of .05. This mean score of the pre-test and post-test were 15.9000 (S.D. = 5.5223) and 33.6000 (S.D. = 3.3280), respectively.

2. The students' opinions towards the use of Task-based learning with graphic organizer.

Table 2: Students' opinions towards the use of task-based learning with graphic organizer.

Number of Students	$\bar{x}$	S.D.
30	4.67	0.52

Table 2 presents the results of the opinions of students toward learning by using

Task-based learning with graphic organizer were at the highest agreement level ($\bar{x}$ = 4.67, S.D. = 0.52).

4.   Discussion and Conclusion

Conclusion

The use of Task-based learning with graphic organizer to enhance English analytical reading skills for Grade 10 students can be summarized as follows:

1.   The research results showed that the English analytical reading skills of Grade 10 students after learning by using Task-based learning with graphic organizer was higher than before learning was significantly higher at the .05 level.

2.   The opinions of Grade 10 students towards Task-based learning with graphic organizer were at the highest level.

Discussion

From the research results of developing analytical reading skills with Task-based learning with graphic organizer for Grade 10 students, the results can be discussed as follows:

1.   The research results showed that the analytical reading skills of Grade 10 students after learning Task-based learning with graphic organizer were significantly higher than before learning at the .05 level.

Management of learning about analytical reading using Task-based learning with graphic organizer – a method utilized for systematically building the students analytical reading skills. There are clear steps to help students focus on what is important. This will allow students to organize their thoughts on the subject they read and they can clearly convey ideas as well as

assisting in remembering what they learned well. Pre-task; the introductory stage stimulates the interest of students to connect them to the subject being read. The content is based on students' need analysis. During Task; student take notes of the information they have obtained from reading by recording a Mind map, based on their own understanding and the learning activities have various interesting methods. There are many teaching materials used in each steps such as computer assisted instruction, reading lesson on mobile phone, etc. The students summarize all knowledge by using graphic organizer. Post task; the students summarize all knowledge by using graphic organizer (Spider Map) and they create their production from what they learned in the lessons. In each step, the students summarize all knowledge by using graphic organizer.

The use of the graphic organizer, that offers a sequence of ideas about what is being read and be able to convey the ideas, helps learners remember what they learnt well while simultaneously being interesting. The learners develop the idea of creativity and imagination. (Dechakupt and Yindeesuk, 2017: 130), who said that the Mind map is a way of conveying meaning, and is used to systematically present the collected information with clear understanding and use of thinking skills.

2. The opinions of Grade 10 students towards learning Task-based learning with graphic organizer, it is suitable for developing reading skills, as it contains clear steps (Silaruam, 2016). The activities gives students the opportunity to read with the aim of finding answers to questions. It is also suitable and adaptable for the age of the learners. Student take notes of the information they have obtained from reading by recording a Mind map of Tony Buzan, based on their own understanding and conclusion, students end with a Spider map. It allows students to organize their thoughts into a sequence of ideas about what is being read whilst also being able to convey the ideas. It can be seen that Task-based learning with graphic organizer is a learning method that has clear steps that learners understand and can easily follow.

Suggestions

Suggestions for bringing research results into use:

1. To organize learning activities by Task-based learning with graphic organizer, teachers should choose reading texts that are appropriate to the students and those that can be applied in daily life. They should also be short in length because it will make the students be more attention-driven and enthusiastic about their studies.

2. Before organizing learning activities, the instructor should explain Task-based learning with graphic organizer in detail in the first learning lesson plan. When the students are tasked in the next learning lesson plan, they will already understand and be able to do it by themselves.

3.   Teachers should create a challenging atmosphere in the classroom , promoting students to express their opinions freely. During learning activities, positive reinforcement should be made to stimulate learners' enthusiasm.

Suggestions for further research

1.   In following research, other dependent variable associated with advanced reading – such as analytical reading, or reading for evaluation etc., should be considered.

2.   The research study could be implemented with students of other levels.

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