

Development of English Reading Comprehension of Vocational College Students Using Hierarchical Task-based Language Teaching

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Abstract

The main objectives of this study were to: 1) compare learning achievement on English reading comprehension between pre-test and post-test, 2) compare learning achievement on English reading comprehension with the 75% criteria, 3) to study students' satisfaction on English reading comprehension using Hierarchical task-based language teaching. The sample was the -32 first-year non-English major students in Guangxi Agricultural Vocational and Technical University conducted by simple random sampling. Research tools included of 1) a lesson plan using Hierarchical task-based language teaching, a 30-question achievement test, which had an itemt objective consistency values ($0.60 \leq IOC \leq 1.00$), difficulty values (0.53-0.75), identification values (0.25-0.68), and Lovett confidence values (0.84). and a 15-item satisfaction questionnaire, had an Alpha Cronbach confidence score (0.76). The research design was one group pre-test post-test design. The statistics used for data analysis were mean, percentage, standard deviation and T-test.

The results are as follows: 1)The post-test score of English reading comprehension using Hierarchical task-based language teaching was significantly higher than the pre-test score at .01 level. 2)The post-test score of English reading comprehension using Hierarchical task-based language teaching was significantly higher than the 75% of the criteria. 3) The students' satisfaction of English reading

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comprehension using Hierarchical task-based language teaching was at the highest level. 4.71, S.D. = 0.56

Keywords: Learning Achievement, Satisfaction, English Reading Comprehension, Hierarchical Task-based Language Teaching

Introduction

The Basic Teaching Requirements for English Courses in Higher Vocational Education is a guiding document for English teaching in domestic higher vocational colleges. The goal of English courses in higher vocational colleges is to enable students to grasp certain basic knowledge and skills in English and have certain abilities in listening, speaking, reading, writing and translating. In addition, students can read and translate English business materials with the help of dictionaries, carry out simple oral and written communication in foreign communication, and lay a foundation for further improving English communication ability in the future. The cultivation of reading and translating ability is still an important aspect of English teaching in higher vocational and technical colleges. Students can read short practical materials of medium difficulty, such as letters, product descriptions, and so on, and understand the materials correctly. In English course, students need to achieve the following basic requirements in terms of reading skills: (1) understanding the main ideas of articles; (2) understand the embodied information in the text; (3) guess the meaning of new words according to the context; (4) make a simple judgment and reasoning according to the context; (5) understand the meaning of the chapter and the author's opinion and attitude; (6) make a conclusion on the contents of the article chapter; (7) quickly find relevant information. English reading is a very important link in the process of English teaching and learning. For this reason, English teaching in higher vocational colleges should take a step to strengthen and pay more attention to reading teaching. English teachers should meet the basic requirements of vocational education and learning and the specific learning conditions of vocational students, and adopt effective teaching methods. In this way, students' enthusiasm for English reading can be enhanced and they can actively participate in classroom activities.

In recent years, the relatively poor enrollment of higher vocational college has become an indisputable fact, because most college students are from high school, and these students' scores of National Higher Education Entrance Examination are far lower than the ordinary undergraduate admission line, and some of the students are from secondary vocational and technical schools who do not attend National Higher Education Entrance Examination, so it is understandable that their English level is uneven. In addition, they are not good at using learning strategies. At the same time, teachers do not take into account the level of students in teaching. Teaching methods are not flexible, which leads to students' English learning ability getting worse and worse. Eventually, students give up learning English, which causes difficulties in English teaching and learning. Although this situation has been widespread in higher vocational colleges, most English teachers in higher vocational colleges have not adopted effective methods to teach, but still take the traditional teaching mode as the teaching method. The traditional way of teaching is that the teacher positions the students at the same level of teaching, so the teacher sets the same teaching objectives for all the students, sets the same teaching content, and the students have the same homework.

Hierarchical Task-based Language Teaching is a kind of teaching skill which combines the idea of hierarchical teaching and Task-based Language Teaching. Task-based Language Teaching is a kind of “learning by doing” The concept of “doing things in language” from Task-based Language Teaching is widely welcomed by teachers and teaching researchers, and it has been gradually implemented in English classes in China. This has also become a trend of foreign language teaching reform in China. The implementation of hierarchical teaching can avoid some students doing nothing after completing tasks in the classroom. At the same time, all students can experience what they have achieved and enhance their confidence in learning. At the same time, the hierarchical teaching is also combined with the quality education that we have been advocating, teaching according to the actual level of students, and improving the comprehensive quality of students. Hierarchical Task-based Language Teaching combines the two to guide teachers to give consideration to most (or even all) students in English reading teaching. According to their different learning levels, tasks suitable for

most students are arranged so that all students can achieve the expected teaching and learning effects.

Research objectives

1. To compare learning achievement on English reading comprehension between pre-test and post-test
2. To compare learning achievement on English reading comprehension with the 75% criteria
3. To study students' satisfaction on English reading comprehension using Hierarchical task-based language teaching

Conceptual framework

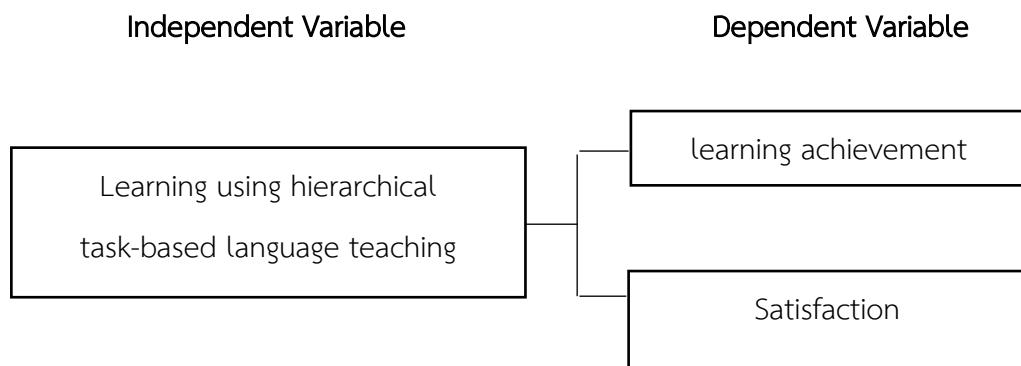


Figure 1. conceptual framework

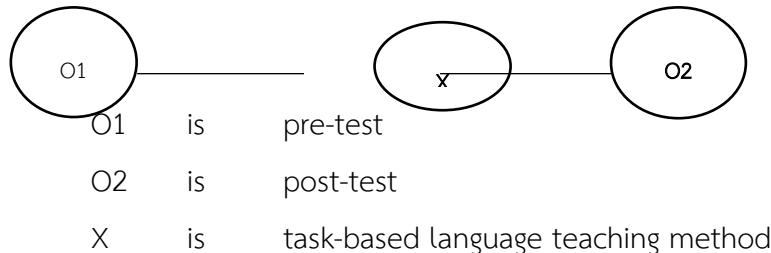
Research Hypothesis

1. Post-test learning achievement on English Reading comprehension using Hierarchical task-based language teaching is significantly at 0.01 higher than pre-test
2. Post-test learning achievement on English Reading comprehension using Hierarchical task-based language teaching is higher than the 75% criteria
3. The students' satisfaction on English Reading using task-based language teaching is at high level.

Methodology

Research design

This research was one group pre-test post-test design, as following



Population and sample

The population are 32 college freshmen of non-English major from Guangxi Vocational University of Agriculture (2 classes)

The samples are simple random sampling consisting of 37 college freshmen of non-English major from Guangxi Vocational University of Agriculture of the academic year 2022.

Content scope

The content used in this research was reading comprehensive of college English course. Reading materials consist of a content reading comprehension from various media. broken down as follows:

1. reading argumentation
2. reading exposition
3. reading scientific and technological literature
4. reading practical writing articles.

Variables studied

1. Independent Variable: learning using hierarchical task- based language teaching
2. Dependent Variable: learning achievement on English reading comprehension and students' satisfaction

Length of time spent in research

Hierarchical Task-based Language Teaching is taken in the second semester of the academic year 2022 using 16 hours, (4 hours for reading argumentations, 4 hours exposition, 4 hours scientific and technological literature, 4 hours practical writing article.)

Research instruments

The tools used for collecting information on this research included:

1. English reading comprehension learning management plan with the Hierarchical Task-based Language Teaching for college freshmen of non-English major from Guangxi Vocational University of Agriculture.

Learning management plans were built and evaluated By using the criteria to consider the suitability of a 5- rating scale, which had the mean value at 4.88 means that the learning management plan created is appropriate at the highest level.

2. Pre-test and post-test achievement test learning achievement. It was a 40 multiple choice of four options, the difficulty and the suitability of the question and options. The exam and the learning objectives got IOC values from 0.60 – 1.00. the item with difficulty ranging from 0.20 to 0.80. and the authority to the normally classified item, from 0.20 to 1.00

3. Satisfaction evaluation questionnaires. The 15-item questionnaires with 5 rating scale were built to evaluate students' satisfaction. The results of the expert review found that the correspondence between the exam and the learning objectives got IOC values from 0.60 – 1.00

Data Collection

The sequence of the presentation of the data analysis are as follow:

1. The comparison of student achievement in reading of college freshmen of non-English major, using hierarchical task-based language teaching with a series of reading Comprehension between post-test and pre-test and pre-test with 75% criteria

2. The results of the analysis evaluated the satisfaction of students, with the use of using hierarchical task-based language teaching a series of reading comprehension.

Data Analysis

1. The comparison of student achievement in reading of college freshmen of non-English major, using Hierarchical Task-based Language Teaching with a series of reading comprehension activities between Post-test and pre-test and pre-test with 75% criteria, has shown in table 1, table 2 and table 3.

Table 1 Comparison of reading learning achievement of college freshmen of non-English major studying in Guangxi Vocational University of Agriculture by using Hierarchical Task-based Language Teaching together with the activity series on reading comprehension.

Pair1	mean	N	Std.Deviation	Std.Error Mean
Pre-test	12.1875	32	3.59603	.63569
Post-test2	19.0625	32	5.52961	.97751

From Table. 1 shows that comparison of reading learning achievement of college freshmen of non-English major studying in Guangxi Vocational University of Agriculture by using Hierarchical Task-based Language Teaching together with the activity series on reading comprehension learning achievement. Pre-test with an average of 12.1875, standard deviation of 3.60 and an achievement of Post-test has an averaged of 19, standard deviation of 5.53 pre-test using the T-value formula(t-test) of 19.17. It indicates that the academic achievement of college freshmen of non-English major studying in Guangxi Vocational University of Agriculture by using Hierarchical Task-based Language Teaching together with a series of activities on reading Comprehension with learning achievement post-test higher than pretest at the statistical level of significance.00, which is based on the hypothesis.

Table.2 The comparison of student achievement in reading of college freshmen of non-English major from Guangxi Vocational University of Agriculture, using cooperative learning Hierarchical Task-based Language Teaching with a series of reading comprehension activities between Post-test and 75% of the criteria.

t	df	Sig.(2-tailed)	Mean	95%Confidence interval of the Difference	
				Difference	Lower
Post-test2	19.501	31 .000	19.06250	17.0689	21.0561

Table.2 shows a comparison of achievement after learning the threshold of 75

reading of students through the use of Hierarchical Task-based Language Teaching with a series of activities on reading comprehension, standard deviation equal to 2.00 test differences. The learning achievement by using the t-value formula (t-test) showed that the t-value was 19.50, indicating that the learning achievement of college freshmen of non-English major from Guangxi Vocational University of Agriculture who received Hierarchical Task-based Language Teaching together with the activity set titled reading comprehension with achievement Post-test higher than the threshold of 75, a significant level of 0.01, which is based on the hypothesis.

Table.3 Results of Satisfaction Assessment of college freshmen of non-English major from Guangxi Vocational University of Agriculture with the use of Hierarchical Task-based Language Teaching with the series of reading comprehension activities.

Article No.	List	Satisfaction level		Interpret
		\bar{x}	S.D.	
1	Do you think the current teaching mode is helpful to improve English reading level?	4.63	0.66	the most
2	Do you think the teaching activities under the current teaching mode can meet your needs for English reading?	4.44	0.67	the most
3	Do you think the teaching activities under the current teaching mode can improve your learning interest and initiative?	4.53	0.72	the most
4	How much do you think the English reading course under the current teaching mode is helpful to your English reading ability?	4.6	0.61	the most
5	Are you satisfied with the teaching content of English reading course under the current teaching mode?	4.6	0.61	the most
6	Do you think the difficulty of English reading class under the current teaching mode is appropriate?	4.4	0.75	the most

Table.3 Cons.

Article No.	List	Satisfaction		Interpret level
		\bar{x}	S.D.	
7	Do you think the English reading course under the current teaching mode can improve your English reading ability?	4.53	0.72	the most
8	Are you satisfied with the performance of English reading teachers under the current teaching mode?	4.5	0.67	the most
9	Do you think the English reading course under the current teaching mode can stimulate your interest in learning?	4.44	0.63	the most
10	What do you think of the learning atmosphere of English reading classes under the current teaching mode?	4.5	0.64	the most
11	Do you think the English reading course under the current teaching mode can improve your learning effect?	4.72	0.52	the most
12	Do you think the learning tasks of English reading classes under the current teaching mode are reasonable?	4.53	0.77	the most
13	Are you satisfied with the learning progress of English reading course under the current teaching mode?	4.4	0.75	the most
14	Do you think the English reading course under the current teaching mode can improve your English reading confidence?	4.5	0.67	the most
15	Do you think the English reading course under the current teaching mode can improve your learning enthusiasm?	4.75	0.44	the most
Total		4.71	0.56	the most

Table 3 shows that students are satisfied with learning by using Hierarchical Task-based Language Teaching with a series of reading comprehension articles. The overall in all aspects is the teacher teaching media learning activities, the mean was 4.71 and the standard deviation was 0.56 which resulted in the satisfaction level at the highest level.

As can be seen from Table 4.4, students are very satisfied with the use of Jigsaw II Cooperative Learning Technique in all aspects, with the mean of satisfaction level at 4.58 and standard deviation at 0.78, indicating that students are the most satisfied.

Results

1. The post-test achievement was significantly higher than pre-test at the .01 level and the post-test achievement was 75% higher than the threshold at the .01 level.
2. The reading comprehension in all aspects, namely teachers, teaching media, and learning activities, had an average of 4.71, which was the highest level of satisfaction

Discussion

The result of the research was indicated that;

1. The post-test learning achievements on Chinese listening after using task-based learning is higher pre-test and higher than 75% of the criteria.

Therefore, it can be concluded that management Task-based learning is a learning arrangement that can help students develop Chinese listening abilities. A method for organizing learning that emphasizes on allowing students to demonstrate their potential and ability to perform activities according to The workload is given in a regular, step-by-step manner. It is a process of practicing language skills. Assigned When students receive regular practice on their own, they will develop the required skills and knowledge very well with the teacher explaining the process and sequence of Steps in organizing learning so that students know what they will have to do, make it possible for students learn with clear goals and teachers to prepare students to carry out their duties. It is a learning arrangement that helps encourage students to be more interest in studying Be enthusiastic in doing activities Perform the workload received. Students undergo a step-by-step learning process. Students have practiced on their own. Students

develop better listening-speaking skills in Chinese. With the teacher explaining the arrangement. Learning activities for each hour Makes students learn and practice the activities assigned to them.

Assign in a step-by-step manner Task-based learning management is a method. A form of learning that uses various activities to stimulate students to seek new knowledge, participated in the practice, fun activities. The teacher acts as a learning supporter and facilitator to students by organizing learning that focuses on workloads to make students Understand the content clearly, that is, the steps of the work. Teachers have informed students about Objectives that students must be able to achieve make students have a purpose operation steps. Teachers can give students perform the tasks assigned by the teacher. Allow students to perform tasks through multimedia. There is a teacher who explains for understanding. Facilitate students in carrying out their later workloads. Perform the work. Teachers and students jointly summarize the results of the activities and perform the assigned workloads. It promotes students' understanding of the content they have learned. which is consistent with the concept of Nusara Daraphong (2011) Workload-based learning management. It is a learning activity that aims to Students learn from the learning process, thinking process, and work process that depend on the student as much as possible so that students can learn from their work, consisting of 3 steps: Step 1, Step before the performance of the workload, the second stage during the performance of the workload, and the third stage after the performance of the workload. Work, like Sasinat Sankhaburanurak (2017), activities or plans for organizing teaching and learning where learners must practice using language in simulated situations outside of class and in class with the goal of practicing interaction in using language using thought processes. Thanjira Suwansaard (2019) has added that work-based learning management It is a learning activity that focuses on students learning. Consistent with Nusara Daraphong. (2011) that organized work-based teaching and learning, results after organizing learning were higher than before. Organize learning because it is a learning organization where the goals of the workload are communicated, explained, and prepare students By allowing the students to be the ones to carry out the Narinat Aromalin. (2017). 43 students who were the target group after studying with a task-based learning program. The students' speaking ability scores were higher than before the learning intervention. By measuring from behind Learning management had

an average of 15.22 and pre-class measurement had an average of 8.37 out of a full score of 20 points. It is consistent with Thanthe Yenrom (2017). The research found that the average score of sample group is significantly higher than the criteria at the .05 level.

2. Students are satisfied using Task-Based Language Teaching techniques in conjunction with a series of activities over all in all aspects is the teacher teaching media in terms of learning activities, the mean was 4.80, which resulted in the highest level of satisfaction. $\bar{x} = 4.71, S.D. = 0.56$

This may be because the researcher has designed the learning according to appropriate steps Starting with introducing the topic, clarifying the objectives, presenting knowledge in the field of the language that is necessary for use in the task allows learners to understand the content and have language information. Sufficient to carry out the workload Later, the researcher asked the students to plan. Practice and role play using freely spoken language. There is no need to worry about language grammar, which gives learners confidence in speaking. Finally, the students were asked to analyze the language together and practice using the correct language, making the learners has new knowledge in language and can apply it used to develop speaking abilities English. This learning process is consistent with the ideas of Willis (1996) and Ellis (2003).

which is explained in the same way as Workload-based learning management. There are learning management steps including: 1) The step before executing the workload (Pre-task) is the step in bringing to enter the lesson and present vocabulary or useful language expressions that help learners plan and carry out work tasks. 2) Practical steps Task cycle is the process in which learners use the target language to complete a task according to objective 3) Language focus step (Language focus) is a step that helps learners develop. The aspect of using language correctly according to its grammatical structure.

Recommendations

1. When task setting should be combined with students' existing knowledge structure, it must be designed according to students' existing knowledge and experience,

and the design is suitable for students' tasks. If the task is set beyond the students' existing knowledge structure, it will lead to the task can not be completed.

Therefore, when setting tasks, we must have a comprehensive understanding of the students' knowledge structure, including their Chinese level.

2. Task operability should be strong. The important and difficult point of listening class is understanding, which requires that the task setting should be clear. Fully combined with the student's character, simple and easy, can not be lengthy and complicated. Instructions should be precise and clear. On the whole, international students are active and have a high degree of cooperation with classroom activities, so some activities with high activity can be set up. Such as: quick answer, group report and so on.

Further research

1. Next time, task-based learning may be used together with teaching techniques that emphasize group practice. and use a variety of multimedia media, etc., to develop students in their ability to listen and speak Chinese To develop and strengthen students' Chinese for the better.

2. There should be a comparison of learning outcomes using task-based learning management with other content details. and with students in other

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