THESIS

**THE EFFECT OF USING TASK BASED LEARNING(TBL)
METHOD ON STUDENT'S ACHIEVEMENT IN READING
COMPREHENSION AT MADRASAH ALIYAH NEGERI 1 NATAL**

*Submitted to the Tarbiyah Faculty UIN- SU Medan as a Partial
Fulfillment of the Requirement for the (Degree Of Sarjana Pendidikan
)S-1 Program*

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ABSTRACT

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Tittle	:The Effect of using Task Based Learning (TBL) Method on student's achievement in Reading Comprehension at Madrasah Aliyah Negeri 1 Natal

Thesis, Medan: Department of English Education Faculty of Tarbiyah Science and Teachers Training State Islamic University of North Sumatera, Medan 2017.

Keywords: *Effect, Task Based Learning, Student's Achievement, Reading Comprehension.*

The objective of this study is to investigate the effect of TBL method on the students' achievement in reading comprehension.

This research is an experimental which was conducted at Madrasah Aliyah Negeri 1 Natal Kec.Natal, Mandailing Natal, Sumatera Utara, Indonesia. Academic year 2016/2017. The population of this research was the first grade which distributed into three classes with total 106 students. By using cluster random sampling technique two classes were taken as sample. X- MIA 1 as experimental group consisted of 37 students and X-MIA II for control group consisted 36 students.

The instruments for collecting data in this research was written test in form multiple choice test, consist of 20 questions. Pre-test and post-test were conducted in both, experimental and control group.

The finding showed that the students who taught by using TBL method got higher score than those who taught by using conventional method. The result showed that there was significant effect of using TBL method on the students' achievement in reading comprehension which was proven for the result of analysis, t_o was higher than t_t(4.13 > 2.00) at α 0,05, and df 71. It means the hypothesis alternative was accepted.

Acknowledge by:

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CHAPTER I

INTRODUCTION

1.1 Background Of Study

Reading is process of drawing the information and interpreting the information that requires in brainwork actively. Reading is also a process of capturing the information in a text so that the reader will understand the important points contained in the text. Reading is one of the ways to open up our mind and make it easier to get the knowledge. It is very useful for students.

Reading comprehensions is the ability to understand the meaning of a text such as understanding derived from the interaction of the words contained in a text and how the reader can understand the message of the text. It is also determined by the individual's cognitive development, which a series of thought processes. Reading comprehension is one capability that should be owned by the students because students will easily grasp and understand and develop personal ability and their cognitive because each students learn in a different way and each students learn at a different method

But in fact it has still a lot of problems that faced in reading comprehension. The first is physiological factors. Physiological disorders can lead students low to improve their reading comprehension. The second is environmental factors and socio-economic and the third is psychological factors that include motivation, interests of students. Without motivation and interest of the students will have difficulty in understanding and grasp the message that implicit in a text that will

occur a failure reading comprehension is not expected. The problems in reading is not only find out on the students itself but on teachers who teach in the classroom, teachers should understand these factors so that he could create good condition in class and motivate the students because students who have high motivation in reading will have a high interest in reading, but in fact the teaching of reading still follow the tradition of ancient tradition both in his thinking and implementation. Teachers who develops and implement traditional teaching of reading in general lack of knowledge and insight rather extensive on the subject of reading and teaching. So that students have a weak ability in reading. Many students do the reading as a passive activity. Student's reading comprehension by reading the text from beginning to end and make them difficult to find the important points of the text. It is also found by researcher in MAN Negeri 1 Natal in teaching English, especially in the teaching of reading comprehension, the first problem found in the student's motivation is less because their common outlook of the English language is very difficult to understand and be understood, resulting in the student's motivation was lacking, so does his thing with interest in learning for students who have a strong interest in reading would accomplishment in their willingness to read and understand the reading of their own accord, so that without a strong interesting students will produce a weak reading. The second problem is in the teaching done by teachers in MAN Negeri 1 Natal in the teaching English, especially in teaching reading comprehension, usually the teacher asks students to read the text alternately and teachers were also asked them to answer questions, and after they finished answer the assignment the teacher ask one of them to collect and teacher gives a mark , of course it will

make students bored because for a few hours of lessons the teachers just sit and ask them to read and answer the questions. It makes the students less of understanding of reading comprehension. In order to solve these problems, the researchers were interested to use Task based learning method (TBL).

Task Based Learning is A method that seeking to provide the students with natural context for language Use. Task Based Learning (TBL) is a presentation method of learning English in the classroom. This method is used to convey a new language with the main thing in it. The features language is such as vocabulary, grammar and pronunciation.

Learning activities Task Based Learning is almost entirely centered on the students. From beginning to end of the lesson, students get the task to be completed either in groups or individually. In this learning process, teachers act as instructors. The teacher only gave instructions on what to do student. In addition to instruction, teachers also monitor the activities of the learning process.

In Task-Based-Learning (TBL) Method, there are three Stages. They are Pre-task, Task cycle, and language focus. The first is Pre-task, teacher introduces the topic and gives the students clear instruction on what they have to do at the task stage. The second is task-cycle, teacher asks the students to make a small group to compare the result. The third is language focus, teachers give explanation about language structure according to the material. Moreover, in Task-Based-Learning, the task is central of the learning activity where the students start with the task. When they have completed it, the teachers draws attention to the language used, making corrections and adjustments to the students' performance. TBL is applied to find solution in teaching and learning process. It means that by

using TBL Method, the teacher and students will have to overcome their problem in teaching learning process by doing the task. In teaching reading comprehension, TBL elaborates with skimming strategy because skimming gives students the advantages for of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.

Therefore, the writer is convinced that by using Task-Based-Learning Method, the teaching learning process will be more successful, especially in teaching and learning reading comprehension. Because the researcher choose Task Based Learning Method, So the title of the study the researcher is THE EFFECT OF USING TASK BASED LEARNING METHOD (TBL) ON THE STUDENT'S ACHIEVEMENT IN READING COMPREHENSION AT MAN NEGERI 1 NATAL

1.2 Research of the Study

In the relation to the background of the study, the problems in this research can be formulated as follows:

1. How is the student achievement by doing Task Based Learning (TBL) in reading comprehension?

2. Is there any significant effect of Task Based Learning Method on the student's reading comprehension achievement?

1.3 Objective of the Study

The objectives of study are as follows:

1. To identify the student achievement in reading comprehension by doing Task Based Learning (TBL)

2. To investigate the effect of using Task Based Learning method on the student's achievement in reading comprehension

1.4 Scope of the study

The research scope of the study is in reading. The limitation is reading comprehension on the student ability by doing Task Based Learning method (TBL) on the X grade students of Madrasah Aliyah Negeri 1 Natal

1.5 The significant of the study

The findings of this study were expected to be useful for:

1. Theoritically

Theoritically the study give useful and interesting way in teaching reading comprehension through Task Based Learning Method.

2. Practically

a. The English teacher helped the students' problem in reading comprehension by using TBL Method.

b. The students improved their understanding in reading comprehension through the application of TBL in teaching learning process.

c. To the reader especially at Tarbiyah library would have a lot of information about teaching learning experiences for them.

d. The further researcher who would do the same research, it could be used as input to make education policy in teaching English.

1.6 Definition of key terms

Some words that are used in this study become key words. In order to have a better understanding and to avoid misinterpretation about the terms used in this study, they are:

a. Effect is a matter that resulted in changes, updates, results due to an action whose results could be heading towards a positive or negative

b. Task Based Language (TBL) Method

Task-Based Learning (TBL) is a method seeking to provide learners with natural context for language use. As learners work to complete a task, they have an abundant opportunity to interact. Task Based Learning method is almost entirely centered on the students. From beginning to end of the lesson, students get the task to be completed either in groups or individually. In this method , teachers act as instructors. The teacher only gave instructions on what to do student. In addition to instruction, teachers also monitor the activities of the learning process.

c. Student's achievement is a process of developing skills or knowledge. The most common type of achievement is a standardized process in developing the measureable skills and knowledge learn in a giving grade level, usually through plan instruction. Achievement is a thing do successfully, especially with effort and skill or the action or process of a achieving something. Evaluation of the student's achievement in necessary, Teacher must given scores to the student's work in order know success in teaching and student's achievement but also the development and the progress of the student.

d. Reading comprehension, reading is a process drawing the information and interpreting the information that need work brain actively. Reading is also the process between the readers and text, reading is useful for human to get the information that occur, from the definition of the reading the researcher concluded reading comprehension is the process making and understanding the main points that occur in the text. Thus, reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension seemingly effortless and enjoyable activity for fluent readers.

1.7 Previous of Study

There are some research relate to this research as following:

1. The research about The Effect of Task Based Learning Approach Toward Students' Writing Skill had been done by Yuhardi English Tadris Department, Faculty of Islamic Education and Teacher Training State Institute for Islamic Studies, 'Imam Bonjol' of Padang, Indonesia the result of his research is Task Based Learning Approach to students' writing skills at grade VIII of Junior High School 2 Pasaman, West Sumatra. The design of this research was true experimental research which involved two groups with post test only design usage. Samples were randomly taken from several classes. Writing test based on Jacob were administered at the final stage of the experiment. The research showed that the mean score of experimental class (post test) was 65.17 while the mean score of control

class (post-test) was 51.04. From the calculation of post-test scores, t-count 5.331 (df .095), t-table was 5.331. It indicated that t-count was bigger than t-table of significance level 1.671<5.331, suggesting that Task Based Learning Approach improved students' writing skill. Therefore, it can be concluded that the use of Task Based Learning Approach was effective in developing students' writing skill. Finally, it is hoped that it can be the beneficial reference for the next investigators in conducting the better research, particularly in the field of writing.

2. The Research About The Effect Of Task-Based Learning Method On Students' Achievement In Writing Procedure Text at SMA N 2 Tanjung Balai by Ade Suryani Nasution State University Medan the. The study was experimental in nature. The population of this study was the first year students at SMA Negeri 2 Tanjung Balai. The total number of the population was 280 students in seven classes. There were 60 students chosen as the sample by using random sampling technique. The sample was divided into two groups, namely control group and experimental group. The experimental group was taught by using Task-Based Learning Method and control group was taught without using Task-Based Learning Method. The instrument for collecting the data was a writing test. To obtain test reliability, the writer applied the Pearson Product Formula. The calculation showed that the reliability of the test was 0.90. It was categorized as very high reliability. The data were analyzed by using the t-test formula. The result of the analysis showed that the t-observed value was higher than t-table (2.34>2.00) at the level of significance 0.05 with a

freedom degree of 58. It means that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. Based on the findings of this study, it was found that there was a significant effect of Task-Based Learning Method on students' achievement in writing procedure texts

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

In doing research, the terms used must be clear in order to have a clear perspective of the implementation in the field. The terms may function to give a limited concept which is specifically meant order in particular context. In this case, it is very important to list the following terms for the purpose of the research.

2.1.1 Definition of Effect

Effect of teaching in language is related to the changes of getting something into our cognitive system. The final result of effect in teaching is the improvement of ability. The ability is the result of learning process which involves teachers with students which reflect from the knowledge the students have.[1] The word effect in KBBI has meaning as, side consequence that arise from the mind of a person, whether listeners, readers, and so on (after seeing or hearing something).[2]

Based on the definition above its conclude than can effect is positive regard after doing something and it also apply to method, system or technique administrate to the students which is sure to give result. In other words, effect is

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[1] Siti Erwisah Sagala, *The Effect of Using Task – Based - Learning (TBL) Method on Students Achievement in Reading Comprehension,*(Medan :unpublished skripsi, 2016)

[2] Hamzah ahmad and Ananda santoso, *Kamus Pintar bahasa Indonesia,*(Surabaya: Fajar Mulya,2004), p.109

influence or impression that can change a condition from bad into good or good into bad.

2.1.2 Definition of Student's Achievement

Student achievement is the status of subject-matter knowledge, understandings, and skills at one point in time. [3] Student achievement reveals what pupils know, understand, and can do at one point in time. It can be useful for identifying gaps between what students are expected to know and what they actually do know. Teachers can use student achievement information to focus instruction on areas where students are struggling.[4]

Based On the definition above the researcher concluded that achievement is a process of developing skills or knowledge. The most common type of achievement is a standardized process in developing the measureable skills and knowledge learn in a giving grade level, usually through plan instruction. Achievement is a thing do successfully, especially with effort and skill or the action or process of a achieving something.

Evaluation of the student's achievement in necessary, Teacher must given scores to the student's work in order know success in teaching and student's achievement but also the development and the progress of the student.

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[3] Robert Linn, *Student learning-student Achievement*, (National Board of Professional Teaching Standards),p.28

[4] Ibid,p.30

2.1.3 Method

1. Definition of Method

Method is used to implement the plan that has been prepared in its activities for the objectives that had been set to the optimum reached. This means that the method in learning activities has an important role, the successful implementation depends on the partner learning strategies teachers use instructional methods for learning strategies can only be implemented through the use of learning methods. [5] Related methods in a way that allows learners to gain the ease in order to study the teaching materials presented by the teacher. Efficiency in choosing the method has the potential for the creation of conducive conditions learning fun, so learning activities (instructional activities) can take place effectively and efficiently in facilitating learners to be able to achieve learning outcomes as expected. Thus the method is a crucial component to provide the conditions during learning activities. Method may also be defined as: "The process of planning, selection and grading language materials and items, techniques of teaching, etc". [6]

In Islam, using method is one of way learning process. It is stated in Al-Qur'an in An- Nahl: 125

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[5]Direktorat Tenaga Kependidikan, *Strategi Pembelajaran dan Pemilihannya*,(Jakarta: Dapertemen Pendidikan Nasional 2008) p.5

[6] M.F. Patel and Praveen M. Jain, *English Language Teaching,* (Jaipur: Sunrise Publisher and Distributor, 2008) ,p. 71

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The meaning:

Invite (mankind, O Muhammad) to the Way of Your Lord (i.e. Islâm) with wisdom (i.e. with the Divine Inspiration and the Qur'ân) and fair preaching, and argue with them In a Way that is better. Truly, Your Lord knows best who has gone astray from his path, and He is the best Aware of those who are guided.[7]

From this verse, we know that in doing everything there will always be the way. In teaching learning process the teacher who wants to deliver the lesson should be able to choose the suitable method in teaching, because method in teaching can influence that result of teaching. In other words by applying suitable method the students will be easier to understand what the teacher conveys, the students can be motivated to learn the material that taught by teacher.

The characteristics of the method are likely to facilitate learners when process learning, among others:

1. Allows the creation of conditions conducive for learning.

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[7] Muhammad Sohibul Tohir,*Mushaf Khadijah,*(Jakarta: PT Insan Media Pustaka,2013) p.281

2. Makes it easy for learners to learn in teaching material during the learning process.

3. To motivate learners to participate actively in all activities learning.

4. Allow learners acquire learning experience that includes all the potential in hi equally.

5. Allow learners to reflect freely again the learning experience gained while interacting with their surroundings (Physical and social).

6. Encouraging the growth and development of personality of students, especially that attitude open, democratic, self-discipline, responsibility, and tolerance and commitment to the values of the socio-cultural nation.[8]

2. The alternative of Method

1. Inquiry

Inquiry is defined as a process that requires the interaction of teachers with students at a very high level among teachers, learners, and subject matter the environment. The most important part of the process of this inquiry is that between teachers and learners both inquirers, seekers, answering as well as analysts. Inquiry learning steps are as follows:

a. Observing

b. Classifying using numbers

c. Space time relationship

d. Predicting

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[8] Milan Rianto , *Pendekatan, Strategi, dan Metode Pembelajaran* (Malang: Dapertemen Pendidikan Nasional 2006) p.9

e. Inferring

f. Defining operationally

g. Formulating hypothesis

h. Interpreting data

i. Controlling variable

j. Experimenting

k. Communicating[9]

2. Discovery

Discovery teaching method is teaching procedures which emphasize individual studies or analyze, manipulation of objects and experiments carried out by learners before drawing a conclusion. Discovery learning method is a component of the educational practices that include teaching methods to promote active learning, process-oriented, directing his own and reflective.[10]

3. Cooperative learning

Cooperative learning is a strategy or an approach where students work together in small groups to learn those materials and concepts in order to achieve a common goal[11]

4. Mastery learning

This completed learning emphasis on how the system bases its proper teaching so that teachers do with the determination of the learners learn best.[12]

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[9] Haidir and Salim, *Strategi Pembelajaran*,(Medan: perdana publishing, 2012),p.115

[10] Ibid,p.121

[11] Ibid,p.125

5. Problem solving

Troubleshooting includes freedom of thought certain range of possible alternative solutions. Problem solving is not just a method of teaching, but also a method of thinking. For in problem solving can use other methods that begin with the search data up to draw conclusions.[13]

6. Task Based Learning method

Task Based learning method is a method that seeking to provide the students with the natural context for language use. Task Based learning is almost entirely centered on the students from beginning to end of the lesson. So to know the students' achievement in reading comprehension the researcher choose Task based learning method as the method to teach reading especially reading comprehension in learning English.

3. Method function in teaching and learning

a. Methods as a means of extrinsic motivation

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[12] Ibid ,p.130

[13] Ibid,p.139

Extrinsic motivation is the motives for their active and functioning of the stimulus from the outside. Therefore, the method serves as a stimulus from the outside that can evoke motivation to learn someone[14]

b. Method as teaching strategies

One step to have a strategy that is to be challenge techniques are usually referred to the presentation or teaching methods. Thus, the method of teaching is a teaching strategy as tool to achieve the expected goals[15]

c. Methods as a means of achieving objectives

Methods should support the achievement of learning goals. If not then it is useless these objectives, so teachers should use methods that can support teaching and learning activities, so it can be used as an effective tool to achieve the goal of teaching.[16]

2.1.4 Task Based Learning Method

Task based learning is a different way to teach languages. It can help the student by placing her in a situation like in the real world where oral communication is essential for doing a specific task.[17] Task-Based Learning (TBL) refers to language acquisition through solving a problem or doing a task

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[14] Syaiful Bahri Djamarah dan Aswan Zaim, *Strategi Belajar Mengajar,* (Jakarta: Rineka Cipta,2013),p. 72
[15] Ibid,p.73
[16] Ibid,p.74
[17] Lifelong learning program, Task Based Learning, (Europe: Pools-m,),p.3

without concentrating on language features. A task involves an activity consisting of three stages: the pre-task, the task itself and focus on language.TBL involves students in performing tasks relevant to their future profession. Task-Based Learning (TBL) is thought to create such a balance by providing an ideal environment for facilitating language acquisition. In a Task-Based Learning, learners are presented with a task or problem to solve and do not concentrate on language features during performance. Language analysis is incorporated after learners have performed a task. Although TBL seems to grant meaningful use of language and can promote autonomous learning. It fails to become universally accepted by teachers and linguists due to the difficulties in evaluating learning outcome. Increases learners' motivation and does not emphasize linguistic issues in the primary stages. Language analysis is incorporated only after learners have performed a task and depends on their needs, which become apparent only after performance. TBL seems to grant meaningful use of language and can promote autonomous learning. Moreover, it implies meaningful use of language and provides unthreatening environment for learning.[18]

The design of a task-based lesson involves consideration of the stages or components of a lesson that has a task as its principal component. In common there are three principal phases. The phases reflect the chronology of a task-based lesson. Thus, the first phase is 'pre-task' and concerns the various activities that teachers and students can undertake before they start the task, such as whether students are given time to plan the performance of the task. The second phase, the
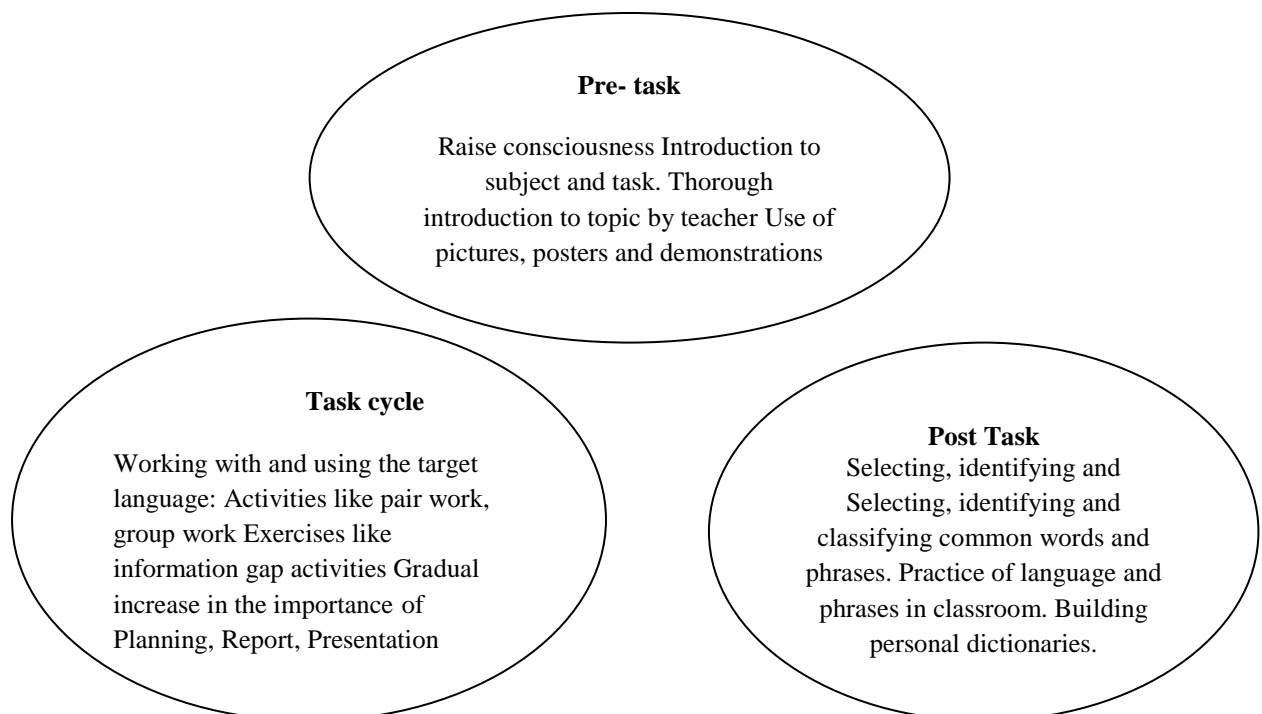
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[18] Galina Kavaliauskiene, *Task-Based Learning and Learning Outcomes in the ESP Classroom,* (Vilnius: Mykolas Romeris university.2005)

'during task' phase, centers around the task itself and affords various instructional options, including whether students are required to operate under time-pressure or not. The final phase is 'post-task' and involves procedures for following-up on the task performance. Only the 'during task' phase is obligatory in task-based teaching. Thus, minimally, a task-based lesson consists of the students just performing a task. Options selected from the 'pre-task' or 'post-task' phases are non obligatory but, as we will see, can serve a crucial role in ensuring that the task performance is maximally effective for language development.[19]

1. The Structural framework of TBL

Just in order to see the TBL cycle, we are enclosing the following framework:

Diagram 2.1

Pre- task

Raise consciousness Introduction to subject and task. Thorough introduction to topic by teacher Use of pictures, posters and demonstrations

Task cycle

Working with and using the target language: Activities like pair work, group work Exercises like information gap activities Gradual increase in the importance of Planning, Report, Presentation

Post Task

Selecting, identifying and Selecting, identifying and classifying common words and phrases. Practice of language and phrases in classroom. Building personal dictionaries.

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[19] Rod Ellis, *The Task Based learning and Teaching* (London: Longman.Pearson Education Limited,2003), p.80

The pre-task phase introduces the class to the topic and the task, activating topic-related words and phases The task cycle offers learners the chance to use whatever language they already know in order to carry out the task, and then to improve the language, under teacher guidance, while planning their reports of the task. In the task stage the students complete the task in pairs and the teacher listens to the dialogues. Then the teacher helps to correct the completed tasks in oral or written form. One of the pairs performs their dialogue in front of the class and once the task has been completed the students will hear the native speaking teachers repeat the same dialogue so they can compare it with their own. The last phase in the framework, language focus, allows a closer study of some of the specific features occurring in the language used during the task cycle.

The teaching techniques required for task-based learning are not very different from those of ordinary language teaching. The differences lie in the ordering and weighting of activities and in the fact that there is a greater amount of student activity, and less direct, up-from teaching.[20]

2. The Advantages and Disadvantages of TBL

a) Task based learning helps learners to interact spontaneously: Learners are free to use whatever vocabulary and grammar they know. For instance a role play requires the learner to use language freely. It gives learners chance to try out what ever language they already know and it also gives learners a chance to notice and benefit from others expressions and thereby builds their level of confidence gradually.

b) Automaticity: Automaticity for language learning is defined as a more efficient, more accurate and more stable performance.

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[20] Lifelong learning program, Op.cit, p.5-6

c) Task based learning gives language learners opportunity to learn vocabulary. Usually teachers explain vocabulary in a pre-task and learners are not involved, words taught that way are easily forgotten so it is beneficial for the students if the teacher thinks of creative ways to involve students in the pre-task.

d) Provides essential conditions for language learning: Language learning does not happen without motivation exposure, and opportunities to use the language.

e) Maximizes scope for communication: Task based learning provides conditions that allow learners to assimilate what they notice and understand while performing the task. By participating in the task learners not only acquire new language items, but also make use of language they have acquired recently.

f) Experiential learning: Experiential learning is said to form an important conceptual basis for task-based language teaching.[21]

There are some disadvantages of task based language, such as:

a) Task Difficulty: Although the difficulty of a task can be estimated from the performance of learners, the factors that actually contribute to task difficulty are studied so that it is useful to integrate and sequence the tasks in language teaching syllabus.

b) Mismatch between the learners' and teachers' perception: Studies indicate that the same classroom event is often interpreted differently by the teachers and learners

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[21] Grace, Tonia. *The Strengths and Weaknesses of Task Based Learning (TBL) Approach*.(Andhra: Andhra University,2013),p.2763

c) Authenticity of tasks: When we look at the definitions of a task, some of them suggest that a task has to be a real world activity. But there are tasks like describing a picture to someone else so that they can draw the picture, identifying the differences between two pictures, telling a story based on pictures etc.

d) Outcome: one of the characteristic features of a task is that it results in a clear outcome. 'A specified objective' is an essential feature of a task (Crookes, 1986, as cited in Ellis, 2003). But many a times it is possible to achieve a successful outcome of a task without actually achieving the aim of task.

e) Linguistic deficiency: Learners who are beginners with no linguistic resources find it very difficult to take part in a task. Especially in speaking tasks like role play or describing the differences learners may find it very challenging and strenuous to continue the conversation.

f) Learners' perception: The learner purposes are said to be distributed on a continuum between achievement orientation and survival orientation. If the learner perceives that a task is related closely to his/her needs, they tend to adopt an achievement orientation.

g) Learners' needs neglected: Most of the language learners have specific needs. People learn a second language or foreign language, so that it is of some use to them. A new language is learnt for a variety of reasons and not all learners need the same kind of tasks.[22]

2.1.5 Reading Comprehension

1. Definition of reading comprehension
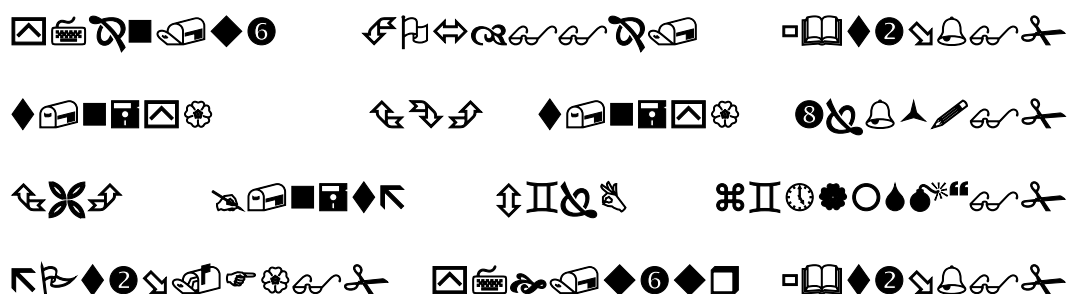
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[22] Ibid,p.2765

Reading is a process that is carried and used by readers to get the message to be conveyed by the author through the medium of words or written language. [23] Reading is an incredibly active occupation. To do it successfully, we have to understand what the word mean, see the pictures the words are painting, understand the arguments.[24]

The focus in reading on purpose is reading for meaning, or reading in order to use information and ideas. This objective calls for an overall design which help ESOL learners to develop:

1) Thinking processes and cognitive skill necessary for meaningful reading

2) General background knowledge necessary for comprehension of the text

3) Sensitivity to the features of different types of reading materials

4) Vocabulary understanding to derive meaning from the text

5) Experience in successful, sustained reading of interesting texts and

6) A taste for reading enjoyment which can eventually lead to reading for the sake of reading.[25]
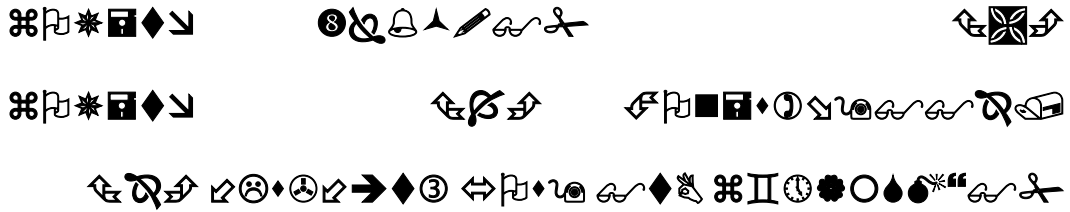
Allah Says in Al-Quran Surah Al- Alaq verse 1-5:

$$\square\text{❂}\text{❖}\blacksquare\text{❖}\blacklozenge❻ \qquad \text{❖}\text{❖}❖\text{❖}\text{❖}\text{❖} \qquad \square\blacklozenge❷\text{❖}\text{❖}$$

$$\blacklozenge\text{❖}\blacksquare\text{❖}\text{❖} \qquad \text{❖}\text{❖} \qquad \blacklozenge\text{❖}\blacksquare\text{❖}\text{❖} \qquad ❽\text{❖}\text{❖}\text{❖}\text{❖}$$

$$\text{❖}\text{❖} \qquad \text{❖}\text{❖}\blacksquare\text{❖}\blacklozenge\text{❖} \qquad \text{❖}\text{❖} \qquad \text{❖}\text{❖}\text{❖}\text{❖}\text{❖}$$

$$\text{❖}\blacklozenge❷\text{❖}\text{❖}\text{❖} \qquad \square\text{❂}\text{❖}\text{❖}\blacklozenge❻\blacklozenge\square \qquad \square\blacklozenge❷\text{❖}\text{❖}$$

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[23] Henry Guntur, *Membaca Sebagai Suatu Keterampilan Berbahasa*,(Bandung: Angkasa, 2005),p.7

[24] Jeremy Harmer, *How to Teach English*,(England: Longman, 1998), p.70

[25] Deliana Marbun . *Reading on Purpose*, (Medan: Fakultas Tarbiyah, 2014), p. 4

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⌘🄿✳🄱◆↘ 🖤🐼🐸 🖉🄿■🄱◆🄊↘🖬🖋🖋🖓🖱

🖤🐾🐸 🖋🄇◆🄊🖋➔◆🄉 🖮🄿◆🖬🖋◆🖢 ⌘🄀🄊🌑🄾🖋🖱🌟❝🖋✎

Meaning: Recite in the name of your Lord who created, Created man from a clinging substance. Recited, and your Lord is the most Generous, Who taught by the pen, Taught man that which he knew not.[26]

Based on the explanation above, reading is the way or tool that used to get the information from the written language and Allah has suggested the human to read that showed in Al-Quran Surah Al-Alaq that mean with reading the human can get the knowledge, information and the message that implicit in a text.

In terms of sound whether or not the voice of the reader, the reading process can be divided into:

a. Reading aloud

b. Silent reading

Silent reading is simply using visual memory. In this case the active memory, also participated actively memory loss and a motor memory. Reading aloud is an activity or activity which is a tool for teachers, students or readers together with others or listener to catch and understand the information, thoughts and feelings of the writer. People who read aloud firstly must understand the meaning and the feelings contained in the text. He also had to search for understanding of the interpretation skills of symbols is

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[26] Muhammad Sohibul Tohir, Op cit,p. 597

written so that the phrasing accordance with lively conversation speech.[27] While silent reading is the key to all knowledge. If one can form concepts and personal attitudes it means that he has expanded his thoughts units and acquired basic opinions, decisions. Silent reading divided into two, namely:

a) Extensive reading

Extensive reading means reading widely. The object includes text as much as possible in the shortest time possible. Extensive reading is divided into, 1) survey reading,2)skimming reading and,3)superficial reading

b) Intensive reading

Intensive reading is careful study, careful study and detailed treatment implemented in the classroom. Intensive reading is also divided into 1) content study reading, and, 2) the linguistic study reading.[28]

Reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head it involves intentional thinking, during which meaning is constructed through interactions between text and reader. Comprehension is what reading is all about. Decoding without comprehension is simply word barking—being able to articulate the word correctly without

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[27] Henry Guntur, op cit,p. 22
[28] Ibid, p.29

understanding its meaning. [29]Reading comprehension is important, not just for understanding text, but for broader learning, success in education, and employment. It is even important for our social lives, because of email, text, and social networking sites. Reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities. Of course, reading comprehension is necessarily dependent on at least adequate word reading: readers cannot understand a whole text if they cannot identify (decode) the words in that text. Likewise, good reading comprehension will depend on good language understanding more generally. This requires comprehension of the individual words and the sentences that they form. However, comprehension typically requires comprehend to integrate the sense of these words and sentences into a meaningful whole.[30] Effective comprehend is not only make sense of the text they are reading, they can also use the information it contains. There are some factors That Affect Reading Comprehension, include:

- Motivation/purpose/goals/engagement

- Vocabulary/word knowledge/background knowledge

- Automaticity of decoding

- Fluent reading

- understanding and use of strategies employed by effective readers

- The nature of the text itself (difficulty and interest)

- The type or genre of text (e.g., fiction, nonfiction, poetry)

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[29] Duke and Pearson , *How can I help the Student to Improve Their Comprehension* , (Michigan State University, 2001),p.423

[30] Jane Oakhill, Kate Cain and Carsten Elbro, *Understanding and Teaching Reading Comprehension,*(London : Routledge 2015),p.1

- The amount of reading done.[31]

2. Level of Comprehension

To comprehend written material, according to the theorists, readers must use a variety of skills. For example, readers must be able to draw conclusion, identify main ideas, and recognize details from the selection. Not all skills are used for comprehending every passage. However, many educators believe that several specific skills or tasks can be identified that are important in the comprehension of written material.

1. Literal comprehension is generally accepted as the most simple, or basic, comprehension skill and one that requires little thinking or reasoning. Smith defines literal comprehension as "the skill of getting the primary, direct literal meaning of a word, idea, or sentence in context".

2. Critical reading includes both literal comprehension and interpretation. When individual read critically, they evaluate what is read. That is, they examine critically the thoughts of the writer, which have been identified through the two lower levels of comprehension, and their validity, or worth.

3. Creative reading going beyond what the author has written, applying ideas from the text to new situation, and recombining the author's ideas with other ideas to form new concepts or to expand that ones.

According to the level of comprehension above, the writer focused on the Smith's level, which is critical reading. Critical reading includes both literal comprehension and interpretation. Because it is appropriately to the senior high school students where it is generally accepted as the most simple,

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[31] Duke and Pearson, Op cit, p. 423

or basis comprehension skill and one that requires little thinking and process. Moreover, it is appropriately with the test material, where the students try to find the meaning of word, idea or sentence of the text.[32]

2.1.6 Teacher and Learner Roles in Task-Based Learning Method

1. Teacher Roles

a. Selector and sequencer of task: A central role of the teacher is in selecting, adapting, and creating themselves and then forming these in keeping with learners need, interests, and language skill level.

b. Preparing learners for tasks. Some sort of pre- task preparation or cuing is important for learners. Such activities might include topic introduction, clarifying task instructions, helping students learn or recall useful words and phrase to facilitate task accomplishment, and providing partial demonstration of task procedure.

c.   Consciousness-raising: the teacher employs a variety form – focusing techniques, including attention – focusing pre – task activities, text exploration, guided exposure to parallel tasks, and the use highlighted material.

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[32] Siti Erwisah Sagala, The Effect of Using Task – Based - Learning (TBL) Method on Students' Achievement in Reading Comprehension,(Medan: Unpublished skripsi, 2016)

2. Learners Roles

Group participant: many tasks will be done in pairs or small groups. For the students more accustomed to whole-class and / or individual work.

a. Monitor: in TBL, tasks are employed as a means of facilitating learning. Class activities have to be designed so that students have the opportunity to notices how language is used in communication.

b. Risk – taker and innovator: many tasks will require learners to create and interpret messages for which they lack full linguistic resources and prior experience. In fact, it is said that to be the point of such tasks.

2.1.7 Teaching Reading by Using Task – Based Learning (TBL) Method

Teaching reading through TBL method is an alternative that writer given in this study. TBL offers an alternative for language teacher. In TBL, the teacher does not predetermine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it.

In teaching reading through TBL method, there are some stages have to do. There are pre – task, task – cycle, and language focus. In Pre – test, the first time that teacher should do is introduced the topic of the reading text and gives the students clear instructions on what they have to do at the task stage and help them to reminds some language that may be useful for the task.

In Task cycle, teacher sets up a communication task that encouraged to do using the language they already know and then to improve their language

under teacher guidance. In task cycle, teacher instructs the students to do the task in pairs. When they comprehend the text, they prepare themselves to make report of what they discovered of the text and then compare the result to the other groups.

At the last stage, in language focus students have closer look at language structure, which they already know during task cycle. Now they need to focus on language structure. Teacher gives an analysis activity to the language structure of the text, and then teacher gives a practice to them

So, teaching reading by using TBL method make students interact with task. Because in TBL method the teaching and learning process is not teacher − centered, so it makes student to be active in learning reading comprehension.

2.1.8 Teaching Reading by using Conventional Method

Conventional method in this study means the common method that is used by the teacher English, as it is indicated by the writer in the classroom. It is a very common phenomenon while the teachers would teach or enlarge their students. They just ask the students to read the text and see their dictionary to find the difficult words and then ask them to memorize sentences as much as possible (e.g. teacher asks the students to read and answer the question). So, students become passive in teaching and learning process. They cannot interact with the task, they do not more understand with the reading text because after they read the text, they find the difficult word and then answer the question.

Conventional method does not recognize the collaboration process (the teaching learning process can be taught through any specific method, such as Task – Based Learning method). In conventional method, students just read the texts, find the difficult words, and answer the following question. Based on the phenomena, the writer can conclude that if teacher wants to improve his / her students' reading comprehension, so the teacher should have a suitable method in teaching reading comprehensions.

2.2 Thought Framework

Reading is process of readers combining information from a text or their own background knowledge to build meaning. Reading is not just saying the words. Reading must always be a meaning-getting process. Reading is considered as the most difficult skill among the other skills. The difficulty lies in getting the main idea of the text and the message from the author.

Many students can read the words in a passage perfectly, but they are unable to answer questions that call for making inferences or for identifying the main idea. This phenomenon we can see in conventional method, teacher usually asks the students to read the reading text and answer the question of the text, teacher gives them a mark. So, it cannot give a contribution for the students. They will not have a good skill in reading comprehension. But, it will be different for them if they are taught by using Task – Based Learning (TBL) method.

In TBL method, the first time teacher introduces the topic and when they have a task to answer the question, students do their task in paints or small groups, prepare a report how they did the task, and then report their task findings

and compare the result to other groups. In the last stage, they have to focus on language focus under teacher guidance, and then teacher gives an analysis activity and finally give practice for the students.

TBL offers an alternative for language teacher. In TBL, the teacher does not predetermine what language will be studied is determined by what happens as the students complete it.

TBL method is aimed to find a solution in teaching learning process. It means that by using TBL method, teacher and students will help to overcome their problem in teaching process through doing tasks.

2.3 Hypothesis

Based on the previous discussion on the background of this study, the hypothesis is formulated as follows:

1. There is a significant effect of Task-Based Learning Method to students' achievement in reading comprehension.
2. There is no a significant effect of Task-Based Learning Method to students' achievement in reading comprehension.

CHAPTER III

RESEARCH METHOD

3.1 Location

This research was conducted at Madrasah Aliyah Negeri 1 Natal on academic year of 2017/2018.

I choose Madrasah Aliyah Negeri 1 Natal as the location. Firstly the title is not examined yet in this location. Secondly the location is suitable with my ability and limitation in time and finance. Thirdly the location is not far from my house.

Besides that, the researcher found that there was a problem with the student's ability in this school, especially in reading comprehension. So it was needed to find out whether the Task-Based Learning (TBL) method can improve students' achievement in reading comprehension.

3.2 Population and Sample

1. The Population

Population is the generalization region consisting of the objects / subjects that have certain qualities and characteristics defined by the researchers to learn and then drawn conclusions. The population is not only people, but objects and other natural objects. The population is not just the number that exists on the object /subject studied, but covers all the characteristics / properties owned by the subject or the object.[33]

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[33] Sugiyono, *Statistik untuk Penelitian,* (Bandung : Alfabeta, 2015), p. 61

The population of this research was conducted for first grade of Senior High School of Madrasah Aliyah Negeri 1 Natal, academic year 2016/2017 which consist of three class ,they are X MIA 1,X MIA 2,X MIA 3 and the total number of population are 106 students.

2. Sample

In statistics, a sample is a subject of a population that typically the population is very large, making a census or a complete enumeration of all the values in the population impractical or impossible. The sample represents a subset of manageable size. Sample is collected and statistics is calculated from the samples so that one makes inferences or extrapolations from the sample is referred to as sampling.

According to Suharsimi Arikunto if the population is fewer than 100 people, it is better to take them all, so the study becomes the population research.[34] According to Syaukani the researcher must consider the characteristics bellows to educational research:

a. Gender

b. Ages

c. The race of the school

d. Educational necessity [35]

Clustering Random Sampling Technique will be used in taking the sample because the population is homogenous that used the same materials, syllabus, and curriculum. In selecting the sample, the researcher will write the name of each

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[34] Suharsimi, Arikunto. Dasar-Dasar Evaluasi Pendidikan.(Jakarta: Bumi Aksara. 1997),p. 82

[35] Syaukani, *Metode Penelitian*,(medan: perdana publishing,2015), p. 24

class on small pieces of paper and put them into a box. Class XI and class X2 chosen as the sample of this research. With using the same technique the class X1 will chosen as Experimental Group which consists of 37 students and class X2 as Control Group which consists of 36 students.

I take two parallel Classes, (X MIA 1= 37) as an experiment class and (X MIA 2= 36) as a control class. Based on both of the class the sample of this study is 74 students

Table 3.1

Sample

No	Class	Sample
1	X MIA 1	37
2	X MIA 2	36
Total		73

Source: Data statistics of MAN 1 Natal academic year 2017/2018

3.3 Research Design

This research was conducted by applying experimental design that would be researched in order to test and prove a hypothesis by giving treatment to the sample. This experimental design will show whether using Task Based Learning method is a better method study. Experimental class and Control class would teach by using different method. It can be seen from the following table.

Table 3.2

Research Design

Group	Pre – Test	Treatment	Post Test
Experimental	✓	TBL	✓
control	✓	Conventional method	✓

3.4 The Instrument of The Research

The instruments for collecting data in this research are observation, interview and written test. The observation would be centered on the student's activity in learning process by doing Task based Learning method. The interview would be also centered on the students. The interview would be done after the researcher teach them by doing Task based learning method.

The type of the test is reading text comprehension in form multiple choices that consist of 20 items with five options in each item. The test would be taken from the reading text material based on the text book, and the test would be given for pre-test and post-test both of the groups.

3.5 The procedure of collecting Data

1. **Pre-test**

Both groups, the experimental and control group was given pre-test before the treatment. A pre-test was administrated to the experimental group and control group with the same test. The pre test use to know the mean score of experimental and control group.

2. **Treatment**

The treatment was conducted to the experimental group. The experimental was taught by using Task-based learning method. Meanwhile, the control group was taught by using conventional method.

Table 3.3

The Procedures of Treatment

Experimental Group	Control Group
Pre-test 1. Teacher gave test by giving reading text to the students. 2. The students red the text and then answer the following questions.	**Pre-test** 1. Teacher gave test by giving reading text to the students. 2. The students red the text and then answer the following questions.
Treatment 1 **Step 1** **Pre-task:** Teacher gave reading text and introduced a topic about "Descriptive text 1" to the students and gave a clear instruction to them what they have to do for the task and then reminded them some language structure (tenses) that might be useful for the task. **Step 2** **Task cycle**: Teacher set up a communication task which students encouraged to do the task and then asked	**Step 1** Teacher gave a reading text "Descriptive text 1**"** to the students and asked the students to read and try to comprehend the text after the teacher red it for them **Step 2** Teachers asked the students individually, to find out the difficult

them to prepare a report about how they did the task. 1. *Task:* Teacher asked the students to do the task in small groups. 2. *Planning:* Teacher asked the students to prepare their report to class and then each group compared the result. 3. *Report:* Teacher asked the students (small group) to present their report to class and then every group compared the result. **Step 3** *Language focus:* Teacher explained the language structure, such as the tenses of the sentence in the reading text. 1. *Analysis:* Teacher examined the students and then asked the students to discuss the specific features of the text. *Practice :* Teacher gave a practice for the students to answer the following questions of the reading text comprehension	words and got the meaning of the text, and rewrite the content of the text by using their own words. **Step 3** 1. The teacher asked the students to rewrite the text by their own words and answer the following questions according to the reading text. 2. Teacher collected students' task
Treatment 2 **Step 1**	**Step 1**

Pre-task: Teacher gave a reading text and introduced a topic about "Descriptive text 2" to the students and gave a clear instruction to them what they have to do for the task and reminded them some language structure (tense) that might be useful for the task

.

Step 2

Task cycle: Teacher set up a communication task which students encouraged to do the task and then asked them to prepare a report about how they did the task.

1. Task: Teacher asked the students to do the task in small groups.
2. Planning: Teacher asked the students to prepare their report to class and then each groups compared the result.
3. Report: Teacher asked the students (small group) to present their report to class and then each groups compared the result.

Step 3

Language focus: Teacher explained the language structure, such as the tenses of the sentence in the reading text.

1. *Analysis:* Teacher examined the students and then asks the students to discuss the specific

Teacher gave a reading text comprehension about "Descriptive text 2" to the students, and the teacher asked the students to read and try to comprehend the text after the teacher red it for them.

Step 2

Teacher asked students individually to find out the difficult words and got the meaning of the text and rewrites the content of the text by using their own words.

Step 3

1. The teacher asks the students to write the text by own words and answer the following questions according to the reading text.
2. Teacher collected the students' tasks

features of the text. *Practice:* Teacher gave practice for the students to answer the following questions of the reading text comprehension.	

Treatment 3
 	
Step 1
 	
Pre-task: Teacher gave a reading text and introduced a topic about "Descriptive text 3" to the students and gave a clear instruction to them what they have to do for the task and reminded then some language structure (tense) that might be useful for the task
.
 	
Step 2
 	
Task cycle: Teacher set up a communication task which students encouraged to do the task and then ask them to prepare a report about how they did the task.
 	
  1. Task: Teacher asked the students to do the task in small groups.
  2. Planning: Teacher asked the students to prepare their report to class and then each groups compared the result.
  4. Report: Teacher asked the students (small group) to present
	Step 1
	
	Teacher gave a reading text comprehension about "Descriptive text 2" to the students, ask the students to read and try to comprehend the text after the teacher red it for them.
	
	Step 2
	
	Teacher asked the students individually to find out the difficult words and get the meaning of the text and rewrites the content of the text by using their own words.
	
	Step 3
	
	  1. The teacher asked the students to write the text by own words and answer the following questions according to the reading text.
	  2. Teacher collected the students' tasks

their report to class and then each groups compare the result.
 	
Step 3
Language focus: Teacher explained the language structure, such as the tenses of the sentence in the reading text.
    1. *Analysis:* Teacher gave examine for the students and then asked the students to discuss the specific features of the text.
    2. *Practice:* Teacher gave practice for the students to answer the following questions of the reading text comprehension.	

Post-Test Teacher gave the post test to the students by giving a reading text and answer the following questions.	**Post-Test** Teacher gave the post test to the students by giving a reading text and answer the following questions

3. **Post-Test**

The test was given to both of experimental and control groups, in order to find out the students' achievement in reading comprehension by using task-based learning method and by conventional method.

3.6 The Techniques for Collecting Data

1. **Scoring The Test**

For scoring the test, the score ranging from 0-100 are use. The rule is by counting the correct answer by using this following formula:

$$S = \frac{R}{N} \times 100$$

Where:

S   =the score

R   =the number of correct answer

N   =the number of questions

Arikunto divided the score into four level, they are:

76% - 100%   = High

56% - 75%   = Middle

40% - 55%   = Lower

< 40%   = Lowest [36]

3.7 The Techniques for Analyzing Data

To see significantly whether there is no different between student's ability that taught by TBL and conventional method, so we have done requirement test as first by using normality test and homogeny test.

1. **Normality test**

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[36] Suharsimi,Arikunto, op.cit,p.245

To test the normality of data, it used lilifors test by doing some steps as follows:

- Observations X1, X2,X3…Xn are made standard value Z1, Z2,Z3….Zn with the formula $zi = \frac{xi-x}{s}$ where the average $x = \sum \frac{x^2}{n}$ And the standards deviation $S^2 = \sum \frac{(xi-x)^2}{n}$

- For each standards coefficient, using absolute normal standard distribution , then count the frequency F(Zi)=p (z≤zi)

- Then count the proportion $Z_1,Z_2,Z_3……Z_n$ which smaller equals to Z_i.

- Count the difference F(Zi)-S(Zi) then determine the absolute value.

- Take the higher value among the difference absolutes values; say that the value is 1..if

  Lo< Lt, which is got from critical value of the liliefors test at real level α= 0,05 the data distribution is normal

2. **Homogeneity**

The variant of both sample are homogeneity, it used two variants homogeneity:

$$F = \frac{the\ biggest\ variant}{the\ smallest\ variant}$$

In this study, the data are obtains from the experimental group and control group. To compare two means score between those two groups; the data are analyze by using the T-test formula as following:

$$to = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{S_1^2}{n} + \frac{S_2^2}{n}}}$$

$$t_{table} = t\left(1 - \frac{1}{2}\alpha\right)^{(df)}$$

$$df = (N_1 - N_2 - 2)$$

Note:

$\overline{X_1}$ = mean of variable X

$\overline{X_2}$ = mean of variable Y

S_1^2 = variant of variable X

S_2^2 = variant of variable Y

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

4.1 Data Collection

The data of this research were the students' answer which was collected by giving the students a test consisting of twenty items. There were 73 students as sample involved in this research. Samples were divided into two group namely experimental group and control group. Each group was given a pre-test and post-test. The description could be seen in the following tables:

Table 4.1

The Score of Pre-test and Post-test in Experimental Group

No	Names of the Students	Pre Test (T1)	Post Test (T2)	Gained (X)
1	Abdul Bais Lubis	55	85	30
2	Adiannur	45	70	25
3	Amelisa Putri	45	50	5
4	Apriannur	60	70	10
5	Diah Ainun Kurnia	65	80	15
6	Dilla Yustika	70	75	5
7	Dolli Indra Siregar	65	80	15
8	Eni Dayati	60	80	10
9	Fenni Eliza	45	85	40
10	Harry Pramuja	50	90	40
11	Hilma Kholila Lubis	55	90	35
12	Imelda Afsah Ainun	75	85	10
13	Irlan Nabawi Sihombing	30	75	45
14	Issawiyah	40	75	35
15	Lidiya Wati	50	75	35
16	Mardia	40	65	25
17	Muhammad Wahyu Abdillah	65	75	10
18	Nadia Ulfa Aini	65	80	15

19	Nadira Paramita	50	80	30
20	Nuril Hasanah	40	75	35
21	Purnama Sari	35	70	35
22	Putri Mulyani	70	85	15
23	Rabiatul Adawiyah	45	80	35
24	Rahmad Mulyadi Saleh	55	70	15
25	Retno Prayogi	55	80	25
26	Rika Supriyanti	55	75	20
27	Riski Rahmad	5	75	25
28	Risma Sari	50	70	20
29	Robbin Rambe	25	50	25
30	Sayyidah Rahmi Syafitri	60	65	5
31	Selli Silvia Indriani	60	85	25
32	Siti Nurwahida	60	65	5
33	Siti Sundari	40	65	25
34	Ulul Ilmi	50	65	15
35	Widiyatul Hasanah	45	75	30
36	Zainal Efendi	65	80	15
37	Zulfadli	50	75	25
Total		1940	2770	830
Mean		52.43243	74.86486	22,43

Table 4.2

The Score of Pre-test and Post-test in Control Group

No	Name	Pre test (T1)	Post test (T2)	Gained (Y)
1	Aisyah Nabila	85	75	-10
2	Andes Mayanti	35	70	35
3	Anggita Syafitri	45	70	25
4	Asria	30	50	20
5	Awan Rahmat	60	50	-10
6	Bayu Panguripan	65	50	-15
7	Defrizal	50	60	10
8	Eli Sehvia	20	50	30
9	Elqi Rahmat Aidil	60	65	5

10	Febri Yanti Daulay	50	60	10
11	Graudi Haekal	55	55	0
12	Harfi Respiai	75	60	-15
13	Hidatul Hidayah Jambak	35	70	35
14	Junita Batubara	50	60	10
15	Khlaimatus Sakdiah	45	50	5
16	Lili Ardina	30	50	20
17	Masti Anggun Nasution	50	45	-5
18	Mauliya Syaputri	35	60	25
19	Meri Handani	55	70	15
20	Mudzakir Walad	40	55	15
21	M.Khoironi	35	40	5
22	M. Soleh Ariadi	45	70	25
23	Nilma	40	45	5
24	Ningsih	50	65	15
25	Novita Anggriai	45	50	5
26	Nyak Kiki Fadila	40	65	25
27	Prayuga Nigsih	60	70	10
28	Rahmad Nurhasiddin	50	65	15
29	Rahmad Riski	40	50	10
30	Reza Syaputra	55	60	5
31	Riska Cica Kusmaya	50	60	10
32	Ronaldi	50	65	15
33	Rustian	70	65	-5
34	Tri Diyatmi	30	50	20
35	Yunita Sari	50	70	20
36	Zikri Wahyu Iskandar	45	60	15
Total		1725	2065	400
Mean		47.91667	57.36111	11.11111

Based on the data in the table above, the initial students (sample) and the students' score in the pre-test and post test of two groups could be seen in the table 4.1 and 4.2. In pre-test the highest score of pre-test in experimental group was 75 and the lowest was 25 with the total score of pre-test was 1940. While the highest score of post-test was 90 and the lowest was 50 with the total score of post-test was 2770.

For the control group the highest score of pre-test was 85 and the lowest was 20 with the total score of pre-test was 1725. While the highest score of post-test was 75 and the lowest was 40 with the total score of post-test was 2065.

From all the data of the pre-test and post-test of the experimental group and control group obtained, then the researcher analyzed the data into statistic calculation to find out the differences of samples' score between pre-test and post-test in the experimental group. Based on the table above, the following tables **4.3** showed the calculation to find out the mean, the standard deviation, and the standard error between both experimental and control groups.

Table 4.3

The Result Calculation of Gain Score

Both Experimental and Control Groups

No	X	Y	x	y	x2	y2
1	30	-10	7.57	-21.11	57.3049	445.6321
2	25	35	2.57	23.89	6.6049	570.7321
3	5	25	-17.43	13.89	303.8049	192.9321
4	10	20	-12.43	8.89	154.5049	79.0321
5	15	-10	-7.43	-21.11	55.2049	445.6321
6	5	-15	-17.43	-26.11	303.8049	681.7321
7	15	10	-7.43	-1.11	55.2049	1.2321
8	20	30	-2.43	18.89	5.9049	356.8321
9	40	5	17.57	-6.11	308.7049	37.3321
10	40	10	17.57	-1.11	308.7049	1.2321
11	35	0	12.57	-11.11	158.0049	123.4321
12	10	-15	-12.43	-26.11	154.5049	681.7321
13	45	35	22.57	23.89	509.4049	570.7321
14	35	10	12.57	-1.11	158.0049	1.2321
15	25	5	2.57	-6.11	6.6049	37.3321
16	25	20	2.57	8.89	6.6049	79.0321
17	10	-5	-12.43	-16.11	154.5049	259.5321
18	15	25	-7.43	13.89	55.2049	192.9321
19	30	15	7.57	3.89	57.3049	15.1321
20	35	15	12.57	3.89	158.0049	15.1321
21	35	5	12.57	-6.11	158.0049	37.3321
22	15	25	-7.43	13.89	55.2049	192.9321
23	35	5	12.57	-6.11	158.0049	37.3321
24	15	15	-7.43	3.89	55.2049	15.1321
25	25	5	2.57	-6.11	6.6049	37.3321
26	20	25	-2.43	13.89	5.9049	192.9321

27	25	10	2.57	-1.11	6.6049	1.2321
28	20	15	-2.43	3.89	5.9049	15.1321
29	25	10	2.57	-1.11	6.6049	1.2321
30	5	5	-17.43	-6.11	303.8049	37.3321
31	25	10	2.57	-1.11	6.6049	1.2321
32	5	15	-17.43	3.89	303.8049	15.1321
33	25	-5	2.57	-16.11	6.6049	259.5321
34	15	20	-7.43	8.89	55.2049	79.0321
35	30	20	7.57	8.89	57.3049	79.0321
36	15	15	-7.43	3.89	55.2049	15.1321
37	25		2.57		6.6049	
	830	400	0.09	0.04	4231.081	5805.556
	22.43243	11.11111				

Notes:

x = X-M$_X$

y = Y-M$_Y$

N1 = students of experiment class

N2 = students of control class

Based on the table above, then the researcher calculated the data to find out the mean, standard deviation, and variant of both of groups. The formulation as followed:

1. The statistic calculation of the data of variable X :

    a. Mean of variable X (M_X)

    $$M_1 = \frac{\sum X}{N_1} = \frac{830}{37} = 22.43$$

    b. Standard of deviation of variable X, (SD_X)

    $$SD_1 = \sqrt{\frac{\sum x^2}{N_1}} = \sqrt{\frac{4231,08}{37}} = \sqrt{114,35} = 10.69$$

    c. Variant of variable X, S^2

    $$S^2 = 10,69^2 = 114.35$$

2. The statistic calculation of the data of variable Y :

a. Mean of variable Y (M_Y)

$$M_2 = \frac{\Sigma Y}{N_2} = \frac{400}{36} = 11.11$$

b. Standard of deviation of variable Y (SD_Y)

$$SD_2 = \sqrt{\frac{\Sigma Y^2}{N_2}} = \sqrt{\frac{5805,556}{36}} = \sqrt{161.26} = 12.69$$

c. Variant of Variable Y, or S^2

$$S^2 = 12,69^2 = 161.26$$

4.2 Data Analysis

1. Normality Test

Normality test was done by using Liliefors test. To accept or reject the hypothesis, we compared L_o (L observation) with L_t (L table) from Liliefors table α 0.05.

a. If $L_o < L_t$ = Data has normal distribution (accepted)

b. If $L_o > L_t$ = Data does not have normal distribution (rejected)

Here is some steps that we do the calculation of Normality test:

1. Make a frequency table. Fill column X with the data, column F with the amount of frequency, column Fc with the cumulative frequency.

2. Column Zi is filled by

$$Zi = \frac{X - M}{SD}$$

Example for x_1 from experiment class:

$$Zi = \frac{5 - 22,43}{10,69} = -1.6305$$

3. F (Zi) table is filled by looking the coefficient in table of curve normality (appendix). Example -1,6305 = 0.0516
4. S(Zi) =$\frac{Fcum}{N}$ = $\frac{4}{37}$ = 0.108108
5. F(Zi) - S(Zi)= 0.0516- 0.108108 = -0,05651 (Coefficient in column │F(Zi) - S(Zi)│ be positive
6. The highest coefficient in │F(Zi) - S(Zi)│ column is as L_o (L observation)

The next table is the worktable of normality test of experiment and control class.

Table 4.4
Worktable of Normality Test of Experiment Group

No	X	F	Fk	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	5	4	4	-1.6305	0.0516	0.108108	0.05651
2	10	3	7	-1.16277	0.123	0.189189	0.06619
3	15	7	14	-0.69504	0.2451	0.378378	**0.13328**
4	20	3	17	-0.22732	0.4129	0.459459	0.04656
5	25	9	26	0.240412	0.5948	0.702703	0.1079
6	30	3	29	0.708138	0.758	0.783784	0.02578
7	35	5	34	1.175865	0.879	0.918919	0.03992
8	40	2	36	1.643592	0.9495	0.972973	0.02347
	45	1	37	2.111319	0.9826	1	0.0174

Based on the table above, it was found the L observation was 0.13328 and the L table on the Liliefors table α 0.05 N= 37 is 0.145 It meant that $L_o < L_t$ and the data in experiment group had normal distribution.

Table 4.5
Worktable of Normality Test of Control Group

No	Y	F	Fk	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	-15	2	2	-2.07222	0.0192	0.055556	0.03636
2	-10	2	4	-1.6754	0.0475	0.111111	0.06361
3	-5	2	6	-1.27857	0.102	0.166667	0.06467
4	0	1	7	-0.88175	0.1894	0.194444	0.00504
5	5	6	13	-0.48492	0.3156	0.361111	0.04551
6	10	6	19	-0.0881	0.4081	0.527778	**0.11968**
7	15	6	25	0.30873	0.648	0.694444	0.04644
8	20	4	29	0.705556	0.758	0.805556	0.04756
9	25	4	33	1.102381	0.8843	0.916667	0.03237
10	30	1	34	1.499206	0.9319	0.944444	0.01254
11	35	2	36	1.896032	0.9076	1	0.0924

Based on the table above, it was found the L observation was **0.11968** and the L table on the Liliefors table α 0.05 N= 36 is 0.147 It meant that $L_o < L_t$ and the data in control group had normal distribution

2. Homogeneity Test

Homogeneity test was done by doing Fisher test. It was aimed to know whether the samples that used in the research were homogenous or not. The formula was as follows:

$$F = \frac{s_1{}^2}{s_2{}^2}$$

Note:

$s_1{}^2$ = The biggest variant of both variables

$s_1{}^2$ = The smallest variant of both variables

The Homogeneity of the samples could be decided based on this following hypothesis:

    a.   If $F_o < F_t$ = data is homogeny

    b.   If $F_o > F_t$ = data is not homogeny

From the analysis data of experiment and control class gained the variant of experiment class was 114.35 and the variant of control group was 161.26

$$F_0 = \frac{161.26}{114.35} = 1.41$$

The coefficient of F_t from the table of F distribution α= 0.05 with numerator degree of freedoms = 36 (N-1=36-1), and denominator degree of freedom = 37 (N-1=37-1) was 1.75. It meant $F_0 < F_t$. It could be concluded that the samples used in this research were homogeny.

4.3 Hypothesis Test

The hypothesis was aimed to find out whether the hypothesis was accepted or rejected. The basic theory that the research used:

    a.   The hypothesis is accepted if $t_0 > t_{table}$

    b.   The hypothesis is rejected if $t_0 < t_{table}$

The previous calculation showed that the data of this research had completed the requirements to be hypothesized. Then the researcher calculated the t_o as follow:

$$to = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\dfrac{S_1^2}{n} + \dfrac{S_2^2}{n}}}$$

$$t_o = \frac{22,43 - 11,11}{\sqrt{\dfrac{114,35}{37} + \dfrac{161,26}{36}}}$$

$$= \frac{11,32}{\sqrt{3,09 + 4,47}}$$

$$= \frac{11,32}{\sqrt{7,56}} = 4,13$$

Based on the calculation of t-test, it was found that t-test was 4.13 and based on the t-table level of significant of 0.05 degree of freedom 71 (Nx+Ny-2) t-table was 2.00

Based on calculation of t-test, where t_0 (4.13) was higher than t_{table} at the level significant of 0.05 (2.00), therefore, the hypothesis was accepted because t_0 > t_{table} or 4.13 > 2.00. It was concluded that TBL Method had significantly increase the students' reading achievement at X grade students of Madrasah Aliyah Negeri 1 Natal, academic year 2017/2018.

4.4 Findings

The result of this research showed that there was a significant effect of Task-Based Learning Method to students' achievement in reading comprehension It was proven by the result of t_{test} that $t_o > t_t = 4.13 > 2.00$ ($\alpha = 0,05$, df = 71).

It showed from the value side, applying TBL method in teaching reading comprehension could increase the students' achievement. Which mean of experimental group was higher than the mean of control group even though they were given by the same material and test.

Thereby, it could be concluded that giving the different treatment to both of samples caused a significant difference on the students' achievement in reading comprehension. The higher score of experiment class was caused by the treatment that applied in this class that was TBL method. TBL method influenced the students to be more active in the learning process. While the control class that taught by using discussion method were not given chance to the students to be more participative.

4.5 Discussion

The main problem of this research is the student's achievement in reading comprehension with the effect of Task based learning method on student's achievement in reading comprehension. This method is one of a positive effect on the student's achievement in reading comprehension. By using this method, the students more active in doing the Task together in their group, the students are brave to report their discussion about the test and it is also make the situation is not boring, then the result of this research shows that the average of the test of the student's achievement in reading comprehension by using Task Based Learning is higher than average of the students who teach by using conventional method.

This indicates that the application of using Task Based Learning Method more effective to increase the students' achievement in reading comprehension, it can

be accepted because through teaching by using Task Based learning, students will be easy to get the information and the main idea of the text easily.

Although this research is success that achieve the purpose is expected, but there are also limitedness and weakness which cannot be avoided. Generally, the main cause of error in doing a research is two things: those are in sampling and research instrument. Besides test, instrument of the research are observation and interview. The observation has done by looking the students' involvement in learning process in this observation the mistakes cannot be avoided when doing the task the students cheating their friends. Interview has done by asking the student with some questions about learning process by using Task Based Learning method and then in this interview the mistake is also cannot be avoided, when the students has given the question by the interviewer the students do not answer the question honestly.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusions

Based on the data analysis in Chapter IV, the conclusion was drawn as following:

1. There were significant effects of applying TBL method on students' achievement in reading comprehension.

2. The students who were taught by applying TBL method in order to increase their reading comprehension got higher achievement than those who were taught by using discussion method.

3. The students were easier to develop their reading comprehension by applying TBL method because this method could make the students be spirit and more creative. The t-test showed t observed (4.13) was higher than t table at the level of significant 0.05 (2.00). Based on the result of t-test it was concluded that the hypothesis which said that there was significant effect of applying TBL method on the student achievement in reading comprehension was accepted.

5.2 Suggestions

From the conclusions above, the suggestions were presented as following:

1. It was suggested to the next researcher to improve this method in doing the same research in order to increase the students' achievement in reading comprehension.

2. It was suggested that English teachers should teach more intensively in reading. Because it was one of the skill in language should be mastered by the students.

3. Teacher was facilitator in communicative language teaching, should facilitate communication in the classroom. The major responsibility was to establish situation likely to promote communication.

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APPENDIX I

LESSONS PLANS

Experimental Class

School   : MAN 1 NATAL

Class   : X1

Subject   : English

Instructional Unit : Reading Comprehension

Time Allocation   : 10 x 45 Minutes

                      (5x meeting)

A. Core Competencies:

1. Embrace and practice the teachings of their religion

2. Embrace and practice good behavior, discipline, responsibility, caring (cooperation, tolerance, peace), decent, responsive and pro-active and to be part of the solution to many problems in interacting effectively with the social and natural environment as well as in placing themselves as a reflection of the people in the association.

3. Understand, implement, analyze knowledge, factual, conceptual, procedural, based on curiosity about science, technology, art, culture, and humanities with a vision of humanity, national, state, and civilization-related causes of phenomena and events, and implement procedural knowledge in specific fields of study according to their talents and interests to solve the problem.

4. Treatment, reasoning, and all present in the realm of the concrete and the abstract realm associated with the development of the learned in school independently, and is able to use the method according to the rules of science.

B. Basic Competencies:

4.4.1 Capturing contextual meanings related social functions, text structure and elements of descriptive text language, oral and written short and simple related sights and famous historical buildings.

4.4.2 Develop descriptive texts, oral and written short and simple related sights and famous historical buildings with attention to social functions, text structure and elements of the language in context.

C. Competency of indicators achievement

1. Matching words with proper image properties

2. Completing the hiatus sentences with adjectives

3. Writing punctuation correctly

4. Write down the structure generic descriptive text correctly

5. Answer questions from descriptive text

6. Describe about someone

D. Learning Objectives

1. Identify the meaning of contextually relevant social functions, text structure and elements of descriptive text language, oral and written short and simple related sights and famous historical buildings in accordance with usage

2. Describe the contents of oral and written descriptions about the tourist attractions and historical buildings by taking into account the purpose of communication, text structure and language descriptive text according to usage.

3. Describe verbally and write about tourist spots and historical buildings by taking into account the purpose of communication, text structure and language structure of descriptive text according to usage.

E. Learning Materials: Descriptive Text

F. Methods of learning: Task Based Learning Method

G. Learning Resources

1. Koding Book Ganesha Operation

H. Teaching and Learning Activities

MEETING I

Pre Test

3. Teacher gives a test by giving reading text to the students.

4. The students read the text and then answered the following questions.

MEETING II

Treatment 1

    a. Opening activities:

1. The teacher explains about the hint of the material (Descriptive text)

2. The student receive useful information in their life by studying descriptive text

    b. Core Activities:

Step 1

a) **Pre-task:** Teacher gives a reading text and introduce a topic about "**a passage 1 from Ganesha operation Book**" to the students. The teacher gives a clear instruction to them what they have to do for the task and then remind them some language structure (tenses) that might be useful for the task.

Step 2

b) **Task cycle**: teacher set up a communication task which students encouraged to do the task and then ask them to prepare a report about how they do the task.

- *Task :* Teacher asks the students to do the task in small groups.

- *Planning :* Teacher asks the students to prepare their report to class and then each groups compare the result.

- *Report :* Teacher asks the students (small group) to present their report to class and then each groups compare the result.

Step 3

c) *Language focus :* Teacher explains the language structure, such as the tenses of the sentence in the reading text.

- *Analysis :* Teacher gives an examine for the students and then asks the students to discuss the specific features of the text.

- *Practice :* Teacher gives a practice for the students to answer the following questions of the reading text comprehension

    c. Closing Activity

1. The student and teacher deliver the beneficial information and conclude the material about descriptive text

Treatment II

   a. Opening activities:

1. The teacher explains about the hint of the material (Descriptive text)

2. The student receive useful information in their life by studying descriptive text

   b. Core Activities:

   Step 1

   a) **Pre-task:** Teacher gives a reading text and introduce a topic about "**a passage II from Ganesha operation Book**" to the students. The teacher gives a clear instruction to them what they have to do for the task and then remind them some language structure (tenses) that might be useful for the task.

   Step 2

   b) **Task cycle**: teacher set up a communication task which students encouraged to do the task and then ask them to prepare a report about how they do the task.

- *Task :* Teacher asks the students to do the task in small groups.

- *Planning :* Teacher asks the students to prepare their report to class and then each groups compare the result.

- *Report :* Teacher asks the students (small group) to present their report to class and then each groups compare the result.

   Step 3

   c) *Language focus :* Teacher explains the language structure, such as the tenses of the sentence in the reading text.

- *Analysis :* Teacher gives an examine for the students and then asks the students to discuss the specific features of the text.

- *Practice :* Teacher gives a practice for the students to answer the following questions of the reading text comprehension

   c. Closing Activity

1. The student and teacher deliver the beneficial information and conclude the material about descriptive t

MEETING IV

Treatment 3

   a. Opening activities:

1. The teacher explains about the hint of the material (Descriptive text)

2. The student receive useful information in their life by studying descriptive text

   b. Core Activities

Step 1

a) **Pre-task:** Teacher gives a reading text and introduce a topic about "**a passage III from Ganesha operation Book**" to the students. The teacher gives a clear instruction to them what they have to do for the task and then remind them some language structure (tenses) that might be useful for the task.

Step 2

b) **Task cycle**: teacher set up a communication task which students encouraged to do the task and then ask them to prepare a report about how they do the task.

- *Task :* Teacher asks the students to do the task in small groups.

- *Planning :* Teacher asks the students to prepare their report to class and then each groups compare the result.

- *Report :* Teacher asks the students (small group) to present their report to class and then each groups compare the result.

Step 3

c) *Language focus :* Teacher explains the language structure, such as the tenses of the sentence in the reading text.

- *Analysis :* Teacher gives an examine for the students and then asks the students to discuss the specific features of the text.

- *Practice :* Teacher gives a practice for the students to answer the following questions of the reading text comprehension

d) **Closing Activity**

1. The student and teacher deliver the beneficial information and conclude the material about descriptive text.

MEETING V

Post-Test

Teacher give the post test to the students by giving a reading text and answer the following questions.

I. Assessment

Instrument: test

J. Evaluation Rules

$$S = \frac{R}{N} \ x \ 100$$

Note :

S = the score

R = the number of correct answer

N = the number of test items.

Treatment items

Police are anxious to contact Anne Marie Shepard, aged 30, who has been missing from her home in Wimbledon since September 14. She is 1.68 meters with auburn hair, blue eyes and fair complesion, she is of medium build. When last seen, she was wearing a pale blue dress and a green overcoat. Anyone knowing the whereabouts of this person is requested to contact the nearest police station.

1. What is the text about…
    a. The task of police
    b. Anne's complexion
    c. Anne's clothes
    d. The missing person
    e. Anne's whereabouts

2. Which one is not true about Anne Marie Shepard….
    a. She live in Wimbledon
    b. She was reported missing from her home
    c. People have not seen her since September 14
    d. She has reddish—brown hair and fair skin
    e. She is a fat woman with blue eyes

3. If anybody knows Ann's whereabouts, he/she is….to contact the police…
    a. Advised
    b. Concluded
    c. Asked
    d. Suggested
    e. Obligated

4. Anne was wearing a pale blue dress… she left her house…
    a. So
    b. When
    c. And
    d. If

e. after

The polar bear is a very big white bear. We all it the polar bear because it lives inside the Arctic Circle near the North pole. There are no polar bears at the South pole. The polar bears live at the North pole. There is only snow, ice, and water. There is not any land. There bears are three meters long, and weight 450 kilos. They can stand up on their back legs because they have very wide feed. They can use their front legs like arm. The polar bear can swim very well. They can swim 120 kilometers out into the water. They catch fish and sea animals for food. They go into the sea when they are afraid. People like to kill the polar bears for their beautiful white coasts. The government of Canada, the United States and Russia say that no one can kill polar bears now, they do not want all of these beautiful animals to die.

1. What does the passage mainly discuss..
   a. The size of the polar bear
   b. Where the polar bear live
   c. The habitat of polar bears
   d. Why people hunt polar bears
   e. A brief description of polar bears
2. Which the following statements in NOT TRUE about a polar bear?
   a. A polar bear weight 450 kilos
   b. A polar bear goes into the sea when it is angry
   c. A polar bear is three meters long
   d. A polar bear can swim 120 km out into the water
   e. A polar bear catches fish for food

My doll stands eleven inches in height and about six inches in width. She has two arms and two legs which are made of cotton. She lacks hand and feet. And has a head attached to her chubby body. Her cotton arms and legs remind me of a pair of socks, folded tightly together. The bottoms of her cotton legs are covered with little pink slippers that are tightly attached to where her feet should exist. The majority of her bald and shiny, which resembles a plate or dish that has just exited the dishwasher. The most precious details of my doll include her eyes, eyelids, eyelashes, and her nose. Her eyes seem blue, like the color of the sky on a sunny day, as her eyelids flicker up and down whenever she lies down.

1. The type of the text is…
   a. Report
   b. News items
   c. Recount
   d. Descriptive
   e. Procedure

2. The communicative purpose of the text is…
   a. To share amusing story
   b. To describe a particular person or thing
   c. To describe how something is accomplished
   d. To inform the readers about her latest event
   e. To unique an art work

3. To tell the story the writer mostly uses…
   a. Past tense
   b. Present perfect
   c. Present tense
   d. Future tense
   e. Past perfect

4. My doll stands

   The part of the text is called
   a. Identification
   b. Coda
   c. Complication
   d. sequence of event
   e. Resolution

5. The organization of the text is.
   a. Orientation, evaluation
   b. Identification, description
   c. Orientation, evaluation complication, resolution, and re- orientation
   d. General classification, description
   e. A general statement, a sequence
      of event

Pre test and Post test items

TEXT I

This text is for question 1-9.

Raja Ampat is the newest diving spot in Indonesia that catches world's attention both from commercial and scientific sides.

The Raja Ampat archipelago encompasses more than 9.8 million acres of land and sea off the northwestern tip of Indonesia's west Papua province. Located in the coral Triangle, the heart of the world's coral reef biodiversity.The seas around Raja Ampat possibly hold the richest variety of species in the world- an incredible 75 % of all known coral species are found in the surrounding seas.

Raja Ampat or four kings is the name given to these islands and comes from a local myth, the four major islands found here are waigeo, Misool (which is home to ancient rock paintings),Salawati, and Batanta.

The area's massive coral colonies along with relatively high sea surface temperatures, also suggest that its reefs may be relatively resistant to threats like coral bleaching and coral disease, which now jeopardize the survival of other coral ecosystems around the world. The Raja Ampat islands are remote and relatively undisturbed by humans.

The high marine disversity in Raja Ampat is strongly influenced by its position between the Indian and pacific Ocean, as coral and fish larvae are more easily shared between the two oceans. 1,309 fish species, 537 coral species (a remarkable 96 % of all scleractinia recorded from Indonesia are likely to occur in these islands), and 699 mollusk species, the variety of marine life is staggering. Some areas boast enormous school of fish and regular sightings of sharks, such as wobbegongs.

1. What type of text is passage above?
   a. Narrative
   b. Procedure
   c. Explanation
   d. Description
   e. Recount

2. What does Raja Ampat offer as a tourism site?

   a. Mountainous areas and snow peak

   b. Four remote islands

   c. Rare ocean species

   d. White sand beaches and diving spots with rich coral biodiversities

   e. Rich fishing site

3. How big is Raja Ampat?

   a. 9.8 million acres of land

   b. 9.8 million miles of ocean line

   c. 9.8 million acres of land and sea

   d. 9.8 million kilometers square of sea area

   e. 9.8 million meters square of sea and land.

4. What are the ocean that flank Raja Ampat?

   a. Pacific and Atlantic oceans

   b. Atlantic and Arctic oceans

   c. Indian and pacific oceans

   d. Pacific and Indonesian oceans

5. What damage that threat Raja Ampat's corals?

   a. Human disturbance

   b. Strong currents from the oceans

   c. Coral bleaching and disease

   d. High temperatures

   e. Fish bomb

6. What is the generic structure of the text above?

   a. General classification, descriptions

   b. General statement, sequences

   c. Thesis, argument, recommendation

   d. Orientation, evaluation, conclusion.

   e. Identification, descriptions.

7. What Raja Ampat is so rich fish?

   a. To oceans that flank it bring many fish larvae

   b. Because it consist of many islands

   c. Its surface temperature is high

      d. Because it was ruled by four kings

      e. Because it has many corals

8. Raja Ampat Islands are <u>remote</u>…."

   What is the underlined word means?

    a. Crowded

    b. Isolated

    c. Related to each other

    d. Within shipping lines

    e. Very rich.

9. It is <u>unbelievable</u> that I can finally meet my idol".

    a. Influenced

    b. Resistant

    c. Enormous

    d. Incredible

    e. Encompass

TEXT II

This text is for question 10-12

Borobudur is built as a single large stupa, and viewed from above takes from of giant Mandala. The foundation is a square 118 meters on each side. It has eight levels, of which of lower live are square and the upper three circular. This is said to be a map of the cosmos as conceptualized by the Buddhist Philosophers of the time. The upper level features seventy-two small stupas surrounding one large central stupa. Each stupa is a bell shape pierced by numerous decorative apertures. Statues of the Buddha sit inside the pierced enclosures.

Borobudur is still a place of payer and pilgrimage. Pilgrims circumambulate each level seven times in a clockwise direction. The stupas on the top most level contain statues of the Buddha in various poses. According to local folklore, touching each Buddha through the holes in the stupa wall brings good luck.

10. The best title for the text is…

a. Borobudur

b. Buddhist temple

c. The history of Borobudur

d. The information on Borobudur

e. Borobudur as praying place

11. The one is not true according to the text…

a. Borobudur is built as a single stupa

b. Borobudur as a single stupa

c. It has eight level

d. The stupa on the top most level contain statues of Buddha

e. Statues of Buddha sits inside the pierce enclosure

12. The statement that is true according to the text is…

a. The foundation is circle

b. The upper three level is one square

c. There are seventy small stupas surrounding on large central stupa

d. It will bring good luck for those who touch the statues of Buddha through the hole

e. Statues of the Buddha stands inside the pierce enclosures.

TEXT III

This text is for question 13-16

Taj Mahal s one of the seven wonders of the world. It impresses many people because it is the symbol of love from husband to his wife. Taj Mahal stands in the city Agra, in the northern Indian State of Uttar Pradesh, on the banks of the Yamuna river. It was built in the memory of the beautiful Mumtaz mahal, who won the heart of Mughal prince, Shah Jahar. Muntaz mahal died during the birth of their child, Gauraha Begum. The construction of Taj Mahal was begun soon after Mumtaz's death.

The focus of taj Mahal is the white marble tomb. Four minarets frame the tomb. Meanwhile, the main chamber houses the cenotaps of Mumtaz Mahal and her husband, with their graves located on lower level.

13. What is the purpose of the text above?

a. To entertain people about Taj Mahal

b. To persuade people about the beauty of Taj Mahal

c. To describe Taj Mahal

d. To inform the readers about Taj Mahal

e. To retell the story behind the building of Taj Mahal

14. Why does Taj Mahal become so famous ?

a. Because Taj Mahal is one of the seven wonder in the world

b. Because Taj Mahal is the symbol of love from a husband of his wife

c. Because Taj Mahal stands in the city of Agra

d. Because Taj Mahal was built in the memory of the beautiful Mumtaz Mahal

e. Because Taj Mahal is the place to show a man's love

15. Which statement is not true based on the text?

a. Taj Mahal is only found in India

b. Many people in the world are impressed by taj Mahal

c. Taj Mahal is located in the city of Agra

d. Auhara Begum was the wife of Shah Jahann

e. There are four minarets in Taj Mahal

16. " the focus of Taj Mahal is the white marble <u>tomb"</u>

the underlined word has the same meaning is…

a. Grave

b. House

c. Symbol

d. Chamber

e. Marble

TEXT IV

The text is for question 17-20

Dinosaurus are believed to have been very large animals and it's true that some of them were incredibly large. One dinosaur, believe to have been the largest dinosaurus literally means, "earth shakers". This animal was between 100 and 120 feet long and wighed about 89 tons. To give you some idea of how big a seismosaurus was, let me tell you that an American football field is 300 feet long. Consider that the African elephants that a

seismaurus was about 13 to 14 times heavier than an African elephant. It's not suprising that his name means, 'earth shaker"!

17. The topic of the paragraph is…
a. The size of dinosaurus
b. The characteristics of the seismosaurus
c. The largest animal on earth
d. The earth shakers
e. The weight of the African elephant

18. According to the text, which of the following statements is NOT TRUE about the seismosaurus?
a. The seismosaurus was the largest animal ever living on earth.
b. Because of its enourmouse weight the seismourus is called the earth shaker.
c. The length of the seismourus is about one-third that of an American football field.
d. There was no other dinosaurus larger than seismourus
e. The steps of seismourus seemed to shake the earth.

19. Dinosaurus are believed to have been very <u>Large</u> animal
The underlined word means…
a. Wide
b. Tiny
c. Brave
d. Big
e. Simple

20. "Consider that the African elephants that a seismaurus was about 13 to 14 times <u>heavier</u> than an African elephant"
The underlined word meaning..
a. Big
b. Wide
c. Brave
d. Tiny
e. Hard

NATAL, February 2017

Is Known by :

The head of MAN NATAL   The English Teacher,

Drs. Dahlan Daulay   Safrizal,S.Pd

Researcher

Sariannur

APPENDIX II

LESSON PLAN

Control Group

School   : MAN 1 NATAL

Class   : X2

Subject   : English

Instructional Unit   : Reading Comprehension

Time Allocation   : 10 x 45 Minutes

                          (5 x meeting)

B. Core Competencies:

   1. Embrace and practice the teachings of their religion

   2. Embrace and practice good behavior, discipline, responsibility, caring (cooperation, tolerance, peace), decent, responsive and pro-active and to be part of the solution to many problems in interacting effectively with the social and natural environment as well as in placing themselves as a reflection of the people in the association.

   3. Understand, implement, analyze knowledge, factual, conceptual, procedural, based on curiosity about science, technology, art, culture, and humanities with a vision of humanity, national, state, and civilization-related causes of phenomena and events, and implement procedural knowledge in specific fields of study according to their talents and interests to solve the problem.

   4. Treatment, reasoning, and all present in the realm of the concrete and the abstract realm associated with the development of the learned in school independently, and is able to use the method according to the rules of science.

B. Basic Competence:

   4.4.1 Capturing contextual meanings related social functions, text structure and elements of descriptive text language, oral and written short and simple related sights and famous historical buildings.

4.4.2 Develop descriptive texts, oral and written short and simple related sights and famous historical buildings with attention to social functions, text structure and elements of the language in context.

C. Competency of Indicators A chievement

    1. Matching words with proper image properties

    2. Completing the hiatus sentences with adjectives

    3. Writing punctuation correctly

    4. Write down the structure generic descriptive text correctly

    5. Answer questions from descriptive text

    6. Describe about someone

D. Learning Objectives

    1. Identify the meaning of contextually relevant social functions, text structure and elements of descriptive text language, oral and written short and simple related sights and famous historical buildings in accordance with usage

    2. Describe the contents of oral and written descriptions about the tourist attractions and historical buildings by taking into account the purpose of communication, text structure and language descriptive text according to usage.

    3. Describe verbally and write about tourist spots and historical buildings by taking into account the purpose of communication, text structure and language structure of descriptive text according to usage.

E. Learning Materials: Descriptive Text

F. Methods of learning: Task Based Learning Method

G. Learning Resources

    1. Koding Book (Ganesha Operation)

H. Teaching and Learning Activities

MEETING I

1. Teacher gives a test by giving reading text to the students.

2. The students read the text and then answered the following questions.

MEETING II

Opening activities:

1. The teacher introduce about the material (Descriptive text)

2. The teacher link up the beneficial of the material (descriptive text) with the students life

Core Activities:

a. **Step 1**

- Teacher gives the students a text about passage 1 from Ganesha operation Book", and ask the students to read and try to comprehend the text after the teacher read it for them.

b. **Step 2**

- Teacher asked the students individually, to find out the difficult words and get the meaning of the text, and rewrite the content of the text by using their own words.

c. **Step 3**

- The teacher asked the students to rewrite the text by their own words and answer the following questions according to the reading text.

- Teacher collected the students' task

Closing Activity

1. The student and teacher deliver the beneficial information and conclude the material about descriptive text

MEETING III

Opening activities:

1. The teacher introduce about the material (Descriptive text)
2. The teacher link up the beneficial of the material (descriptive text) with the students life

Core Activities:

a. **Step 1**

- Teacher gives the students a text about passage 2 from Ganesha operation Book", and ask the students to read and try to comprehend the text after the teacher read it for them.

b. **Step 2**

- Teacher asked the students individually, to find out the difficult words and get the meaning of the text, and rewrite the content of the text by using their own words.

c. **Step 3**

- The teacher asked the students to rewrite the text by their own words and answer the following questions according to the reading text.
- Teacher collected the students' task

Closing Activity

1. The student and teacher deliver the beneficial information and conclude the material about descriptive text

MEETING IV

Opening activities:

1. The teacher introduce about the material (Descriptive text)
2. The teacher link up the beneficial of the material (descriptive text) with the students life

Core Activities:

a. **Step 1**

- Teacher gives the students a text about passage 3 from Ganesha operation Book", and ask the students to read and try to comprehend the text after the teacher read it for them.

b. **Step 2**

- Teacher asked the students individually, to find out the difficult words and get the meaning of the text, and rewrite the content of the text by using their own words.

c. **Step 3**

- The teacher asked the students to rewrite the text by their own words and answer the following questions according to the reading text.

- Teacher collected the students' task

Closing Activity

1. The student and teacher deliver the beneficial information and conclude the material about descriptive text

MEETING V

Post-Test

Teacher gives post test to the students by giving a reading text and answer the following questions.

I. ASSESMENT

Instrument: Test (multiple choice)

J. Evaluation Rules

$$S = \frac{R}{N} \; x \; 100$$

S = the score

R = the number of correct answer

N = the number of test items.

Text items

Police are anxious to contact Anne Marie Shepard, aged 30, who has been missing from her home in Wimbledon since September 14. She is 1.68 meters with auburn hair, blue eyes and fair complesion, she is of medium build. When last seen, she was wearing a pale blue dress and a green overcoat. Anyone knowing the whereabouts of this person is requested to contact the nearest police station.

5. What is the text about…

    f. The task of police

    g. Anne's complexion

    h. Anne's clothes

    i. The missing person

    j. Anne's whereabouts

6. Which one is not true about Anne Marie Shepard….

    f. She live in Wimbledon

    g. She was reported missing from her home

    h. People have not seen her since September 14

    i. She has reddish—brown hair and fair skin

    j. She is a fat woman with blue eyes

7. If anybody knows Ann's whereabouts, he/she is….to contact the police…

    f. Advised

    g. Concluded

    h. Asked

    i. Suggested

    j. Obligated

8. Anne was wearing a pale blue dress… she left her house…

    f. So

    g. When

    h. And

    i. If

    j. after

The polar bear is a very big white bear. We all it the polar bear because it lives inside the Arctic Circle near the North pole. There are no polar bears at the South pole. The polar bears live at the North pole. There is only snow, ice, and water. There is not any land. There bears are three meters long, and weight 450 kilos. They can stand up on their back legs because they have very wide feed. They can use their front legs like arm. The polar bear can swim very well. They can swim 120 kilometers out into the water. They catch fish and sea animals for food. They go into the sea when they are afraid. People like to kill the polar bears for their

beautiful white coasts. The government of Canada, the United States and Russia say that no one can kill polar bears now, they do not want all of these beautiful animals to die.

3. What does the passage mainly discuss..
    f. The size of the polar bear
    g. Where the polar bear live
    h. The habitat of polar bears
    i. Why people hunt polar bears
    j. A brief description of polar bears

4. Which the following statements in NOT TRUE about a polar bear?
    f. A polar bear weight 450 kilos
    g. A polar bear goes into the sea when it is angry
    h. A polar bear is three meters long
    i. A polar bear can swim 120 km out into the water
    j. A polar bear catches fish for food

My doll stands eleven inches in height and about six inches in width. She has two arms and two legs which are made of cotton. She lacks hand and feet. And has a head attached to her chubby body. Her cotton arms and legs remind me of a pair of socks, folded tightly together. The bottoms of her cotton legs are covered with little pink slippers that are tightly attached to where her feet should exist. The majority of her bald and shiny, which resembles a plate or dish that has just exited the dishwasher. The most precious details of my doll include her eyes, eyelids, eyelashes, and her nose. Her eyes seem blue, like the color of the sky on a sunny day, as her eyelids flicker up and down whenever she lies down.

6. The type of the text is…
    f. Report
    g. News items
    h. Recount
    i. Descriptive
    j. Procedure

7. The communicative purpose of the text is…
    f. To share amusing story
    g. To describe a particular person or thing

h. To describe how something is accomplished

i. To inform the readers about her latest event

j. To unique an art work

8. To tell the story the writer mostly uses…

f. Past tense

g. Present perfect

h. Present tense

i. Future tense

j. Past perfect

9. My doll stands

The part of the text is called

f. Identification

g. Coda

h. Complication

i. sequence of event

j. Resolution

10. The organization of the text is.

f. Orientation, evaluation

g. Identification, description

h. Orientation, evaluation complication, resolution, and re- orientation

i. General classification, description

j. A general statement, a sequence
of event.

Pre Test and Post Test Items

TEXT I

This text is for question 1-9.

Raja Ampat is the newest diving spot in Indonesia that catches world's attention both from commercial and scientific sides.

The Raja Ampat archipelago encompasses more than 9.8 million acres of land and sea off the northwestern tip of Indonesia's west Papua province. Located in the coral Triangle,

the heart of the world's coral reef biodiversity.The seas around Raja Ampat possibly hold the richest variety of species in the world- an incredible 75 % of all known coral species are found in the surrounding seas.

Raja Ampat or four kings is the name given to these islands and comes from a local myth, the four major islands found here are waigeo, Misool (which is home to ancient rock paintings),Salawati, and Batanta.

The area's massive coral colonies along with relatively high sea surface temperatures, also suggest that its reefs may be relatively resistant to threats like coral bleaching and coral disease, which now jeopardize the survival of other coral ecosystems around the world. The Raja Ampat islands are remote and relatively undisturbed by humans.

The high marine disversity in Raja Ampat is strongly influenced by its position between the Indian and pacific Ocean, as coral and fish larvae are more easily shared between the two oceans. 1,309 fish species, 537 coral species (a remarkable 96 % of all scleractinia recorded from Indonesia are likely to occur in these islands), and 699 mollusk species, the variety of marine life is staggering. Some areas boast enormous school of fish and regular sightings of sharks, such as wobbegongs.

21. What type of text is passage above?
   f. Narrative
   g. Procedure
   h. Explanation
   i. Description
   j. Recount

22. What does Raja Ampat offer as a tourism site?
   f. Mountainous areas and snow peak
   g. Four remote islands
   h. Rare ocean species
   i. White sand beaches and diving spots with rich coral biodiversities
   j. Rich fishing site

23. How big is Raja Ampat?
   f. 9.8 million acres of land
   g. 9.8 million miles of ocean line

h. 9.8 million acres of land and sea

i. 9.8 million kilometers square of sea area

j. 9.8 million meters square of sea and land.

24. What are the ocean that flank Raja Ampat?

e. Pacific and Atlantic oceans

f. Atlantic and Arctic oceans

g. Indian and pacific oceans

h. Pacific and Indonesian oceans

25. What damage that threat Raja Ampat's corals?

f. Human disturbance

g. Strong currents from the oceans

h. Coral bleaching and disease

i. High temperatures

j. Fish bomb

26. What is the generic structure of the text above?

f. General classification, descriptions

g. General statement, sequences

h. Thesis, argument, recommendation

i. Orientation, evaluation, conclusion.

j. Identification, descriptions.

27. What Raja Ampat is so rich fish?

f. To oceans that flank it bring many fish larvae

g. Because it consist of many islands

h. Its surface temperature is high

i. Because it was ruled by four kings

j. Because it has many corals

28. Raja Ampat Islands are <u>remote</u>…."

What is the underlined word means?

f. Crowded

g. Isolated

h. Related to each other

i. Within shipping lines

j. Very rich.

29. It is <u>unbelievable</u> that I can finally meet my idol".

  f. Influenced

  g. Resistant

  h. Enormous

  i. Incredible

  j. Encompass

TEXT II

This text is for question 10-12

Borobudur is built as a single large stupa, and viewed from above takes from of giant Mandala. The foundation is a square 118 meters on each side. It has eight levels, of which of lower live are square and the upper three circular. This is said to be a map of the cosmos as conceptualized by the Buddhist Philosophers of the time. The upper level features seventy-two small stupas surrounding one large central stupa. Each stupa is a bell shape pierced by numerous decorative apertures. Statues of the Buddha sit inside the pierced enclosures.

Borobudur is still a place of payer and pilgrimage. Pilgrims circumambulate each level seven times in a clockwise direction. The stupas on the top most level contain statues of the Buddha in various poses. According to local folklore, touching each Buddha through the holes in the stupa wall brings good luck.

30. The best title for the text is…

f. Borobudur

g. Buddhist temple

h. The history of Borobudur

i. The information on Borobudur

j. Borobudur as praying place

31. The one is not true according to the text…

f. Borobudur is built as a single stupa

g. Borobudur as a single stupa

h. It has eight level

i. The stupa on the top most level contain statues of Buddha

j.   Statues of Buddha sits inside the pierce enclosure

32. The statement that is true according to the text is…

f.   The foundation is circle

g.   The upper three level is one square

h.   There are seventy small stupas surrounding on large central stupa

i.   It will bring good luck for those who touch the statues of Buddha through the hole

j.   Statues of the Buddha stands inside the pierce enclosures.

TEXT III

This text is for question 13-16

Taj Mahal   s one of the seven wonders of the world. It impresses many people because it is the symbol of love from husband to his wife. Taj Mahal stands in the city Agra, in the northern Indian State of Uttar Pradesh, on the banks of the Yamuna river. It was built in the memory of the beautiful Mumtaz mahal, who won the heart of Mughal prince, Shah Jahar. Muntaz mahal died during the birth of their child, Gauraha Begum. The construction of Taj Mahal was begun soon after Mumtaz's death.

The focus of taj Mahal is the white marble tomb. Four minarets frame the tomb. Meanwhile, the main chamber houses the cenotaps of Mumtaz Mahal and her husband, with their graves located on lower level.

33. What is the purpose of the text above?

f.   To entertain people about Taj Mahal

g.   To persuade people about the beauty of Taj Mahal

h.   To describe Taj Mahal

i.   To inform the readers about Taj Mahal

j.   To retell the story behind the building of Taj Mahal

34. Why does Taj Mahal become so famous ?

f.   Because Taj Mahal is one of the seven wonder in the world

g.   Because Taj Mahal is the symbol of love from a husband of his wife

h.   Because Taj Mahal stands in the city of Agra

i.   Because Taj Mahal was built in the memory of the beautiful Mumtaz Mahal

j.   Because Taj Mahal is the place to show a man's love

35. Which statement is not true based on the text?

f. Taj Mahal is only found in India

g. Many people in the world are impressed by taj Mahal

h. Taj Mahal is located in the city of Agra

i. Auhara Begum was the wife of Shah Jahann

j. There are four minarets in Taj Mahal

36. " the focus of Taj Mahal is the white marble <u>tomb"</u>

the underlined word has the same meaning is…

f. Grave

g. House

h. Symbol

i. Chamber

j. Marble

TEXT IV

The text is for question 17-20

Dinosaurus are believed to have been very large animals and it's true that some of them were incredibly large. One dinosaur, believe to have been the largest dinosaurus literally means, "earth shakers". This animal was between 100 and 120 feet long and weighted about 89 tons. To give you some idea of how big a seismosaurus was, let me tell you that an American football field is 300 feet long. Consider that the African elephants that a seismaurus was about 13 to 14 times heavier than an African elephant. It's not surprising that his name means, 'earth shaker"!

37. The topic of the paragraph is…

f. The size of dinosaurus

g. The characteristics of the seismosaurus

h. The largest animal on earth

i. The earth shakers

j. The weight of the African elephant

38. According to the text, which of the following statements is NOT TRUE about the seismosaurus?

f. The seismosaurus was the largest animal ever living on earth.

g. Because of its enourmouse weight the seismourus is called the earth shaker.

h. The length of the seismourus is about one-third that of an American football field.

i. There was no other dinosaurus larger than seismourus

j. The steps of seismourus seemed to shake the earth.

39. Dinosaurus are believed to have been very <u>Large</u> animal

The underlined word means…

f. Wide

g. Tiny

h. Brave

i. Big

j. Simple

40. "Consider that the African elephants that a seismaurus was about 13 to 14 times <u>heavier</u> than an African elephant"

The underlined word meaning..

f. Big

g. Wide

h. Brave

i. Tiny

j. Hard

NATAL, February   2017

Is Known by :

The head of MAN NATAL   The English Teacher,

Drs. Dahlan Daulay   Safrizal,S.Pd

Researcher

Sariannur

APPENDIX III

Name :

Class :

TEXT I

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Raja Ampat or four kings is the name given to these islands and comes from a local myth, the four major islands found here are waigeo, Misool (which is home to ancient rock paintings),Salawati, and Batanta.

The area's massive coral colonies along with relatively high sea surface temperatures, also suggest that its reefs may be relatively resistant to threats like coral bleaching and coral disease, which now jeopardize the survival of other coral ecosystems around the world. The Raja Ampat islands are remote and relatively undisturbed by humans.

The high marine disversity in Raja Ampat is strongly influenced by its position between the Indian and pacific Ocean, as coral and fish larvae are more easily shared between the two oceans. 1,309 fish species, 537 coral species (a remarkable 96 % of all scleractinia recorded from Indonesia are likely to occur in these islands), and 699 mollusk species, the variety of marine life is staggering. Some areas boast enormous school of fish and regular sightings of sharks, such as wobbegongs.

41. What type of text is passage above?

    k. Narrative

    l. Procedure

    m. Explanation

    n. Description

    o. Recount

42. What does Raja Ampat offer as a tourism site?

    k. Mountainous areas and snow peak

    l. Four remote islands

    m. Rare ocean species

    n. White sand beaches and diving spots with rich coral biodiversities

    o. Rich fishing site

43. How big is Raja Ampat?

    k. 9.8 million acres of land

    l. 9.8 million miles of ocean line

    m. 9.8 million acres of land and sea

    n. 9.8 million kilometers square of sea area

    o. 9.8 million meters square of sea and land.

44. What are the ocean that flank Raja Ampat?

    i. Pacific and Atlantic oceans

    j. Atlantic and Arctic oceans

    k. Indian and pacific oceans

    l. Pacific and Indonesian oceans

45. What damage that threat Raja Ampat's corals?

    k. Human disturbance

    l. Strong currents from the oceans

    m. Coral bleaching and disease

    n. High temperatures

    o. Fish bomb

46. What is the generic structure of the text above?

    k. General classification, descriptions

l. General statement, sequences

m. Thesis, argument, recommendation

n. Orientation, evaluation, conclusion.

o. Identification, descriptions.

47. What Raja Ampat is so rich fish?

k. To oceans that flank it bring many fish larvae

l. Because it consist of many islands

m. Its surface temperature is high

n. Because it was ruled by four kings

o. Because it has many corals

48. Raja Ampat Islands are <u>remote</u>….”

What is the underlined word means?

k. Crowded

l. Isolated

m. Related to each other

n. Within shipping lines

o. Very rich.

49. It is <u>unbelievable </u>that I can finally meet my idol”.

k. Influenced

l. Resistant

m. Enormous

n. Incredible

o. Encompass

TEXT II

This text is for question 10-12

Borobudur is built as a single large stupa, and viewed from above takes from of giant Mandala. The foundation is a square 118 meters on each side. It has eight levels, of which of lower live are square and the upper three circular. This is said to be a map of the cosmos as conceptualized by the Buddhist Philosophers of the time. The upper level features seventy-two small stupas surrounding one large central stupa. Each stupa is a bell shape

pierced by numerous decorative apertures. Statues of the Buddha sit inside the pierced enclosures.

Borobudur is still a place of payer and pilgrimage. Pilgrims circumambulate each level seven times in a clockwise direction. The stupas on the top most level contain statues of the Buddha in various poses. According to local folklore, touching each Buddha through the holes in the stupa wall brings good luck.

50. The best title for the text is…
k. Borobudur
l. Buddhist temple
m. The history of Borobudur
n. The information on Borobudur
o. Borobudur as praying place

51. The one is not true according to the text…
k. Borobudur is built as a single stupa
l. Borobudur as a single stupa
m. It has eight level
n. The stupa on the top most level contain statues of Buddha
o. Statues of Buddha sits inside the pierce enclosure

52. The statement that is true according to the text is…
k. The foundation is circle
l. The upper three level is one square
m. There are seventy small stupas surrounding on large central stupa
n. It will bring good luck for those who touch the statues of Buddha through the hole
o. Statues of the Buddha stands inside the pierce enclosures.

TEXT III

This text is for question 13-16

Taj Mahal s one of the seven wonders of the world. It impresses many people because it is the symbol of love from husband to his wife. Taj Mahal stands in the city Agra, in the northern Indian State of Uttar Pradesh, on the banks of the Yamuna river. It was built in the memory of the beautiful Mumtaz mahal, who won the heart of Mughal prince, Shah

Jahar. Muntaz mahal died during the birth of their child, Gauraha Begum. The construction of Taj Mahal was begun soon after Mumtaz's death.

The focus of taj Mahal is the white marble tomb. Four minarets frame the tomb. Meanwhile, the main chamber houses the cenotaps of Mumtaz Mahal and her husband, with their graves located on lower level.

53. What is the purpose of the text above?
k. To entertain people about Taj Mahal
l. To persuade people about the beauty of Taj Mahal
m. To describe Taj Mahal
n. To inform the readers about Taj Mahal
o. To retell the story behind the building of Taj Mahal

54. Why does Taj Mahal become so famous ?
k. Because Taj Mahal is one of the seven wonder in the world
l. Because Taj Mahal is the symbol of love from a husband of his wife
m. Because Taj Mahal stands in the city of Agra
n. Because Taj Mahal was built in the memory of the beautiful Mumtaz Mahal
o. Because Taj Mahal is the place to show a man's love

55. Which statement is not true based on the text?
k. Taj Mahal is only found in India
l. Many people in the world are impressed by taj Mahal
m. Taj Mahal is located in the city of Agra
n. Auhara Begum was the wife of Shah Jahann
o. There are four minarets in Taj Mahal

56. " the focus of Taj Mahal is the white marble tomb"
the underlined word has the same meaning is…
k. Grave
l. House
m. Symbol
n. Chamber
o. Marble

TEXT IV

The text is for question 17-20

Dinosaurus are believed to have been very large animals and it's true that some of them were incredibly large. One dinosaur, believe to have been the largest dinosaurus literally means, "earth shakers". This animal was between 100 and 120 feet long and wighed about 89 tons. To give you some idea of how big a seismosaurus was, let me tell you that an American football field is 300 feet long. Consider that the African elephants that a seismaurus was about 13 to 14 times heavier than an African elephant. It's not suprising that his name means, 'earth shaker"!

57. The topic of the paragraph is…

k. The size of dinosaurus

l. The characteristics of the seismosaurus

m. The largest animal on earth

n. The earth shakers

o. The weight of the African elephant

58. According to the text, which of the following statements is NOT TRUE about the seismosaurus?

k. The seismosaurus was the largest animal ever living on earth.

l. Because of its enourmouse weight the seismourus is called the earth shaker.

m. The length of the seismourus is about one-third that of an American football field.

n. There was no other dinosaurus larger than seismourus

o. The steps of seismourus seemed to shake the earth.

59. Dinosaurus are believed to have been very Large animal

The underlined word means…

k. Wide

l. Tiny

m. Brave

n. Big

o. Simple

60. "Consider that the African elephants that a seismaurus was about 13 to 14 times heavier than an African elephant"

The underlined word meaning..

k. Big

l. Wide

m. Brave

n. Tiny

o. Hard

Keys Answer:

1. D
2. D
3. C
4. C
5. C
6. E
7. E
8. C
9. D
10. A
11. B
12. C
13. C
14. B
15. D
16. A
17. B
18. C
19. A
20. E

APPENDIX IV

OBSERVATION SHEET

Material   : Descriptive text

Date   : 21-27 January 2017

Meeting   : 1-5

Time   : 2x 45 minutes

Instruction:

Give (√) mark in the column below based on the observer's observation!

1= Bad   2= Good   3=Very Good   4= Excellent

No	Indicator	Score			
		1	2	3	4
1	Paying attention to the learning goal			√	
2	Paying attention to the material			√	
3	involvement			√	
4	Involvement in Group discussion				√
5	Understanding about assignment		√		
6	Understanding the question sheet				
7	Involvement in finishing group assignment				√
8	Finishing the assignment Task				√
9	All The member Group Cooperate each other			√	
10	Use the efficient time to finishing the group Task			√	

11	The Effectiveness of work team			√	
12	Listen to the evaluation			√	
13	Answering the teacher's question		√		
14	Appreciate the friend's answer				√
15	Complete the friend's answer			√	

Natal, 27 January 2017

Observer

APPENDIX V

INTERVIEW SHEET

Name of, Respondent:

Class   **:**

Date/Meeting   **: January 27th 2017/ V**

Jawablah pertanyaan berikut dengan baik dan jujur !

1. Apakah pelajaran Bahasa inggris itu sulit?

   Answer:

   Student 1   : iya, karena gak tau artinya susah mengartikannya, susah juga mengucapkannya, suka bingung kadang kadang miss

   Student 2   : gak terlalu sulit sih miss kalau dipelajari betul-betul tapi kadang miss gurunya menjelaskan nya gak terlalu jelas jadinya bingung sendiri.

   Student 3   : susah kali pun, gak tau artinya apa kalau diartikan pun kebalik-balik

2. Apakah materi reading khususnya descriptive text itu sulit untuk dipahami?

   Answer:

   Student 1   : kalau descriptive text agak agak gampang sikit, karena kan yang kita jelaskan itu orang, tapi kalau udah yang lain misalnya kayak tokoh-tokoh lumayan susah juga mengartikannnya dan gak tau inti dari text itu apa miss.

   Student 2   : kalau descriptive text enak miss, mudah mendapat kan inti dari text nya.

   Student 3   : lumayan susah lumayan gampang miss,karena saya lihat lihat topik textnya miss kadang bahasa nya mudah dimengerti kadang susah untuk dipahami .

3. Apakah anda memahami materi yang diajarkan?

   Answer:

Student 1   : Alhamdulillah udah lumayan miss.

Student 2   : iya, saya sudah memahami materi yang diajarkan.

Student 3   : udah mulai-mulai mengerti miss.

4. Bagaimana menurut anda tentang cara atau metode pembelajaran hari ini (TBL method)?

Answer:

Student 1   : menarik miss gak buat ngantuk miss

Student 2   : dengan metode pembelajaran seperti ini kami lebih aktif miss, berani persentasi, belajar nya berkelompok juga jadi enak miss

Student 3   : iya miss , metode pembelajarannya menyenangkan miss gak membosankan, bahkan kalau bell pun gak kedengaran lagi miss jadi enak belajar bahasa inggrisnya

5. Apakah belajar menggunakan metode ini (TBL method) menyenangkan?

Answer:

Student 1   : iya miss

Student 2   : iya menyenangkan

Student 3   : kalau bekajarnya seperti ini, iya menyenangkan miss

6. Bagaimana cara mengajar guru mata pelajaran Bahasa Inggris anda sebelumnya?

Answer:

Student 1   : kalau bapak itu miss susah belajar sama dia karena kan Cuma menjelaskan aja terus ngerjai tugas mengantuk kali pun

Student 2   : kalau diperhatikan pas bapak itu menjelaskan iya dapat memang apa yang dijelaskan

Student 3   : kurang menyenangkan miss, kadang kami disuruh mencatat lagi text nya habis itu kami artikan sendiri- sendiri terus jawab soalnya kadang bapak itu pergi aja setelah ngasih materi jadikan kalau kami mau nanya gak tau mau nanya sama siapa miss

7. Apakah yang anda rasakan setelah belajar dengan metode/ cara pembeajaran ini (TBL method)?

Answer:

Student 1   : belajar bahasa inggris jadi menyenangkan

Student 2   : senang miss

Student 3   : menyenangkan makin semangat belajar miss

8. Apakah cara belajar seperti ini membosankan?

Answer:

Student 1   : tidak, gak membosankan

Student 2   : tergantung kelompoknya juga miss kalau kelompok nya aktif enak miss

Student 3   : tidak sama sekali miss

9. Apakah sebelumnya anda kesulitan dalam belajar reading comprehension khususnya tentang descriptive text untuk mengetahui maksud dari text tesebut?

Answer:

Student 1   : iya susah- susah gampang miss

Student 2   : kalau descriptive gak terlalu susah miss

Student 3   : iya, sulit miss

10. Apakah anda ingin guru Bahasa inggris anda untuk menerapkan metode ini?

Answer:

Student 1   : iya miss

Student 2   : iya

Student 3   : iya

NATAL, JANUARY 27th 2017

INTERVIWER

APPENDIX VI

THE STUDENT'S SCORE IN EXPERIMENTAL GROUP

No	Names of the Students	Pre Test (T1)	Post Test (T2)	Gained (X)
1	Abdul Bais Lubis	55	85	30
2	Adiannur	45	70	25
3	Amelisa Putri	45	50	5
4	Apriannur	60	70	10
5	Diah Ainun Kurnia	65	80	15
6	Dilla Yustika	70	75	5
7	Dolli Indra Siregar	65	80	15
8	Eni Dayati	60	80	10
9	Fenni Eliza	45	85	40
10	Harry Pramuja	50	90	40
11	Hilma Kholila Lubis	55	90	35
12	Imelda Afsah Ainun	75	85	10
13	Irlan Nabawi Sihombing	30	75	45
14	Issawiyah	40	75	35
15	Lidiya Wati	50	75	35
16	Mardia	40	65	25
17	Muhammad Wahyu Abdillah	65	75	10
18	Nadia Ulfa Aini	65	80	15
19	Nadira Paramita	50	80	30
20	Nuril Hasanah	40	75	35
21	Purnama Sari	35	70	35
22	Putri Mulyani	70	85	15
23	Rabiatul Adawiyah	45	80	35
24	Rahmad Mulyadi Saleh	55	70	15
25	Retno Prayogi	55	80	25
26	Rika Supriyanti	55	75	20
27	Riski Rahmad	5	75	25
28	Risma Sari	50	70	20
29	Robbin Rambe	25	50	25
30	Sayyidah Rahmi Syafitri	60	65	5
31	Selli Silvia Indriani	60	85	25

32	Siti Nurwahida	60	65	5
33	Siti Sundari	40	65	25
34	Ulul Ilmi	50	65	15
35	Widiyatul Hasanah	45	75	30
36	Zainal Efendi	65	80	15
37	Zulfadli	50	75	25
Total		1940	2770	830

APPENDIX VII

THE STUDENT'S SCORE IN CONTROL GROUP

No	Name	Pre test (T1)	Post test (T2)	Gained (Y)
1	Aisyah Nabila	85	75	-10
2	Andes Mayanti	35	70	35
3	Anggita Syafitri	45	70	25
4	Asria	30	50	20
5	Awan Rahmat	60	50	-10
6	Bayu Panguripan	65	50	-15
7	Defrizal	50	60	10
8	Eli Sehvia	20	50	30
9	Elqi Rahmat Aidil	60	65	5
10	Febri Yanti Daulay	50	60	10
11	Graudi Haekal	55	55	0
12	Harfi Respiai	75	60	-15
13	Hidatul Hidayah Jambak	35	70	35
14	Junita Batubara	50	60	10
15	Khlaimatus Sakdiah	45	50	5
16	Lili Ardina	30	50	20
17	Masti Anggun Nasution	50	45	-5
18	Mauliya Syaputri	35	60	25
19	Meri Handani	55	70	15
20	Mudzakir Walad	40	55	15
21	M.Khoironi	35	40	5
22	M. Soleh Ariadi	45	70	25
23	Nilma	40	45	5
24	Ningsih	50	65	15
25	Novita Anggriai	45	50	5
26	Nyak Kiki Fadila	40	65	25
27	Prayuga Nigsih	60	70	10
28	Rahmad Nurhasiddin	50	65	15
29	Rahmad Riski	40	50	10
30	Reza Syaputra	55	60	5
31	Riska Cica Kusmaya	50	60	10
32	Ronaldi	50	65	15
33	Rustian	70	65	-5
34	Tri Diyatmi	30	50	20
35	Yunita Sari	50	70	20
36	Zikri Wahyu Iskandar	45	60	15
Total		1725	2065	400

APPENDIX VIII

DOCUMENTATIONS

The students of experimental group (TBL Method) when they did the pre test

The students of control group when they did the pre test

The students of experimental group who was taught using Task Based Learning Method

The students of control group who was taught using conventional Method

The students of experimental group (TBL Method) when they did the post test

The students of control group (conventional Method) when they did the post test