THE EFFECT OF TEACHING TASK-BASED LEARING (TBL) ON STUDENTS' READING COMPREHENSION

SKRIPSI

Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

by

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MEDAN
2017

ABSTRACT

Sari, Puspita. *The Effect of teaching Task Based Learning (TBL) on the Students'
Reading Comprehension*. **Skripsi. Medan. Faculty of Teacher Training and
Education. UMSU. Medan. 2017.**

This study deals with the effect of teaching TBL on the students' reading
comprehension. The objective was to find out significant effect of teaching TBL on the
students' achievement on reading comprehension. The research was conducted by
experimental design. The population of this research was the ten Grade students of
SMA Cerdas Murni Tembung of 2016/2017 academic years. There four parallel classes
with the total number of the students were 123 students. The number of the students
was 60 students as a total sample. It is used quota sampling technique. This sample
was divided into 2 classes, experimental and control classes. Each of the class consisted
of 30 students. The data of this study was collected by administrating a test. It was
reading test. The test was an objective test which consists of 20 items. It was given to
both groups, experimental and control groups.

Based on the data analysis, it was found that that $t_{observed}$ was higher than t_{table}
(7.27>2.000). It means that teaching TBL method gave significant effect on students'
achievement in reading comprehension.

**Keywords: TBL Method, Reading Comprehension, Quota Sampling Technique,
Experimental Design,**

ACKNOWLEDGMENTS
Bismillahirrahmanirrahim

In the name of Allah, the most Gracious, and Most merciful. Firstly, the researcher would like to thank Allah SWT who has given her chances in finishing her study. Secondly, blessing and peace be upon our prophet Muhammad SAW who has brought human beings from the dark era into the bright era.

During the process of writing this research, the researcher realized that she had to learn more about this study. Meanwhile, she has also received a lot of help, suggestions, and comments from many people. Therefore, a very special debt of gratitude is directed to her beloved parents, Surya Darma and Armis Deli, for their full support, care, and prayers that have been given to her.

Then, she would like to express her sincere thanks for her academic adviser and moral support during the completion this research.

1. Dr. Agussani, M.AP., as the Rector of FKIP UMSU.

2. Dr. Elfrianto, S.Pd., M.Pd., as the Dean of FKIP UMSU for giving recommendation and permission to carry out the research.

3. Mandra Saragih, S.Pd., M.Hum., as the Head of English Department of FKIP UMSU and Firman Ginting, S.pd., M.Hum., as the Secretary of English Department of FKIP UMSU who have allowed and guided the researcher to carry out of the research.

4. Dr. T. Winona Emelia, S.Pd., M.Hum., who have given their guidance and valuable suggestions and advice to complete the ideas of this study.

5. Her lecturers for their invaluable counsel and the knowledge they shared with her together with all of the Faculty staff for all the facilities given to her throughout the academic years at the university.

6. The Headmaster of SMA Cerdas Murni, Ibrahim Arbi, S.Ag., S.PdI., for his kindness to give the researcher opportunity to do the research at the school.

7. Her beloved Husband, Edy Syahputra together with her beloved daughter, Aina Nakhlan Ridinsah, who have given support to the researcher in finishing the research.

8. May God Bless them all.

Medan, October 2017
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CHAPTER 1
INTRODUCTION

A. The Background of the Study

In learning English, students are expected to get some messages from their reading. Hughes, et al (1999:17) state that reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It means that reading is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated.

In Senior High School, reading is one of the skills that have to be mastered by students learning English. Departemen Pendidikan Nasional (2006: 125) states that the aim of teaching reading is to develop students to be effective and efficient at reading texts. It means that reading is not just for the reading of words, but also for comprehending the meaning of written texts. It is related to Grabe and Stoller (2002: 9) who state that reading is the ability to draw meaning from the printed page and to interpret its information appropriately.

Since it is generally learned from the secondary level of education and higher education, it implies that after studying the language for six years, It is expected that students will be able to comprehend a reading text as well as possible, however, the students who have learned English for six years are still not successfully as the government's expectation. It means that most of the students cannot get some information from the reading texts.

Based on interviews between the researcher and the English teachers at SMA Cerdas Murni Tembung, it was found that comprehending a text is still a serious

problem for most students. According to the English teachers at the targeted school, many students found it difficult to comprehend what they had read. For example, the students failed to recall information in the text such as the main idea, stated details, vocabulary in context, word references and failed to make inferences. Thus, the students were not able to comprehend the texts. In addition, the researcher also gathered and analysed the most current standardized test scores from the second grade students for reading comprehension. This review included both daily and unit tests. In reviewing the past classroom records kept by the teachers from previous semesters in the area of comprehension, the researcher found that students performed poorly in reading comprehension test. The students' academic report showed that only 40% of the students scored higher or equal to the minimum standard criteria (KKM; *Kriteria Ketuntasan Minimal*), most of them got a score under 70 which was the minimum standard criteria.

Nowadays, in teaching reading, the teacher usually orients to the students' English book. She teaches them by asking the students only to read the text and answer the questions. As a result this activity does not give any opportunities to improve the students' knowledge. It can not give contribution to the students reading comprehension. Therefore, students cannot comprehend their reading text and be passive in the teaching and learning process. In this case, most of the students still find difficult to comprehend a reading text. They usually focus on their book, so that they can not interact and construct meaning from text. Pardo (2004:80) describes that reading comprehension can be defined as the process of readers interacting and constructing meaning from text, implementing the use of prior knowledge, and the information found in the text.

In the teaching- learning process, the problem of teaching is not only the teaching material, but also the method of teaching. The teaching process will not give a good result if the method of teaching is not suitable to the students' condition. Therefore, teaching method will make the teaching learning process run well. The teacher must know the suitable method for the students to make the students more comfortable in the class especially in learning reading.

When the writer does teaching training, she always feels that her students still get difficult to get information from reading text. They cannot give their best answer eventhough they read the two text, three or more times. As consequences, they feel bored and think that teaching reading in the class can not give good result in studying English.

In improving students' reading comprehension, Task-Based Learning (TBL) method can help the students to overcome their problem on reading comprehension. Through this method, there are several other potential ways in which the teachers could present reading comprehension materials. Richard and Rodgers (2001:233), "TBL refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching". Then, Brown (2001:44) views the learning process as a set of communicative tasks that are directly linked to the curricular goals. This means that in the implementation of TBL learners are usually presented with a task or problem to solve. The way in which the task activities are designed into an instructional plan for use in the classroom can be seen from a model that was outlined. Willis (1996:56) refers to three stages: the pretask, the task cycle, and the language focus. In the pre-task stage, the topic is defined and essential vocabulary is highlighted by the teacher. In the task cycle, learners perform the task in pairs or small groups; rehearse their reports before presenting findings in front of the

audience. The final stage is the language focus, during which specific language features that learners encountered in the task are examined and analyzed.

Thus, based on the explanation it can be argued that teaching reading comprehension by using TBL can be influential and particularly useful in improving applied to help the student by placing her in a situation like in the real world; a situation where oral communication is essential for doing a specific task. TBL has the advantage of getting the student to use her skills at her current level. To help develop language through its use, it has the advantage of getting the focus of the student toward achieving a goal where language becomes a tool, making the use of language a necessity. It means that in TBL, the students are learning by doing. The focus of the lesson is the task, not the structure. In other words, students are given a task to perform and when the task has been completed, the teacher discusses the language used, making correction and adjustments of the students' task. Therefore, using this technique will help the students to enlarge their thinking. In other word, TBL makes students to be good reader who can comprehend reading text easily.

B. The Identification of the Problems

The problem of in this study are formulated as :

1. Most of the students cannot get some information from the reading texts.

2. The students only to read the text and answer the questions as a result this activity does not give any opportunities to improve the students' knowledge.

3. Students cannot comprehend their reading text and be passive in the teaching and learning process.

4. The students still get difficult to get information from reading text.

C. Scope and Limitation

This study deals with the effect of teaching TBL on students' reading comprehension. The researcher limits her study on the three main phrases of TBL such pre-task, task-cycle and language focus. The reading comprehension is limited on narrative text.

D. The Formulation of the Problem

The formulation of the problem of the study is as: "is there any significant effect of teaching TBL on the students' on reading comprehension?"

E. The Objective of the Study

With reference to the problem mentioned before, the objective of this study is to find out significant effect of teaching TBL on the students' achievement on reading comprehension.

F. The Significance of the Study

The results of this study are expected to be useful for:

1. English teacher who wants to enlarge the students' ability to get the meaning of the reading text through teaching TBL.

2. The English students who able to comprehend the reading text to overcome their difficulties in reading skill especially narrative text.

3. Other researchers who do research related to this study can give some contribution in further researcher.

CHAPTER II
REVIEW OF LITERATURE

A. Theoretical Framework

A research should to be based on theories of certain fields either in science or technology. In this chapter 2, the theoretical framework is presented in order to give some clearer concepts being applied in this study that is students' achievement in identifying semantic clue in reading comprehension. These concepts will lead to a much better analysis of the variables chosen because they help the researcher to limit the scope of the problems. Besides, the discussion should start from the theoretical concepts so as to avoid misinterpretation of the terms that can be found in the discussion.

1. Reading Comprehension

Reading is thinking process. It is the act recognizing which requires interpretation of graphic symbol. Grabe and Stoller (2002:4) states that reading can be taught as way to draw information from the text and to form an interpretation of that information. The process of drawing information and interpreting information requires the work of the brain actively. When a person is reading, the brain receives visual sensation of word and phrases from the printing page. Reading primarily a cognitive process, this means that the brain does most of the work. In reading, that remarkable instrument must, almost simultaneously take in the information provided by the eyes, relate it to what it already knows about the subject and thereby construct a full meaning of the text. Eskey (1996:7) states that what the brain tells the eye, is much important than what the eye tells brain, provided that the brain has acquire some

skill in converting printed language into real language.

Reading is a skill that must be developed. Students learn to read and learn better by reading. Grellet (1990:3) states that reading understands a written text by extracting the required information may be explicit or implicit. Then, Nuttal (1980: 5) states that reading is getting out of the text, as nearly as possible, the message that the writer put on it.

By observing the explanation it may be concluded that reading is done on written texts and the aim of its process is to get the information that is needed or not only for pleasure or it can be said that reading is a process in which the reader is to find information given by the writer in the written form.

The reading comprehension is viewed by most linguists as composed of a multiple number of skills and abilities that are interrelated and interdependent. Otto (1999:241) states that comprehension is a multiplication affected by various skills. Based on that statement, in comprehending reading text, readers have to finding the main ideas to obtain the message. In other words, finding the main ideas will determine the quality of their reading comprehension.

1.1 The Purpose of Reading

Grabe and Stoller (2002:13-14) state that there are seven kinds purposes of reading. They are:

a. Reading to search for simple information

Reading to search for simple information is a common reading ability to know a specific piece of information or a specific word.

b. Reading to skim

Reading to skim is common part of many reading tasks and a useful skill in its own right. It is purposed to make strategy for guessing where important

information might be in the text.

c. Reading to learn from texts

Reading to learn from texts typically occurs in academic and professional context in which a reader needs to learn a considerable amount of information from a text

d. Reading to integrate information

Reading to integrate information requires additional decision about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources.

e. Reading to write

Reading to write is purposed to compose and select information from the text.

f. Reading to critique texts

Reading to critique texts is aimed to give critic toward text which it may be task variants of reading to integrate information.

g. Reading for general comprehension

Reading for general comprehension is aimed to accomplish the readers' skill, requires vary rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constrains.

1.2 Factor Affecting Student's Reading Comprehension

Turner (1988:16) states that some factors affecting of reading comprehension are:

a. the reading material

The total program of reading instruction; the students' own personality, attitudes, interests, motivation, and habits; and his out-of-school environment all

influence development of reading comprehension.

b. insufficient experiential background for a reading selection

Lack of sufficient guidance may also be a major factor m low reading comprehension of particular reading assignments.

c. reading rate

Optimal leading comprehension requires that the individual reader be able to vary reading rate. There is no verification from research that readers with a fast reading rate comprehend less well than readers with slower rates. Fast reading simply saves time, and the proficient reader will use the rate demanded by the occasion. However, repeated reading of material or concentration on easy material seems to increase both comprehension and rate.

2. Task- Bask Learning (TBL)

TBL has increasingly achieved popularity in recent years and has been recommended as a way forward in English Language Teaching. Prabhu (1987:24) defines TBL as a task which an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process. Then, Nunan (1989:10) uses the word 'task' instead of 'activity'. He defines a task as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form". He suggests that in all definitions of tasks, one can see communicative language use where the learner focuses on meaning instead of linguistic structure.

Furthermore, Willis (1996:23) writes that tasks are always activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome . It means that TBL use tasks as the main focus of the lesson

within a supportive framework. She holds that "the aim of tasks is to create a real purpose for language use and to provide a natural context for language study.

The TBL framework consists of three main phrases, provides 3 basic conditions for language learning. These are pre-task, task-cycle and language focus.

1. Pre-task

It introduces the class to the topic and the task activating topic-related words and phrases.

2. Task Cycle

It offers learners the chance to use whatever language they already know in order to carry out the task and then to improve their language under the teacher's guidance while planning their reports on the task.

Task Cycle offers learners a holistic experience of language in use. There are three components of a task cycle:

a. Task

Learners use whatever language they can master, working simultaneously, in pairs or small groups to achieve goals of the task.

b. Planning

Comes after the task and before the report, forming the central part of the cycle. The teacher's role here is that of a language adviser. Learners plan their reports effectively and maximize their learning opportunities.

c. Report

It is the natural condition of the task cycle. In this stage learners tell the class about their findings. So the report stage gives students a natural stimulus to upgrade and improve their language. It presents a very real linguistic challenge to communicate clearly and accurately in language appropriate to the circumstances.

3. Language Focus

It allows a closer study of some of the specific features naturally occurring in the language used during the task cycle. Willis (1996:75) explains that learners examine the language forms in the text and look in detail at the use and the meaning of lexical items they have noticed.

Language focus has two components:

a) Analysis: Analysis activities draw attention to the surface forms, realizing the meanings learners have already become familiar with during the task cycle and so help them to systematize their knowledge and broaden their understanding. Instead of the teacher presenting language to learners as new analysis activities, learners reflect on the language already experienced.

b) Practise: Practise activities are based on features of language that have already occurred in previous texts and transcripts or in features that have just been studied in analysis activities.

2.1 Developing TBL in Reading Comprehension

The implementation of TBL in reading comprehension involves consideration of the stages or components of a lesson that has a task as its principal component. Richards and Rodgers (2001:91) state that sequencing is a major issue in a task-based syllabus. Various designs have been proposed as Ellis (2003:224) notes "there is no single way of doing TBL". However, they all have in common three principal phases, which provide a framework for designing task-based lessons. The TBL framework is one favourable way to sequence tasks.

However, for this research the model of Willis (1996:38) was adopted as shown in Table 2.1. It shows the framework for the implementation of TBLT for a reading comprehension class proposed by Willis (1996:38). Thus, the first phase is the

'pre-task' and concerns the various activities that teachers and students can undertake before they start the task, such as the introduction to the topic and the type of task that will be performed by the students. The way in which a task is introduced is quite essential in TBL. Branden (2006 :98), introduction to tasks usually integrates three functions, the first one is motivating the students to perform the task. The second one is preparing the learners to perform the task by discussing pre-supposed or useful knowledge of the words. And the last one is organizing the performance phase by providing clear instructions about the purpose of the task and how it should or can be performed.

Table 2.1
The Framework for TBL

Pre-tasks (including topic and task)		
The teacher a. Introduces and defines the topic b. Uses activities to help students recall/learn useful words and phrases c. Ensures students understand task instructions d. May play a recording of others doing the same or a similar task **The students** a. Note down useful words and phrases from the pre-task activities and/ or the recording b. May spend a few minutes preparing for the task individually		
Task cycle		
Task	**Planning**	**Report**
The students - Do the task in pairs/ small groups. It may be based on a reading/ listening text	**The students** - prepare to report to the class how they did the task and what they discovered/ decided - rehearse what they will say or draft a written version for the class to read	**The students** - prepare their spoken reports to the class, or circulate/ display their written report
The teacher - acts as monitor and encourages her students	**The teacher** - ensures the purpose of the report is clear	**The teacher** - acts as chairperson, selecting who will speak next, or ensuring

	- acts as language advisor	all students read most of the written reports
	- helps students rehearse oral reports or organise written ones	- may give brief feedback on content and form
		- may play a recording of others doing the same or a similar task

Language focus	
Analysis	**Practice**
The students - do consciousness-raising activities to identify and process specific language - note features from the task text and/ or transcript - may ask about other features they have noticed	**The teacher** - conducts practice activities after analysis activities where necessary, to build confidence
The teacher - reviews each analysis activity with the class brings other useful words, phrases and patterns to students' attention - may pick up on language items from the report stage	**The students** - practise words, phrases and patterns from the analysis activities - practice other features occurring in the task text or report stage - enter useful language items in their language notebooks

Source : Willis (1996:38)

When the teachers have introduced the topic and the task, toward the end of the introduction of the task, the teacher can begin to ask the students to start reading individually. When they have finished reading, the teacher once again checks whether everyone has understood the instructions and knows what is expected of them. The second phase, the 'task cycle' phase, centres on the task itself and affords various instructional options, including the task itself, the planning to report the result of the task, and the report (Willis, 1996:36). This phase is specifically designed to generate

authentic interaction, discussion, and negotiation between language learners. In line with the basic philosophy underlying TBL, the teacher interventions during the task-performance phase should not result in a limitation of learner activity and initiative. As elaborately described before, the teacher's role is not, in the first place, to solve the students' problem, but rather should take the form of interactional support in which the teacher mediates between task demands and the learner's current abilities.

The final phase is 'post-task' and involves procedures for following up on the task performance as the task may ask for a specific outcome (Willis, 1996: 60). Furthermore, he added that in this case, the teacher and the students should be aware of the fact that the absolute correctness and uniformity of the product is less important in many task-based activities than the mental and interactional energy invested in the process of task performance. Tasks are designed to create an environment in which learners are allowed to experiment with language, use language functionally and to make mistakes in doing so. Finding the correct solution may be a bonus, but learners do not necessarily have to find it in order to learn language. Through constructing joint dialogues, through negotiating meaning, through discussing different options, they may pick up new linguistic forms from each other. The post-task phases also offer many opportunities for focus on form. But the teacher should not aim to convert the post-task phase to focus only on vocabulary drills, nor to a detailed text analysis.

2.3 The Advantages of TBL

Prabhu (1987:89) states that there are three advantages of TBL, such as:

1. Task based learning is useful for moving the focus of the learning process from the teacher to the student.

2. It gives the student a different way of understanding language as a tool instead of as a specific goal.

3. It can take teaching from abstract knowledge to real world application.

4. A Task is helpful in meeting the immediate needs of the learners and provides a framework for creating classes that are interesting and that can address student needs.

3. Narrative Text

Narration is the telling of a story; the succession of events is given in chronological order. Siahaan and Shinoda (2008:69) state that narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways. Then Julie (2001:12) writes that the basic purpose of narrative is to entertain, to gain and hold a readers' interest. However narratives can also be written to teach or inform, to change attitudes/social opinions example: soap operas and television dramas that are used to raise topical issues. Narratives sequence people/characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved. The common structure or basic plan of narrative text is known as the "story grammar". Although there are numerous variations of the story grammar, the typical elements are:

a. Setting—when and where the story occurs.

b. Characters—the most important people or characters in the story.

c. Initiating event—an action or occurrence that establishes a problem and/or goal.

d. Conflict/goal—the focal point around which the whole story is organized.

e. Events—one or more attempts by the main character(s) to achieve the goal or solve the problem.

f. Resolution—the outcome of the attempts to achieve the goal

g. The graphic representation of these story grammar elements is called a story map. The exact form and complexity of a map depends, of course, upon the unique structure of each narrative and the personal preference of the teacher constructing the map.

Furthermore, Francis (2001:6) states that there are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience. Narrative features can be shown as:

a. Characters with defined personalities/identities.

b. Dialogue often included - tense may change to the present or the future.

c. Descriptive language to create images in the reader's mind and enhance the story.

Siahaan and Shinoda (2008:69) write that there are five components of narrative test structure, such as:

a. Orientation: Sets the scene and introduces the participants.

b. Evaluation : A stepping back evaluate the plight

c. Complication : A crisis arises

d. Resolution: The crisis is resolved, for better or for worse

e. Re-orientation: optional

Furthermore, when there is plan for writing narrative texts, the focus should be on the following characteristics:

a. Plot: What is going to happen?

b. Setting: Where will the story take place? When will the story take place?

c. Characterization: Who are the main characters? What do they look like?

d. Structure: How will the story begin? What will be the problem? How is the problem going to be resolved?

e. Theme: What is the theme / message the writer is attempting to communicate?

B. Conceptual Framework

Reading comprehension refers to unobservable mental process in the reading. As a process, it is interesting to get the familiar meaning in reading text. Most the students usually turn to the dictionary to know the meaning of the words. The use of dictionary in such a situation seems to give a practical solution, because they are expected to get the meaning of words immediately after reading a list of definitions and picking up one which sounds suitable. However, they should not depend on the dictionary as the main aid to comprehension of a particular reading text since other problems may arise when the dictionary is used as the major means of gaining vocabulary knowledge in reading comprehension.

By teaching TBL, the students should be exposed to as much of the foreign language as possible in order to merely observe the foreign language, then hypothesize over it, and that is individually, and finally experiment with it. TBL is to increase student's activity. It is concerned with students and not teacher activity and it lies on the teacher to produce and supply different tasks which will give the students the opportunity to experiment spontaneously, individually and originally with the foreign language. Each task will provide the students with new personal experience with the foreign language and at this point the teacher has a very important part to play. It means that the teacher must help students to recognize differences and similarities, help them to "correct, clarify and deepen" their perceptions of the reading comprehension.

C. Hypothesis

The research hypothesis is formulated as follows : "There is a significant effect of teaching TBL on students' reading comprehension".

CHAPTER III
METHOD OF RESEARCH

A. Location and Time

The location of the research was SMA Cerdas Murni Tembung. It was at jalan Beringin No 33 Pasar VII Medan Tembung, Kecamatan Percut Sei Tuan, Kabupaten Deli Serdang. The reasons for choosing this school were:

1. The teachers at the school were ready to help the researcher to do the research.

2. The topic of this research had never been conducted in this school.

B. Population and Sample

The population of this research was the ten Grade students of SMA Cerdas Murni Tembung of 2016/2017 academic years. There four parallel classes with the total number of the students were 123 students. It can be seen in the table 3.1 as follows.

Table 3.1
Population

No	Class	Total Number
1	X^A	30
2	X^B	30
3	X^c	31
4	X^d	32
	Total	123

To get the sample in this research, the researcher used quota sampling technique. Arikunto (2002: 119) states that this technique described that the sample is taken based on the certain number which is planned by the researcher. Therefore, for efficiency and practicality of the research, 60 students were taken as the sample. They are X^A and X^B classes.

C. Research Design

This study was conducted by using an experimental design. It was a research which consisted of two group, they were experimental and control groups. Experimental group was the group that receives treatment and control group was the group that receives traditional method (Arikunto 2002: 279). It was meant that in this research, experimental group was the group that using TBL method, while the control group was the group that using traditional method. It was opening dictionary. The design of research can be seen in the Table 3.2.

Table 3.2
The Design of Research

Classes	Groups	Test	Method of Teaching	Test
X^A	Experimental group	Pre test	TBL Method	Post test
X^B	Control group	Pre test	Traditional Method	Post test

From the Table 3.3, it described that X^A as experiment group which was taught by TBL method and X^B as control group which was taught by Traditional method.

D. The Instrument of Collecting the Data

The data of this research was collected by administrating a test. There was prepared 2 titles of reading comprehension test. It was about Lutung Kasarung and A Mousedeer and The Crocodiles. Each of reading text consists of 10 item, so that there were 20 items which must be answered by the students.

The teacher gave score 5 for 1 items correct, so there were scored 100 for all of items answer correctly by the students.

E. Technique of Collecting Data

The technique of collecting data was taken from pre test, treatment and post test.

1. Pre-test

The experiment and control groups were given the pre-test before the treatment. The pre-test was conducted to find out 1). The homogeneity of the samples 2). The mean score of each group.

2. Treatment

The experimental group and control group were taught by using the same materials but different method of teaching. In the experimental group, students were taught by using TBL and in the control group, the students were taught by using traditional method (using dictionary).

The treatment was conducted after the administration of the pre-test. Both groups was taught in 2 meetings includes pre and post-tests. The teaching procedure can be seen as in the following.

Table 3.3
Teaching Reading by Using TBL
(Experimental Group)

Control Group	
Teachers' Activities	**Students' Activities**
Teacher gave pre-test to the students.	The students did pre-test in the class.

Treatment 1 Step 1: Pre Task Teacher introduced and defined the topic of reading about *the school system*.	The students listen to teacher's introduction about the topic of reading about about *the school system*.
Step 2: Task Cycle Teacher asked the students to discuss the reading material and do the reading task in groups.	The students try to memorize some words from their reading text.
Step3: Language focus Teacher asked the students to practice other features occurring in the reading task.	The students practiced other features occurring in the reading task.
Treatment 2 Step 1: Pre Task Teacher introduced and defined the topic of reading about *the compulsory education*.	The students listen to teacher's introduction about the topic of reading about *the compulsory education*.
Step 2: Task Cycle Teacher asked the students to discuss the reading material and do the reading task in groups.	The students try to memorize some words from their reading text.
Step3: Language focus Teacher asked the students to practice other features occurring in the reading task.	The students practiced other features occurring in the reading task.
Teacher gives post-test to the students.	The students do post-test in the class.

Table 3.4
Teaching Reading by Using Traditional Method
(Control Group)

Control Group	
Teachers' Activities	**Students' Activities**
Teacher gave pre-test to the students.	The students did pre-test in the class.
Treatment 1 Step 1: Teacher asked the students to read a topic about *the school system*. Step 2: Teacher asked the students to memorizing some words from their reading text. Step3: Teacher asked the students to find the meaning of the text by opening the dictionary Step 4: Teacher asked to do exercise by answer the question based on their reading book.	 The students read a reading text about *the school system*. The students tried to memorize some words from their reading text. The students tried to find the meaning of the text by opening the dictionary The students did exercise by answer the question based on their reading book
Treatment 2 Step 1: Teacher asked the students to read a topic about *the compulsory education*. Step 2: Teacher asked the students to memorizing some words from their reading text. Step3: Teacher asked the students to find the meaning of the text by opening the	 The students read a reading text about *the compulsory education*. The students tried to memorize some words from their reading text. The students tried to find the meaning of the text by opening the dictionary

dictionary Step 4: Teacher asked to do exercise by answer the question based on their reading book.	The students did exercise by answer the question based on their reading book
Teacher gave post-test to the students.	The students did post-test in the class.

3. Post Test

The post test was administered after the treatments have been completed. The administration of this test was meant to find out the differences in mean score of both the experimental and control group. It was aimed to compare both groups to know the effect of teaching TBL on students' reading comprehension.

F. The Validity and Reliability of the Test

1. The Validity of the Test

The validity of a test is the extent to which the test measures what is intended to measure (Harrison, 1983:11). It meant that the test which was valid given the appropriate information that is needed by the students.

For the establishment of the test validity in this study, the items of the test were constructed in such a way that the items were, representative to both curriculum content and behavioral objectives. This meant that the validity used in this study was content validity. It concerned with how well the test can measure subject matter and learning outcomes covered during the instruction period.

2. The Reliability of the Test

Reliability is one of the characteristics of good tests. It refered to the consistency of the measurement. The internal consistency reliability of the test was used in this research because it is indicated the consistency of test scores over different

parts of the test. So, to obtain the reliability of the test, the writer used Kuder Richardson formula 21 as follows:

$$(\text{KR}_{21})\, r = \frac{K}{K-1}\left[1 - \frac{M(K-M)}{K.S^2}\right]$$

where: K is the number of questions
M is the mean of test score
S is the standard deviation

Arikunto (2003:75) states that the criterion for the evaluation of coefficient reliability (r) is:

0.0 - 0.20 : the reliability is very low

0.20 - 0.40 : the reliability is low

0.40 - 0.60 : the reliability is significant

0.60 - 0.80 : the reliability is high

0.80 - 1.00: the reliability is very high

G. The Technique for Analyzing Data

Arikunto (2002: 279) states that to know the difference between the two groups, the researcher used t-test as formula below:

$$t = \frac{Ma - Mb}{\sqrt{\dfrac{da^2 + db^2}{Na + Nb - 2}\ \dfrac{1}{Na} + \dfrac{1}{Nb}}}$$

Where : Ma = the mean of experimental group
Mb = the mean of control group
da = the standard deviation of experimental's score
db = the standard deviation of control's score
Na = the total number samples of experimental group
Nb = the total number samples of control group

H. The Statistical Hypothesis

Arikunto (2002:281) states that the statistical hypothesis was driven from hypothesis which is symbolized as in the following.

H_0 : $m_{x1} = m_{x2}$

H_a : $m_{x1} > m_{x2}$

Notes :

$m_{x1} =$ the means of students' achievement on reading comprehension taught by using TBL method

$m_{x2} =$ the means of students' achievement on reading comprehension taught by using Traditional method

CHAPTER IV
DATA ANALYSIS AND FINDINGS

A. Data

In this research, there were sixty students who were taken as samples of this study. They were divided into two groups namely experimental and control group. There were 30 students in experimental group and 30 students in control group. The students in experimental group were taught by using TBL method, while the students in control group were taught by using traditional method.

The total score of experimental group in pre-test (1325) and in post-test (2745) (see Appendix A). The total score of control group in pre-test (1330) and in post-test (2160) (see Appendix B). Appendix E shows the mean of experimental group (Ma) = 27.5 and the standard deviation (da^2)= 465.75 The mean of control group (Mb) = 47.5 and the standard deviation (db^2)= 5125.5

B. Data Analysis

The data were obtained by giving each group an objective test. The scores were calculated in order to know the students' achievement in reading comprehension. Pre-test and post-test were in both groups, experimental and control groups. It is applied t-test formula based on Arikunto (2003:34) to prove the hypothesis in this study. The t-test formula was used as follows:

$$t = \frac{Ma - Mb}{\sqrt{\dfrac{da^2 + db^2}{Na + Nb - 2}}\sqrt{\dfrac{1}{Na} + \dfrac{1}{Nb}}}$$

Where: Ma = the mean of experimental group

             Mb = the mean of control group

da   = the standard deviation of experimental's score

db   = the standard deviation of control's score

Na = the total number samples of experimental group

Nb = the total number samples of control group

The calculation shown that:

Ma   : 47.5

Mb   : 27.5

da^2 : 5125.5

db^2 : 465.75

N_A : 30

Nb   : 30

$$t = \frac{Ma - Mb}{\sqrt{\dfrac{da^2 + db^2}{Na + Nb - 2}\dfrac{1}{Na} + \dfrac{1}{Nb}}}$$

$$= \frac{47.5 - 27.5}{\sqrt{\dfrac{5125.5 + 465.75}{30 + 30 - 2}\dfrac{1}{30} + \dfrac{1}{30}}}$$

$$t_{observed} = 7.27$$

The calculation of t-table:

df = Na + Nb - 2

   = 30 + 30 - 2

   = 58

The result of the study was 7.27. It means that the result of calculating the t-test was 5.46, it explained that t_0 was higher than the value of t_{table} ($t_0 > t_t$) where df = 58 at the level significant 0f 0.05 (2.000).

C. Reliability of the Test

The reliability of the test is intended to find out whether the test is reliable or

not. The internal consistency reliability of the test was used in this research. Kuder Richardson formula 21 was used to calculate the reliability of the test as in the following.

$$(KR_{21})\ r = \frac{K}{K-1}\left[1 - \frac{M(K-M)}{K.S^2}\right]$$

$$= \frac{20}{20-1}\left[1 - \frac{122.27(20-85)}{20.(28.1)^2}\right]$$

$$= \frac{20}{19}\left[1 - \frac{122.27(-65)}{20\ x\ 789.61}\right]$$

$$= \frac{20}{19}\left[1 - \frac{-7947.55}{15792.2}\right]$$

$$= 0.87$$

From the calculation, the coefficient reliability of the test is 0.87. This coefficient is considered very high (Arikunto, 2003:75). Appendix C.

D. Testing Hypotesis

Testing the hypothesis is done to find out whether the hypothesis is accepted or rejected. The basic of testing hypothesis in this research was:

(H_0) is rejected if $t_{observed} > t_{table,}$ the alternative hypothesis (H_a) is accepted and the null hypothesis

(H_a) is rejected. if $t_{observed} < t_{table,}$ the null hypothesis (H_0) is accepted and the alternative hypothesis

In this study, the calculation of score by using t-test for degree of freedom (df) Na + Nb-2 = 30 + 30-2 = 58 at level of significant (α) 0.05 was 2.000. The result of computing the t_{test} showed that the $t_{observed}$ was higher than t_{table} or it can be seen as follow: $t_{obs} > t_{table} = 7.27 > 2.000$ with df 58. Thus the alternative hypothesis (H_a) is

accepted. It means that applying TBL significant effect on students' achievement in reading comprehension.

E. Research Findings

Based on the data analysis, it was found that applying TBL method significant effect on students' achievement on reading comprehension. The students' score taught by applying TBL method was higher than taught by applying traditional method. The different scores were tested by using t-test. The result of t-test calculation showed that $t_{observed}$ was higher than t_{table} (7.27 > 2.000). So, the use of TBL method gave significant effect on students' achievement in reading comprehension.

The students who were taught by using TBL method can increase their achievement in reading comprehension. While the students who were taught by using traditional method still find some difficulties in reading comprehension. It is proven from there are some students' get bad score and does not show their achievement in reading comprehension.

CHAPTER V
CONCLUSION AND SUGGESTIONS

A. Conclusion

It was found that t-observed is greater than the value of t-table. Therefore the alternative hypothesis was accepted. In other words, this means that the H_0 was rejected and the H_a was accepted. So that, this study can be concluded that there is a significant effect of using Task-Based Learning (TBL) on students' reading comprehension.

B. Suggestions

In line with the conclusion, suggestions are staged as the following.

(1) English teachers should teach English reading comprehension by using semantic clue to make the students can guess the reading material based on the context of the passage. So when the students read a text, they often guess word meaning without consulting a dictionary.

(2) Students, it is useful to apply semantic clues because it helps the students to find unfamiliar word without using dictionary.

(3) Students can improve their achievement in reading comprehension by semantic clue through definition, examples, synonym, experience, description, comparison or contrast, and reflection of intent, mood, tone or setting.

(4) English Department, it is useful to develop the national education especially in English department.

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APPENDIX A

The Result of Students' Score in Experiment Group

No	Students' Initial Name	Pre Test (T_1)	Treatment		Post Test (T_2)
			1	**2**	
1	JE	40	50	60	95
2	DA	45	55	60	90
3	RS	25	30	50	90
4	YF	30	40	50	100
5	WS	75	80	85	100
6	CS	45	50	60	95
7	IK	55	60	70	100
8	NS	55	60	70	95
9	GL	25	30	50	90
10	.TM	45	50	60	90
11	SN	55	60	70	95
12	MA	60	65	70	90
13	NS	20	30	50	80
14	KI	45	50	60	90
15	LM	55	60	70	95
16	FG	25	40	50	85
17	CA	75	80	85	100
18	YS	30	40	50	80
19	GI	65	70	75	90
20	QQ	30	40	60	90
21	FL	65	70	80	100
22	RA	25	40	50	80
23	DU	50	60	70	100
24	SV	25	40	50	80
25	EN	65	70	80	100
26	WI	25	40	50	80
27	YU	25	40	50	85
28	OP	60	70	75	95
29	ZA	25	40	50	90
30	LI	60	70	75	95
	Total Number	1325	1560	1865	2745
	Means	44.17	52	62.16	91.5

APPENDIX B

The Result of Students' Score in Control Group

No	Students' Initial Name	Pre Test (T_1)	Treatment		Post Test (T_2)
			1	**2**	
1	KR	40	45	50	75
2	TI	25	30	35	65
3	AN	55	60	65	85
4	SA	40	45	50	70
5	LA	25	30	35	60
6	SI	55	60	65	85
7	AR	75	80	85	100
8	KI	25	30	35	60
9	RI	40	45	50	70
10	.KU	55	60	65	85
11	NI	60	65	70	85
12	IT	25	30	35	55
13	EK	55	60	65	80
14	AN	45	50	55	70
15	LA	25	30	35	50
16	NE	40	45	50	65
17	JA	25	30	35	50
18	YU	45	50	55	70
19	KH	55	60	65	80
20	CA	75	80	85	100
21	WI	25	30	35	50
22	FA	55	60	65	80
23	WD	65	70	75	90
24	GI	25	30	35	50
25	FI	40	45	50	70
26	TO	25	30	35	50
27	ME	60	65	70	85
28	LS	60	70	75	90
29	HN	60	65	70	85
30	KP	25	30	35	50
	Total Number	1330	1490	1640	2160
	Means	44.33	49.66	54.66	72

APPENDIX C

1. The Students' Name in the Experimental Group

No	Students' Name	Students' Initial Name
1	Jerlina Endang	JE
2	Dody Arman	DA
3	Riska Sembiring	RS
4	Yanti Feronika	YF
5	Weni Siska	WS
6	Coni Sari	CS
7	Ina Kurnia	IK
8	Nani Sari	NS
9	Gilang Lumi	GL
10	.Tina Maniur	.TM
11	Susi Nila	SN
12	Maya Aryani	MA
13	Nia Sari	NS
14	Kiki Indri	KI
15	Lila Manik	LM
16	Friska Ginting	FG
17	Cici Armiyani	CA
18	Yeni Sinaga	YS
19	Gayus Irsan	GI
20	Quanita Quisa	QQ
21	Fisi Laini	FL
22	Rani Arwin	RA
23	Dedi Utoyo	DU
24	Sari Viani	SV
25	Erna Nuryanti	EN
26	Winda Irtani	WI
27	Yuyun Utami	YU
28	Oloan Panjaitan	OP
29	Zainal Aswin	ZA
30	Lani Iwindra	LI

2. The Students' Name in the Control Group

No	Students' Name	Students' Initial Name
1	Krisman Rangkuti	KR
2	Tuti Isyuni	TI
3	Ana Nurbaiti	AN
4	Salsa Aryanti	SA
5	Luna Ayu	LA
6	Suryani Ida	SI
7	Arwan Rusdi	AR
8	Kusni Irwanto	KI
9	Rika Intan	RI
10	Kristin Utami	.KU
11	Nilawati Ismi	NI
12	Intan Tarigan	IT
13	Eka Kumala	EK
14	Anita Niadani	AN
15	Leli Ana	LA
16	Nurlita Eka	NE
17	Juni Andira	JA
18	Yerwi Usbatun	YU
19	Kerzi Husda	KH
20	Cianita Ayu	CA
21	Wondo Iman	WI
22	Firly Asyunita	FA
23	Windu Dodianto	WD
24	Giring Idratoyo	GI
25	Fernita Iwani	FI
26	Tito Oswold	TO
27	Mlinda Erwundri	ME
28	Ledi Simamora	LS
29	Heni Nuria	HN
30	Kiando Pasaribu	KP

APPENDIX D

READING COMPREHENSION TEST

Name :
Class :

Text 1: Lutung Kasarung

A long time ago in west Java there was a kingdom, the king was Prabu Tapa Agung. He had two daughters, Purbararang and Purbasari. Prabu Tapa Agung planned to retire as a king because he had been very old. He wanted Purbasari to replace him as the leader of the kingdom. Hearing this, Purbararang was angry. "You cannot ask her to be the queen, Father. I'm older than she is. It's supposed to be me, not her!" said Purbararang. But the king still chose Purbasari to be the next queen. Purbararang then set a bad plan with her fiance, Indrajaya. Together they went to a witch and asked her to put a spell on Purbasari. Later, Purbasari had bad skin. There were black dots all over her body. "You are not as beautiful as I am. You cannot be the queen. Instead, you have to leave this palace and stay in a jungle," said Purbararang.

Purbasari was very sad. Now she had to stay in the jungle. Everyday, she spent her time playing with some animals there. There was a monkey that always tried to cheer her up. It was not just an ordinary monkey, he had a magical power. The monkey also could talk with humans. The monkey's name was Lutung Kasarung. He was actually a god, his name was Sanghyang Gurumina. Lutung Kasarung planned to help Purbasari. He made a small lake and asked her to take a bath there. Amazingly, her bad skin was cured. Now she got her beautiful skin back.

After that, she asked Lutung Kasarung to accompany her to go back to the palace. Purbararang was very shocked when she saw Purbasari was in good condition and looked beautiful. She knew she had to come up with another bad idea. She then said, "Those who have longer hair will be the queen." The king then measured his daughters' hair. Purbasari had longer hair. But Purbararang did not give up. "A queen must have a handsome husband. If my fiance is more handsome than yours, then I will be the queen," said Purbararang Purbasari was sad. She knew Purbararang's fiance, Indrajaya, was handsome. And she did not have a fiance yet. "Here is my fiancé, Indrajaya. Where is yours?" asked Purbararang. Lutung Kasarung came forward. Purbararang was laughing very hard. "Your fiance is a monkey, ha ha ha." Lutung Kasarung then sat on the ground. He was meditating and praying to God. Then amazingly, he changed into a very handsome man. Initially, Lutung Kasarung was a handsome man who was punished by God and became a monkey. After some years that day he got clemency from God and he became human being. He was even more handsome than Indrajaya. Purbararang was very
surprised. Purbasari then became the queen. She forgave Purbararang and her fiance and let them stay in the palace.

After reading this texts carefully then choose the best answer for each question!

1. What is the main topic of the text?
   a. Purbararang and Purbasari
   b. Purbasari and King Prabu Tapa Agung
   c. Purbasari and Lutung Kasarung
   d. King Prabu Tapa Agung and his daughters

2. What is the type of the text?
   a. Myth
   b. Fable
   c. Legend
   d. Folklore

3. Who is Purbararang?
   a. Purbasari's sister
   b. Purbasari's aunt
   c. Purbasari's step mother
   d. Prabu Tapa Agung's wife

4. What did Purbararang do to prevent Purbasari to become a queen?
   a. She tried to kill Purbasari
   b. She sent Purbasari to a cave
   c. She isolated Purbasari
   d. She put evil spells on Purbasari

5. Why did Purbararang ask Purbasari to leave the palace? Because...
   a. Purbasari was a betrayer
   b. Purbararang hated Purbasari
   c. Purbasari was more beautiful than her
   d. Purbasari wanted to cherish the king

6. From the text above, what characteristics did Purbasari have?
   a. Patient and vicious   c. Kind and patient
   b. Mean and envious   d. Arrogant and forgiving

7. What kind of spell did Purbasari get?
   a. Purbasari changed into a monkey
   b. Purbasari had a severe skin disease
   c. Purbasari turned out to be a stone
   d. Purbasari got itchy in her whole body

8. What was the third requirement Purbararang gave to Purbasari to become a queen?
   a. A queen must have a long hair
   b. A queen must have a handsome husband
   c. A queen must be beautiful
   d. A queen must be kind

9. What is the main idea of the paragraph four?
   a. Purbararang showed her handsome fiance
   b. Purbararang realized her mistakes to Purbasari
   c. Lutung Kasarung changed into a very handsome man
   d. Purbasari's astonishment at Lutung Kasarung

10. Which of these following statements is incorrect based on the text?
    a. Purbararang always got jealous of Purbasari
    b. King Prabu Tapa Agung chose Purbararang to be a queen
    c. Lutung Kasarung helped Purbasari to cure her skin disease
    d. Purbasari had a longer hair than Purbararang's

Text 2: A Mousedeer and The Crocodiles

Mousedeer is the small but clever animal, he had many enemies in the forest. Fortunately, he was quick-witted, so that every time his life was threatened, he managed to escape. Once upon a time, there was a mousedeer that got starved and thirsty, he was walking to find food. He was a smart mousedeer. He lived near a river. The mousedeer used to go to the river to drink. So, he decided to go to the river but he exactly knew that there were so many crocodiles in the river. During the road heading to the river, he kept thinking about his ideas on how to put a trick on the crocodiles.

One day, the mousedeer was thirsty. He wanted to drink in the river but he knew that crocodiles were staying and waiting underwater to eat him. He thought hard and got bright idea. He said out loudly. "I will put in my leg and find out whether the water is warm or not" Of course the mousedeer did not do what he said. He did not put his leg but the mousedeer took a wood stick and put one end into the water. Blurrr…! Surely a crocodile grabbed the wood stick and pulled it underwater. Seeing that, the mousedeer laughed and said "Stupid crocodile! Can't you see the difference between a wood stick and a leg?" Then the mousedeer ran to another side of the river and drink some water.

On the following day, the mousedeer was hungry. He wanted to eat some grass on the side of the river so he had to to cross the dangerous river which was full of crocodiles. Again he thought hard and found another smart idea and said loudly "Crocodiles come up!" then some crocodiles rose from the water. They looked happy and showed their sharp teeth and said "Hello, Mousedeer. Do you come to be my lunch? We are hungry" The mousedeer just smiled and replied. "Sorry, Crocodiles, not today, I come to you to bring an invitation from the king. You are invited to the party. The king ordered me to count all crocodiles in this river so he knew how to prepare enough meal for you." All the crocodiles felt happy and said "Really…? Tell us what to do," said a crocodile. "You have to line up from this side of the river to the other side," said the mousedeer. Not long after that the crocodile got all his friends and family. He ordered to lined up across the river. The mouse deer then jumped on the Crocodile's back. "One," the mouse deer counted. He jumped onto the next crocodile, "Two." And he jumped again on the next crocodile, "Three." he kept jumping until he arrived on the other side of the river. "Just enough," said the mouse deer. "I have counted all of you" He laughed and ran to the field of grass.

After reading this texts carefully then choose the best answer for each question!

11. What is the text about? It is about...
    a. A mousedeer and the farmer
    b. The crocodiles in the river
    c. A mousedeer and the crocodiles
    d. The crocodiles and the wood stick

12. What is the type of the text?
    a. Fable
    b. Legend
    c. Short story
    d. Ballad

13. Why did the mousedeer go to the river?
    a. He wanted to trap the crocodiles

b. He wanted to count the crocodiles
c. He wanted to look for some meal
d. He would give the king's invitation

14. What did a mousedeer put in the water to find out if there were some crocodiles underwater?
    a. His tail   c. A wood stick
    b. His leg   d. A stick

15. What does paragraph 1 tell about?
    a. It tells a reorientation
    b. It tells an abstract
    c. It tells a general classification
    d. It tells an orientation

16. What is the main information of paragraph two?
    a. The crocodiles did not scare the mousedeer at all
    b. The mousedeer was thirsty and wanted to drink in the river
    c. The mousedeer's trick on putting a wood stick instead of his leg to the water
    d. The mousedeer explained the difference between a leg and a wood stick

17. What is the main idea of paragraph three?
    a. The mousedeer was hungry
    b. The crocodiles wanted to make the mousedeer to be their lunch
    c. Another mousedeer's smart idea to fool the crocodiles
    d. The mousedeer invited the crocodiles to his party

18. "...so he knew how to prepare enough meal for you." (paragraph 3, line 8).
    What does the underlined word refer to?
    a. The mousedeer
    b. The crocodile
    c. The king
    d. The wood stick

19. These following statements based on the text are true, except...
    a. The mousedeer put a wood stick to the water
    b. The mousedeer crossed the river by jumping on the crocodiles' back
    c. The king invited the crocodiles to a party
    d. The mousedeer had many enemies in the forest

20. What can we learn from the story?
    a. Arrogance will lead us to a bad effect
    b. A physical strength can be defeated by an intelligence
    c. We have to help each other in need
    d. We must not feel to be higher than another creatures

ANSWER KEY

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

APPENDIX E

The Calculation of T-Test

1. The Students' Scores in Pre- and Post Tests in the Experimental Group

No	Students' Initial Name	Pre Test (T^1)	Post Test (T^2)	$T^2 - T^1$ (d)	$d - m_a$ (da)	$(da)^2$
1	JE	40	95	55	7.5	56.25
2	DA	45	90	55	7.5	56.25
3	RS	25	90	65	17.5	306.25
4	YF	30	100	70	22.5	506.25
5	WS	75	100	25	-23.5	552.25
6	CS	45	95	45	-2.5	6.25
7	IK	55	100	45	-2.5	6.25
8	NS	55	95	40	-7.5	56.25
9	GL	25	90	65	17.5	306.25
10	.TM	45	90	45	-2.5	6.25
11	SN	55	95	40	-7.5	56.25
12	MA	60	90	30	-17.5	306.25
13	NS	20	80	60	12.5	156.25
14	KI	45	90	45	-2.5	6.25
15	LM	55	95	40	-7.5	56.25
16	FG	25	85	60	12.5	156.25
17	CA	75	100	25	-22.5	552.25
18	YS	30	80	50	2.5	6.25
19	GI	65	90	25	-22.5	552.25
20	QQ	30	90	60	12.5	156.25
21	FL	65	100	35	-12.5	156.25
22	RA	25	80	55	7.5	56.25
23	DU	50	100	50	2.5	6.25
24	SV	25	80	55	7.5	56.25
25	EN	65	100	35	-12.5	156.25
26	WI	25	80	55	7.5	56.25
27	YU	25	85	60	12.5	156.25
28	OP	60	95	35	-12.5	156.25
29	ZA	25	90	65	17.5	306.25
30	LI	60	95	35	-12.5	156.25
	Total Number	1325	2745	1425		5125.5
	Means	44.17	91.5			

$$Ma = \frac{1425}{30}$$
$$= 47.5$$

2. The Students' Scores in Pre- and Post Tests in the Control Group

No	Students' Initial Name	Pre Test (T^1)	Post Test (T^2)	T^2- T^1 (d)	d-m$_b$ (db)	(db)^2
1	KR	40	75	35	7.5	56.25
2	TI	25	65	40	12.5	156.25
3	AN	55	85	30	2.5	6.25
4	SA	40	70	20	-7.5	56.25
5	LA	25	60	35	7.5	56.25
6	SI	55	85	30	2.5	6.25
7	AR	75	100	25	-2.5	6.25
8	KI	25	60	35	7.5	56.25
9	RI	40	70	30	2.5	6.25
10	.KU	55	85	30	2.5	6.25
11	NI	60	85	25	-2.5	6.25
12	IT	25	55	30	2.5	6.25
13	EK	55	80	25	-2.5	6.25
14	AN	45	70	25	-2.5	6.25
15	LA	25	50	25	-2.5	6.25
16	NE	40	65	25	-2.5	6.25
17	JA	25	50	25	-2.5	6.25
18	YU	45	70	25	-2.5	6.25
19	KH	55	80	25	-2.5	6.25
20	CA	75	100	25	-2.5	6.25
21	WI	25	50	25	-2.5	6.25
22	FA	55	80	25	-2.5	6.25
23	WD	65	90	25	-2.5	6.25
24	GI	25	50	25	-2.5	6.25
25	FI	40	70	30	2.5	6.25
26	TO	25	50	25	-2.5	6.25
27	ME	60	85	25	-2.5	6.25
28	LS	60	90	30	2.5	6.25
29	HN	60	85	25	-2.5	6.25
30	KP	25	50	25	-2.5	3.25
	Total Number	1330	2160	825		465.75
	Means	44.33	72			

$$Mb = \frac{825}{30}$$
$$= 27.5$$

To find out whether the use of semantic clue has significant effect on students'

reading comprehension, t-test formula was used as follows:

$$t = \frac{Ma - Mb}{\sqrt{\dfrac{da^2 + db^2}{Na + Nb - 2}\dfrac{1}{Na} + \dfrac{1}{Nb}}}$$

where:

$$Ma = \text{the mean of experimental group}$$
$$Mb = \text{the mean of control group}$$
$$da = \text{the standard deviation of experimental's score}$$
$$db = \text{the standard deviation of control's score}$$
$$Na = \text{the total number samples of experimental group}$$
$$Nb = \text{the total number samples of control group}$$

The calculation had shown that:

Ma   : 47.5
Mb   : 27.5
da^2 : 5125.5
db^2 : 465.75
Na   : 30
Nb   : 30

$$t = \frac{Ma - Mb}{\sqrt{\dfrac{da^2 + db^2}{Na + Nb - 2}\dfrac{1}{Na} + \dfrac{1}{Nb}}}$$

$$= \frac{47.5 - 27.5}{\sqrt{\dfrac{5125.5 + 465.75}{30 + 30 - 2}\dfrac{1}{30} + \dfrac{1}{30}}}$$

$$= \frac{20}{\sqrt{\dfrac{5591.25}{58}\dfrac{1}{30} + \dfrac{1}{30}}}$$

$$t_{observed} = 7.27$$

APPENDIX F

Reliability of the Test

No	Students' Initial Name	Scores
1	LS	95
2	JE	90
3	MY	90
4	DB	95
5	MG	90
6	RS	90
7	NV	95
8	RM	90
9	HT	85
10	KR	90
11	TO	85
12	GL	95
13	MT	85
14	LA	85
15	NK	95
16	OS	95
17	YS	85
18	RN	95
19	CR	75
20	RY	65
21	HU	65
22	FT	75
23	GO	55
24	ER	65
25	DR	55
26	SE	65
27	TU	55
28	FT	55
29	GI	55
30	JK	55
Total Number		2370
Means		79

**Class Interval to Determine the Standard Deviation and Means of
Students' Try Out Scores**

Class Interval	f	d	fd	$(fd)^2$
95 - 100	7	2	14	196
89 - 94	6	1	6	36
83 – 88	5	0	0	0
77 – 82	0	-1	0	0
71 - 76	2	-2	-4	16
65 – 70	4	-3	-12	144
59 – 64	6	-4	-24	576
	N = 30		-20	968

From the data, it can be calculated standard deviation, and means as in the follows:

$$M = M + i\left(\frac{\Sigma fd}{n}\right)$$

$$= 85 + 5\left(\frac{968}{30}\right)$$

$$= 90 + (32.27)$$

$$= 122.27$$

$$SD = i\sqrt{\frac{(fd)^2}{n} - \frac{(fd)}{n}}$$

$$= 5\sqrt{\frac{968}{30} - \frac{(-20)}{30}}$$

$$= 5\sqrt{32.27 - 0.67}$$

$$= 5 \times 5.62$$

$$= 28.1$$

So reliability of the test can be calculated as follows:

(KR$_{21}$)

$$= \frac{20}{20-1}\left[1 - \frac{122.27(20-85)}{20.(28.1)^2}\right]$$

$$= \frac{20}{19}\left[1 - \frac{122.27(-65)}{20 \ x \ 789.61}\right]$$

$$= \frac{20}{19}\left[1 - \frac{-7947.55}{15792.2}\right]$$

$$= 0.87$$

APPENDIX G
ENGLISH LESSON PLANNING

A. EXPERIMENTAL GROUP
1. Meeting 1

    1). Instructional Unit   : Reading
    2). Specific Topic   : Reading Comprehension
    3). Sub Topic   : The School System
    4). Class/ Grade   : X/ SMA Cerdas Murni
    5). Allocated Time   : 2 x 45 minutes

I. Standard Competence
a. Reading skill by using Task-Based Learning (TBL) to get some information.
b. Developing ideas and opinion through using Task-Based Learning (TBL) to get some information.

II. Indicators
a. Students are asked to clarify and identify the problem to get some information from reading texts.
b. Students are asked to give inspiration toward the text.
c. Students are asked to generate ideas.
d. Students are asked to combine and evaluate ideas.
e. Students are asked to draw up an action to answer the question.

III. The Objective
a. Students are able to clarify and identify the problem about **the school system** to get some information from reading texts.
b. Students are able to give inspiration about **the school system.**
c. Students are able to generate ideas about **the school system**.
d. Students are able to combine and evaluate ideas about **the school system**.
e. Students are able to draw up an action to answer the question about **the school system**.

IV. Media
a. Source : English Text Book
b. Technique: Task-Based Learning (TBL)

V. Teaching and learning Process
  A. Opening
    - Greeting the students
    - Checking the attendance list
  B. Main activities
    - Opening the lesson
    - Treatment
      1. Pre-tasks (including topic and task)
        The teacher
        a. Introduces and defines the topic about the school system

b. Uses activities to help students recall/learn useful words and phrases

c. Ensures students understand task instructions

d. May play a recording of others doing the same or a similar task

The students

a. Note down useful words and phrases from the pre-task activities and/ or the recording

b. May spend a few minutes preparing for the task individually

2. Task cycle

A. Task

The students : the students do the task in pairs/ small groups.

The teacher : acts as monitor and encourages her students

B. Planning

The students : - prepare to report to the class how they did the task and what they discovered/ decided

- rehearse what they will say or draft a written version for the class to read

The teacher : - ensures the purpose of the report is clear

- acts as language advisor

- helps students rehearse oral reports or organise written ones

C. Report

The students : - prepare their spoken reports to the class, or circulate/ display their written report

The teacher : - acts as chairperson, selecting who will speak next, or ensuring all students read most of the written reports

- may give brief feedback on content and form

- may play a recording of others doing the same or a similar task

3. Language focus

A. Analysis

The students : - Raising activities to identify and process specific language

- note features from the task text and/ or transcript

- may ask about other features they have noticed

The teacher : - Reviews each analysis activity with the class brings other useful words, phrases and patterns to students' attention

- may pick up on language items from the report stage

B. Practice

The students : - Practise words, phrases and patterns from the analysis activities

- practice other features occurring in the task text or report stage

- enter useful language items in their language notebooks

The teacher : Conducts practice activities after analysis activities where necessary, to build confidence

C. Closing
- Concluding the topic
- The teacher lets each student to give their ideas and opinion by using TBL technique.
- doing the reading test

Medan,   Agustus 2017

Headmaster of
SMA Cerdas Murni   **English Teacher**

Ibrahim Arbi, S.Ag., S.Pd.I   **Puspita Sari**
                                                                       NPM. 1302050166

2. Meeting 2

1). Instructional Unit	: Reading
2). Specific Topic	: Reading Comprehension
3). Sub Topic	: The Compulsory Education
4). Class/ Grade	: X/ SMA Cerdas Murni
5). Allocated Time	: 2 x 45 minutes

I. Standard Competence
a. Reading skill by using Task-Based Learning (TBL) to get some information.
b. Developing ideas and opinion through using Task-Based Learning (TBL) to get some information.

II. Indicators
a. Students are asked to clarify and identify the problem to get some information from reading texts.
b. Students are asked to give inspiration toward the text.
c. Students are asked to generate ideas.
d. Students are asked to combine and evaluate ideas.
e. Students are asked to draw up an action to answer the question.

III. The Objective
a. Students are able to clarify and identify the problem about The Compulsory Education to get some information from reading texts.
b. Students are able to give inspiration about The Compulsory Education
c. Students are able to generate ideas about The Compulsory Education
d. Students are able to combine and evaluate ideas about The Compulsory Education
e. Students are able to draw up an action to answer the question about The Compulsory Education

IV. Media
a. Source : English Text Book
b. Technique: Task-Based Learning (TBL)
V. Teaching and learning Process

A. Opening
  - Greeting the students
  - Checking the attendance list
B. Main activities
  - Opening the lesson
  - Treatment
   1. Pre-tasks (including topic and task)
       The teacher
       a. Introduces and defines the topic about the school system
       b. Uses activities to help students recall/learn useful words and phrases
       c. Ensures students understand task instructions
       d. May play a recording of others doing the same or a similar task

       The students
       a. Note down useful words and phrases from the pre-task activities
          and/ or the recording
       b. May spend a few minutes preparing for the task individually

   2. Task cycle
   A. Task
   The students : the students do the task in pairs/ small groups.
   The teacher : acts as monitor and encourages her students

   B. Planning
   The students : - prepare to report to the class how they did the task and
                    what they discovered/ decided

                  - rehearse what they will say or draft a written version for the
                    class to read
   The teacher : - ensures the purpose of the report is clear
                  - acts as language advisor
                  - helps students rehearse oral reports or organise written
                    ones

   C. Report
   The students : - prepare their spoken reports to the class, or circulate/
                     display their written report
   The teacher : - acts as chairperson, selecting who will speak next, or
                     ensuring all students read most of the written reports
                  - may give brief feedback on content and form
                  - may play a recording of others doing the same or a similar task

3. Language focus
A. Analysis
The students : - Raising activities to identify and process
                 specific language
               - note features from the task text and/ or transcript
               - may ask about other features they have noticed
The teacher : - Reviews each analysis activity with the class brings other useful
                 words, phrases and patterns to students' attention
               - may pick up on language items from the report stage

B. Practice

The students : - Practise words, phrases and patterns from the analysis activities
- practice other features occurring in the task text or report stage
- enter useful language items in their language notebooks

The teacher : Conducts practice activities after analysis activities where
necessary, to build confidence

C. Closing
- Concluding the topic
- The teacher lets each student to give their ideas and opinion by using TBL technique.
- doing the reading test

Medan,   Agustus 2017

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B. CONTROL GROUP
1. Meeting 1

1). Instructional Unit	: Reading
2). Specific Topic	: Reading Comprehension
3). Sub Topic	: The School System
4). Class/ Grade	: X / SMA Cerdas Murni
5). Allocated Time	: 2 x 45 minutes

I. Standard Competence
a. Reading skill by using dictionary to get some information.
b. Developing ideas and opinion through using dictionary to get some information.

II. Indicators
a. Students are asked to memorize some words toward the reading text about **the school system** to get some information from reading texts.
b. Students are asked to open dictionary to find the meaning toward the reading text about **the school system** get some information from reading texts.
c. Students are asked to answer the question toward the reading text about **the school system** get some information from reading texts.

III. The Objective
a. Students are able to memorize some words toward the reading text about **the school system** to get some information from reading texts.
b. Students are able to open dictionary to find the meaning toward the reading text about **the school system** get some information from reading texts.
c. Students are able to answer the question toward the reading text about **the school system** get some information from reading texts.

IV. Media
a. Source : English Text Book
b. Technique: Traditional / Dictionary

V. Teaching and learning Process
  #### A. *Opening*
   - Greeting the students
   - Checking the attendance list

  #### B. *Main activities*
   - Opening the lesson
   - Treatment
      1. Engage
   - The teacher asks the students to open dictionary before students reading the text.
   - The teacher makes some meaning of the words by opening dictionary to guide the students comprehend the reading text.
   - The teacher asks the students to memorize some words and find the meaning by opening dictionary based on their topic of reading.

2. Study
- The teacher explains about traditional technique through dictionary.
- The teacher lets the students to open their dictionary to find the meaning of the
  reading text.
- The teacher lets the students to answer the test.

3. Active
        The teacher asks to the students to open the dictionary to get information
from reading text by using dictionary.

C. Closing
  - Concluding the topic
  - The teacher lets each student to give their ideas, opinion after they open dictionary
     to get information from reading text.
  - Doing the reading test

Medan,   Agustus 2017

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2. Meeting 2

1). Instructional Unit   : Reading
2). Specific Topic   : Reading Comprehension
3). Sub Topic   : The Compulsory Education
4). Class/ Grade   : X/ SMA Cerdas Murni
5). Allocated Time   : 2 x 45 minutes

I. Standard Competence
a. Reading skill by using dictionary to get some information.
b. Developing ideas and opinion through using dictionary to get some information.

II. Indicators
a. Students are asked to memorize some words toward the reading text about **The Compulsory Education** to get some information from reading texts.
b. Students are asked to open dictionary to find the meaning toward the reading text about **The Compulsory Education** to get some information from reading texts.
c. Students are asked to answer the question toward the reading text about **The Compulsory Education** to get some information from reading texts.

III. The Objective
a. Students are able to memorize some words toward the reading text about **The Compulsory Education** to get some information from reading texts.
b. Students are able to open dictionary to find the meaning toward the reading text about **The Compulsory Education** to get some information from reading texts.
c. Students are able to answer the question toward the reading text about **The Compulsory Education** to get some information from reading texts.

IV. Media
a. Source : English Text Book
b. Technique: Traditional / Dictionary

V. Teaching and learning Process
  A. Opening
    - Greeting the students
    - Checking the attendance list

  B. Main activities
    - Opening the lesson
    - Treatment
      1. Engage
    - The teacher asks the students to open dictionary before students reading the text.
    - The teacher makes some meaning of the words by opening dictionary to guide the students comprehend the reading text.
    - The teacher asks the students to memorize some words and find the meaning by opening dictionary based on their topic of reading.

2. Study
- The teacher explains about traditional technique through dictionary.
- The teacher lets the students to open their dictionary to find the meaning of the
  reading text.
- The teacher lets the students to answer the test.

3. Active
        The teacher asks to the students to open the dictionary to get information
from reading text by using dictionary.

C. Closing
  - Concluding the topic
  - The teacher lets each student to give their ideas, opinion after they open dictionary
    to get information from reading text.
  - Doing the reading test

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