

AN UNDERGRADUATE THESIS

**THE USE OF TASK BASED LEARNING TO IMPROVE THE
READING COMPREHENSION ABILITY AMONG THE
TENTH GRADERS OF THE SMA N 1 SEKAMPUNG IN
ACADEMIC YEAR 2018/2019**

By :
Name : DWI PUSPITASARI
Student Number : 14121247

**Tarbiyah Departement
English Education Study Program**



**THE STATE INSTITUTE FOR ISLAMIC STUDIES
OF METRO 1440 H/ 2018 M**

THE USE OF TASK BASED LEARNING TO IMPROVE THE
READING COMPREHENSION ABILITY AMONG THE TENTH
GRADERS OF THE SMA N 1 SEKAMPUNG
IN ACADEMIC YEAR 2018/2019

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

Written By:
DWI PUSPITASARI
14121247

English Education Department
Tarbiyah and Teacher Training Faculty

Sponsor : Drs. Kuryani, M.Pd
Co-Sponsor : Trisna Dinillah Harya, M.Pd

STATE INSTITUTE OF ISLAMIC STUDIES OF METRO
1440 H / 2018 M

THE USE OF TASK BASED LEARNING TO IMPROVE THE READING COMPREHENSION ABILITY AMONG THE TENTH GRADERS OF THE SMA N 1 SEKAMPUNG IN ACADEMIC YEAR 2018/2019

ABSTRACT

**By:
DWI PUSPITASARI**

The purposes of this research are to show that using Task Based Learning (TBL) can improve the students' reading comprehension ability and students' learning activities at the tenth graders of SMA N 1 Sekampung in academic year 2018/2019.

The researcher had outlined the problem in this research that focused on reading comprehension ability. It is related on the problem identification that the students have low motivation to learn English especially in reading, they get the difficulties to comprehend the main idea and information from the text, and they are also not interested about the learning method in the class. They always feel bored in reading subject.

This research was classroom action research that consisted of two cycles. The research was conducted at SMA N 1 Sekampung on X.IPA.2 class which consisted of 35 students. The data collecting technique used test, documentation, observation and field note. Regarding to the research process, the researcher gave the pre-test for the students to know their reading comprehension ability score. Then, the researcher gave the treatment for the students. In addition, the change of the students' comprehension abilities score could be known through post test that had been given in every cycle. The test consisted 20 items of multiple choice forms.

The result of the research illustrated the average of the students' score in pre-test was 62 and post test 1 was 73 and post test 2 in cycle II was gained the average score was 77. The condition of the class was getting better. The students were more active in English learning process. In summing up it may be stated that using Task Based Learning (TBL) can improve the students' reading comprehension ability at the tenth graders of SMA N 1 Sekampung.

Keywords: *Task Based Learning, Reading Comprehension, Recount Text.*

**PENGUNAAN TASK BASED LEARNING (TBL) UNTUK
MENINGKATKAN KEMAMPUAN PEMAHAMAN MEMBACA
PADA SISWA KELAS X SMA N 1 SEKAMPUNG
PADA TAHUN PELAJARAN 2018/2019**

ABSTRAK

**Oleh:
DWI PUSPITASARI**

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan Task Based Learning (TBL) dapat meningkatkan kemampuan pemahaman membaca dan aktifitas pembelajaran pada siswa tingkat X SMA N 1 Sekampung pada tahun pelajaran 2018/2019.

Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan kemampuan pemahaman membaca. Hal ini berdasarkan pada identifikasi masalah yang menjelaskan bahwa siswa mempunyai motivasi rendah untuk belajar bahasa Inggris khususnya materi membaca, mereka mengalami kesulitan, dan mereka pula tidak tertarik terhadap metode yang digunakan di kelas. Mereka selalu bosan pada saat materi membaca bahasa Inggris.

Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) yang terdiri dari 2 siklus. Penelitian ini dilaksanakan di SMA N 1 Sekampung pada kelas X.IPA.2 yang terdiri dari 35 siswa. Teknik pengumpulan data pada penelitian ini menggunakan teknik test, dokumentasi, observasi, dan catatan lapangan. Tahapan-tahapan dalam proses penelitian yaitu peneliti memberikan pre-test kepada siswa untuk mengetahui kemampuan pemahaman membaca siswa. Kemudian, peneliti memberikan tindakan kepada siswa dalam setiap siklusnya. Perubahan nilai dari siswa akan diketahui melalui hasil post test yang dilakukan dalam setiap siklus. Test ini terdiri dari 20 soal berbentuk pilihan ganda.

Selanjutnya, berdasarkan penelitian yang telah dilakukan, peneliti mendapatkan hasil penelitian dengan nilai rata-rata pre-test adalah 62, post test 1 adalah 73 dan post test 2 pada siklus II adalah 77. Kondisi kelas menjadi jauh lebih baik. Siswa-siswa menjadi lebih aktif untuk mengikuti proses pembelajaran bahasa Inggris. Kesimpulannya adalah penggunaan Task Based Learning (TBL) dapat meningkatkan kemampuan pemahaman membaca dan aktifitas pembelajaran siswa pada tingkat X SMA N 1 Sekampung.

Kata kunci: *Task Based Learning, Pemahaman Membaca, Recount Text.*



KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Haji Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id Website: www.tarbiyah.metrouniv.ac.id

APPROVAL PAGE

The Title : **THE USE OF TASK BASED LEARNING TO IMPROVE
THE READING COMPREHENSION ABILITY AMONG
THE TENTH GRADERS OF THE SMA N 1
SEKAMPUNG IN ACADEMIC YEAR OF 2018/2019**

Name : **DWI PUSPITASARI**

Student's Number : **14121247**

Faculty : **Tarbiyah**

Department : **English Education**

APPROVED BY:

To be examined (Munaqosyah) in Tarbiyah Faculty of State Institute of Islamic
Studies (IAIN) of Metro.

Metro, September 2018

Sponsor,

Drs. Kurvani, M.Pd.
NIP.19620215 199503 1 001

Co-sponsor,

Trisna Dinillah Harva, M.Pd.
NIP.19830511 200912 2 004

Head of English Education
Department,

Ahmad Subhan Roza, M.Pd.
NIP.19750610 200801 1 014



KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id Website: www.tarbiyah.metrouniv.ac.id

NOTA DINAS

Number : -
Appendix : 1 (One) Bundle
Matter : **In order to hold the Munaqosyah of Dwi Puspitasari**

To The Honorable,
The Dean of Tarbiyah Faculty
State Institute of Islamic Studies (IAIN) of Metro

Assalamua'alaikum Warahmatullahi Wabarakatuh

We have given guidance and enough improvement to an undergraduate thesis which is written by:

Name : **DWI PUSPITASARI**
Student Number : 14121247
Faculty : Tarbiyah
Department : English Education
Judul : **THE USE OF TASK BASED LEARNING TO IMPROVE
THE READING COMPREHENSION ABILITY AMONG
THE TENTH GRADERS OF THE SMA N 1 SEKAMPUNG
IN ACADEMIC YEAR OF 2018/2019**

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be examined on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Metro, September 2018

Sponsor,

Drs. Kuryani, M.Pd.
NIP.19620215 199503 1 001

Co-sponsor,

Trisna Dinillah Harva, M.Pd.
NIP.19830511 200912 2 004



KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id Website: www.tarbiyah.metrouniv.ac.id

NOTA DINAS

Nomor : -
Lampiran : 1 (Satu) Berkas
Perihal : **Pengajuan Munasqosyah**

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro
Di _____
Tempat _____

Assalamu'alaikum Warahmatullahi Wabarakatuh

Setelah kami adakan pemeriksaan dan bimbingan seperlunya, maka skripsi penelitian yang telah disusun oleh:

Nama : **DWI PUSPITASARI**
NPM : 14121247
Fakultas : Tarbiyah
Jurusan : Pendidikan Bahasa Inggris
Judul : **THE USE OF TASK BASED LEARNING TO IMPROVE
THE READING COMPREHENSION ABILITY AMONG
THE TENTH GRADERS OF THE SMA N 1 SEKAMPUNG
IN ACADEMIC YEAR OF 2018/2019**

Sudah kami setuju dan dapat di munasqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terimakasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Metro, September 2018

Pembimbing I,

Pembimbing II,

Drs. Kuryani, M.Pd.
NIP.19620215 199503 1 001

Trisna Dinillah Harva, M.Pd.
NIP.19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

RATIFICATION PAGE

No: B-32 44 / M-28-1 / P / PP - 00.2 / 10 / 2018

An Undergraduate Thesis entitled: **THE USE OF TASK BASED LEARNING TO IMPROVE THE READING COMPREHENSION ABILITY AMONG THE TENTH GRADERS OF THE SMA N 1 SEKAMPUNG IN ACADEMIC YEAR 2108/2019**

Written by Dwi Puspitasari, Student Number 14121247 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on October 15th, 2018 at 16.00-18.00 WIB.

BOARD OF EXAMINERS:

Chairperson : Drs Kuryani, M.Pd

Examiner I : Dr. Mahrus As'ad, M.Ag

Examiner II : Trisna Dinillah Harya, M.Pd

Secretary : Leny Setiyana, M.Pd



**The Dean of Tarbiyah
and Teacher Training Faculty**



Dr. Akla, M.Pd
NIP. 19691008 200003 2 005

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Dwi Puspitasari
Student Number : 14121247
Department : English Education
Faculty : Tarbiyah and Teacher Training

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, July 2018

Researcher,



Dwi Puspitasari
St.N 14121247

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini :

Nama : Dwi Puspitasari
NPM : 14121247
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, July 2018

Yang menyatakan




Dwi Puspitasari
St.N 14121247

MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾

“Read in the name of your Lord who created”

(Qs. Al-Alaq:1)

Dream, believe, achieve.

DEDICATION PAGE

This undergraduate thesis is dedicated to:
My beloved family, especially my parents (Mr. Kusmanto and Mrs. Sukati) who
always pray and supportin their endless love.

My Sponsor and Co-sponsor, thanks for guiding.

My beloved Almamater of State Institute for Islamic Studies of Metro.

ACKNOWLEDGEMENT



In the name of Allah, the most Gracious the most Merciful. Praise to be Allah, the Lord of the worlds whom without His Mercy and Blessing, none of these would be possible. Sholawat and salam to our beloved prophet Muhammad SAW, peace be upon him, who becomes an inspiration for all peoples to live as Muslims.

The undergraduate thesis is presented as a Partial Fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education Study Program, entitled **“The Use Of Task Based Learning To Improve The Reading Comprehension Ability Among The Tenth Graders Of The SMA N 1 Sekampung In Academic Year Of 2018/2019.”** The researcher will be conducted in SMA N 1 Sekampung. In the research the writer focuses to improve reading comprehension ability in recount text.

The writer would like to extend her gratitude to both of her advisors Trisna Dinillah Harya, M.Pd and Drs. Kuryani, M.Pd., who have constantly given their endorsement, time, and guidance, so that the researcher could finish this undergraduate thesis. There is nothing she could do to return their deeds. The writer also likes to thank the Principal of SMA N 1 Sekampung, the teacher of English subject, and the tenth graders of SMA N 1 Sekampung in the academic year of 2018/2019, who has given support and approval in order that the writer was able to conduct the research.

The writer could not endure the obstacles which arose during the process without her family support. The deepest grateful is addressed to her parents, brother and sister who have continuously provided encouragement for her in carrying out the study.

The writer realizes the imperfectness of this proposal nevertheless; the writer hopes that this under graduated can be a meaningful benefit for the writer especially, for the readers generally.

Metro, July, 2018

The writer,

DWI PUSPITASARI

14121247

TABLE OF CONTENTS

COVER	i
TITLE PAGE	ii
ABSTRACT	iii
ABSTRAK	iv
APPROVAL PAGE	v
NOTA DINAS.....	vi
NOTIFICATION LETTER	vii
RATIFICATION PAGE.....	viii
STATEMENT OF RESEARCH ORIGINALITY	ix
MOTTO	xi
DEDICATION PAGE.....	xii
ACKNOWLEDGMENT	xiii
TABLE OF CONTENTS.....	xv
LIST OF THE TABLES.....	xviii
LIST OF FIGURE	xix
LIST OF GRAPHS	xx
TABLE OF APPENDICES	xxi

CHAPTER I INTRODUCTION

A. Background of The Study	1
B. Problem Identification.....	4
C. Problem Limitation	5
D. Problem Fomulation.....	5
E. The Objective	5
F. Benefit of the Study	6

CHAPTER II THEORITICAL REVIEW

A. The Concept of Reading Comprehension Ability	9
1. The Definition of Reading	9
2. The Concept of Ability.....	14

3. The Concept of Reading Comprehension	15
4. Cognitive Process Reading Comprehension	17
5. Strategies for Reading Comprehension.....	19
6. Reading Comprehension Assessment	21
B. Concept of Task-Based Learnig	23
1. The Definition of Task	23
2. Definition of Task-Based Learning.....	25
3. The Process of TBL	28
4. Advantage of Task-Based Learning.....	30
5. Disadvantage of Task-Based Learning	32
C. Teaching Reading by Using Task-Based Learning.....	33
D. Action Hypothesis	34

CHAPTER III RESEARCH METHODOLOGY

A. Variable and Operational Definition of Variables	35
1. Dependent Variable.....	35
2. Independent Variable	36
B. Setting of the Research.....	36
C. Subject of the Research	37
D. Procedure of the Research.....	37
E. Data Collecting Technique.....	43
1. Test.....	43
2. Observation	44
3. Documentation	44
4. Field Note.....	45
F. Data Analysis Technique	46
G. Indicator of Success	46

CHAPTER IV RESULT OF THE RESEARCH

A. Description of the Research Location	48
1. The History of SMA N 1 Sekampung.....	48

2. Bulding Condition and School Facilities	49
3. Total of the Student at SMA N 1 Sekampung	54
4. Vision and Mission of SMA N 1 Sekampung.....	54
5. School Map of SMA N 1 Sekampung.....	55
6. Organizational School.....	57
B. Description of the Research	58
1. Action and Learning at Pre-Test	58
2. Cycle I.....	60
3. Cycle II.....	68
4. Result of the Students' Activities.....	74
C. Interpretation	75
1. Action and Learning Result in Cycle I and Cycle II.....	75
D. Discussion	78

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	80
B. Suggestion	81

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLE

Table 1	The Data of Students' Reading Comprehension Test at the Tenth Graders of SMA N 1 Sekampung	3
Table 2	The Measurement of Reading Comprehension	22
Table 3	The Number of X.c Students	37
Table 4	Facilities at SMA N 1 Sekampung	49
Table 5	The Teacher Education Background at Senior High School 1 Sekampung	49
Table 6	The Teacher Education Background at Senior High School 1 Sekampung	50
Table 7	The Teacher and Functional Formation at Senior High School 1 Sekampung	53
Table 8	The Number of Students at SMA N 1 Sekampung.....	54
Table 9	The Students' Pre-Test score	58
Table 10	Frequency of Students' Score in Pre-Test	59
Table 11	Students' Post Test 1 Score	63
Table 12	Frequency of Students' Score in Post Test 1	64
Table 13	Students' Activities Result in Cycle I.....	65
Table 14	Frequency of Students' in Pre-Test and Post-Test 1	66
Table 15	Students' Post Test 2 Score	70
Table 16	Frequency of Students' Score in Post-Tes 2.....	71
Table 17	Students' Activities Result in Cycle II	72
Table 18	Result of the Students' Activities in Cycle I & Cycle II	74
Table 19	Result score of students' Pre-Test, Post Test 1, and Post Test 2	75

LIST OF FIGURE

Figure 1 The Process of TBL	28
Figure 2 The Cycle of the Classroom Action Research (CAR)	38
Figure 3 School Map of SMA N 1 Sekampung	55
Figure 4 The Organizational School	57

LIST OF GRAPH

Graph 1	The Result of the Sudents' Score on Pre-Test	60
Graph 2	The Result of the Students' Score of the Post-Test	64
Graph 3	The Comparasion of the Completed of the Students' Score on Pre-Test and Post-Test 1	67
Graph 4	The Result Score of Students on Post-Test 2.....	71
Graph 5	Comparison of Students' Activities in Cycle I and Cycle II.....	75
Graph 6	Percentages of the Students' Score in Pre-Test, Post-Test 1 and Post-Test 2	77

TABLE OF APPENDICES

1. Kartu Konsultasi Bimbingan Skripsi	86
2. Surat Izin Pra Survey	91
3. Surat Balasan Izin Pra Survey	92
4. Surat Bimbingan Skripsi	93
5. Surat Tugas.....	94
6. Surat Balasan Research	95
7. Surat Keterangan Penelitian	96
8. Silabus	97
9. Lesson Plan 1	101
10. Lesson Plan 2	107
11. Soal Pre-Test	113
12. Answer Sheet Pre-Test	118
13. Soal Post-Tes 1	120
14. Answer Sheet Post-Tes 1	126
15. Soal Post-Test 2.....	128
16. Answer Sheet Post-Test 2	134
17. Answer Key.....	136
18. Observation Sheet Of Teacer Activities.....	137
19. The Student Activities Observation Sheet	141
20. Documentation	149
21. Field Note.....	151
22. Documentation Guidance.....	152
23. Curriculum Vitae.....	153

CHAPTER I

INTRODUCTION

A. Background of The Study

Language is a communication tool for us to interact with other humans. Without language we may not be able to interact, because language is the source for the creation of human interaction with others. The languages in this world are very much, on average each country has different languages even though there are similar but it they are not entirely the same pronunciation, for example of English language support.

Furthermore, in Indonesian education context, English plays a role as a foreign language. It means that English has become a compulsory subject in every level of education such as elementary, junior high school, senior high school, and university. Learning a language takes many factors that are interrelated and mutually influence each other. Some of these factors such as persistence and patience, in addition of course the opportunity to continuously learn to use language. A very determining factor in the success of one's language learning. Of course other factors such as availability of adequate material, capable and dedicated instructor, and motivation is high enough to learn from those who also need to be taken into account. Basic skills in English that should have some examples are the ability in English reading, writing, listening and speaking. To understanding one basic element in language learning, is reading.

Reading is a physical and mental activity to discover the meaning of the text. physical and mental activity, which requires someone to interpret symbols and critical writings by active as a pattern of communication with yourself so that readers can

find meaning in writing and obtain information as the transmission of ideas to develop the intellect and long life learning. Basically, reading needs carefulness in understanding the purpose of the text. There are several kinds of English text, such as Procedure, Narrative, Descriptive, Expositive, Persuasive, and Argumentative.

In senior high school, reading is the main activities. Most of the materials in senior high school isareabout discourse or text. The students should learn reading effectively in order they can be found the information according a text. But, the students feel bored and lazy when they must read a text, even less answer the questions about the text. They get difficulties to answer the question according a text because they do not know how to get information of the text easily and they need much time for understanding a text exactly. Moreover, the students have low motivation in reading comprehension ability. So the students need something to solve those problem.

In motivating students to read, teacher should find out some techniques that can attract the students' motivation and interest. The students need technique that can be motivated and increase their ability, especially in reading skill. If the students are interested in what they do, they will enjoy their teaching learning process and more understand about material given.

In fact, there are some kinds of reading technique. However, they do not choose and use one of the effective techniques in reading. In fact some students with reading comprehension ability interpret word by word which inefficient in reading comprehension ability.

Based on the result of interview with English teacher at tenth graders Senior High School 1 Sekampung, they said that the level of students' reading comprehension ability is low, because either teacher or student have not used yet the

task based learning in teaching learning process especially to teach reading. This statement corroborated by the result of pre survey at the tenth graders of Senior High School 1 Sekampung. There were 8 students or 23% of the students who could reach the good level. Then 27 students 77% of the students were in failed level.

Table 1.
The Data of Students' Reading Comprehension Test at the Tenth
Graders of SMA N 1Sekampung

No	Grade	Category	Amount	Percentage
1.	≥ 75	Complete	8 person	23%
2.	< 75	Incomplete	27 person	77%
Total			35 person	100%

Source: The teacher's graded book of English at the first semester of the tenth graders of SMA Negeri 1Sekampung at the First Semester in the Academic Year of 2018/2019.

Based on the data above, many students failed in reading test. Its means that they do not have good readings' comprehension ability of the text. From the result of pre survey it can see that just 8 students of 35 has good score in reading comprehension ability test, it can be said that 77% of the students do not reach minimum requirement yet.

The researcher assumes that to motivate the students in learning English especially reading comprehension ability is low, the researcher is interested for using task based learning technique for helping students' reading comprehension ability.

The researcher choose the task based learning technique because in the tenth graders have studied about reading comprehension ability and they need a technique for study it and they must be read to get the main ideas quickly. So the researcher

uses task based learning as technique for teaching learning English, so that it should be more effective to encourage students to learn English and also more interesting.

In this research, the researcher wants to investigate whethertask based learning technique gives the positive effect on the reading comprehension ability.

B. Problem Identification

Based on the background of the problem above, it can be identified as follows:

1. Most students are lack of reading material.
2. The students have lack of vocabulary.
3. The techniques which are used in the learning process are boring.
4. The students have low ability of structure and grammar.
5. Most of the students get low score in reading comprehension ability.
6. The students have less attention to study English because they think it is hard.

C. Problem Limitation

Based on the problem identification, the limits the problem that the students still have low reading comprehension, so writer in tittle her research on teaching reading comprehensionUse of Task-Based Learning Improve the Reading Comprehension Ability Among the Tenth Graders of SMA Negeri 1 Sekampung in Academic Year of 2018/2019. This research is focused to improve the students' Reading Comprehension Ability.

D. Problem Formulation

Based on the background of study and problems identification above, the researcher formulates the problem in this research is “ Can the Use of Task Based

Learning Improve Reading Comprehension Ability and Their Learning Activities at the Tenth Graders Students of SMA Negeri 1 Sekampung”?

E. The Objective

The objective of this research is to find out whether there is any positive and significant Can the implementation of usingg task based learning to improve the reading comprehension ability and their learning activities at the tenth graders students of SMA Negeri 1 Sekampung.

F. Benefit of the study

1. For the Students:

By using procedure text as a media it is expected that the students will be more motivated an enthusiast in English learning especially reading.

2. For the Teachers:

The teachers as apply task based learning in reading comprehension. Task based learning can be an alternative method to solve students' problem in reading comprehension. Finally, the students' reading comprehension more effectively and interestingly.

3. For other Researcher

- a. As additional knowledge about Reading Comprehension Ability in English language teaching as foreign language.
- b. As information for further research with similar interest.

G. Prior Research

There are two prior researchs that the researcher took related to this study. The first is done by Ade Suryani Nasution and Masitowari Siregar, under the title “The

Effect of Task-Based Learning Method on Students Achievement in Writing Procedure Text". 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 (H_a) was accepted and the null hypothesis (H_o) 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 texts¹.

The second is conducted by Tia Pramaditha, under the title "The Use Of Task-Based Learning To Develop English Speaking Ability Of Fifth Year Students Of Min 1 Teladan Palembang". The population of this study consisted of 120 fifth grade students of MIN 1 Teladan Palembang in academic year 2012/2013. The samples were taken by using convenience sampling method consisting of 40 students from fifth grade students at MIN 1 Teladan Palembang in the academic year of 2012/2013. A descriptive method was used in this study. The data were obtained by means of oral test only. The result of the test was analyzed by using quantitative

¹Siregar Masitowarni & Ade Suryani Nasution, "The Effect of Task-Based Learning Method on Students Achievement in Writing Procedure Text", (UNIMED), p.1

research. Based on the results of the data analysis, there were two findings, namely (1) there was no a negative progress from the students' result of pretest and posttest in experimental group. (2) the students speaking score in experimental group were lower than students' speaking score in control group. The writer also found most of the control group's students got better than the experimental group's students in speaking ability. This means that the teaching English by using Task-Based Learning Method in teaching speaking to fifth grade students of MIN 1 Teladan Palembang is not effective on their speaking ability. In conclusion, there was no a significant difference between students ability of students who were taught by using Task-Based Learning method and those who are not. Finally, it is expected that the teachers of English use various teaching method in order to develop students' speaking ability².

Based on both of the study above, the researcher focus to improve the students reading comprehension ability. It is related to the problems that teacher and students faced in teaching-learning reading comprehension ability at SMA N 1 Sekampung. By applying Task Based Learning method the researcher hope that it is as an effective method to improve students reading comprehension ability and make the classroom's atmosphere alive.

²PramadithaTia, "*The Use Of Task-Based Learning To Develop English Speaking Ability Of Fifth Year Students Of Min 1 Teladan Palembang*", in *jurnal Pendidikan dan Pengajaran* (UIN Raden Fatah Palembang), p.69

CHAPTER II

THEORITICAL REVIEW

A. Concept of Reading Comprehension Ability

1. The Concept of Reading

a. The Definition of Reading

A lot of studies conducted in reading because reading is not only such an attractive thing to study but it is also a field which is able to provide many important things for education. There are a lot of definitions of reading. Scientists give a variety of definition and opinions on the concept of reading. Some of them defined reading as the process to get, to understand, and take the concept of the texts being read.

According to Elizabeth S. Pang et.al, stated that reading is a complex activity that requires both perception and thought. It consists of two related processes that is word recognition and comprehension. Word recognition refers to the process of perceiving how one's spoken language is corresponded to written symbols. Comprehension is the process of obtaining meaning from connected text. Readers usually make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to make them understand written text.³

³Elizabeth S. Pang et al., *Teaching Reading*, (Switzerland: The International Academy of Education, 2003), p. 6.

Mary Kruidenier elaborates that reading is a multifaceted process in which all components may be active at the same time. Consequently, Instruction should involve each major aspect of reading. Furthermore, reading and reader's mastery of different components may develop step by step over time at different stages. A complete picture of an adult's reading ability is provided by assessing each component has important implication for teachers.⁴

In addition to Baker et.al reading is multifaceted process connecting a network of cognitive actions that work together to make meaning.⁵ In other words, there are some cognitive activities that are needed to get the meaning through reading practices.

Based on above quotations, reading is complex activity and process where the ideas, perceptions and thought are required to work together in order to build meaning.

b. The Purpose of Reading

Everyone who reads a text has his own purpose, when he reads, he has a purpose in his mind. It can be for pleasure, for getting information or only to answer question to pass reading exams.

Rivers and Temperley suggest that second language learners will want to read for the following purposes:

⁴Mary E Curtis & John R Kruidenier, *Teaching Adults to Read*, (Washington: DC National Institute for Literacy, 2005), p.2

⁵Linda J. Dorn & Carla Soffos, *Teaching for deep comprehension: A reading workshop approach*, (Portland, Maine: Stenhouse Publisher, 2005), p.6

1. To get information for some purposes or because of interest about some topics
2. To get instructions on how to perform some task for our work or daily life
3. To act in a play, play a game, do a puzzle
4. To keep in contact with friends by communication to understand business letters
5. To know when or where something will take place or what is available
6. To know what is happening or has happened (as reported in newspapers, magazines, reports)
7. For enjoyment or excitement.⁶

Therefore, there are many purposes of reading activity for our lives. For example reading can help everyone to get their expectation to know something that happened in the past time or will happen in the future.

c. Types of Reading

According to Waring and Jarrell reading is usually divided into two types Intensive Reading and Extensive Reading.

⁶David Nunan *Designing Task for The Communicative Classroom*, (New York: Cambridge University Press, 1989), p.34

1) Intensive Reading

Intensive Reading has traditionally been the more common choice for teaching reading in a classroom situation. In intensive reading, short texts are used to learn new vocabulary, to look at text organization, to help learners find and develop reading skills, and so on.⁷

So, it can be concluded that intensive reading can improve language learning based on teacher's direction. Because, learner can expand their knowledge with short texts and new vocabulary.

2) Extensive Reading

Hafiz & Tudor add some important points and say that extensive reading is the reading of large amounts of material in the second language (L2) for personal pleasure or interest, and without the addition of productive tasks or follow-up language work.

Richards et al. also try to summarize extensive reading. Extensive reading means reading in quantity and in order to gain in general understanding of what is read. It is proposed to improve good reading habits, to make up knowledge of vocabulary and structure, and to support a liking for reading, intensive reading is generally at a slower speed, and requires a higher degree of understanding than extensive reading.⁸

⁷Christine Alt, *The importance and use of extensive reading by means of language learners literature in Unterstufe*, (Wien: Universität Wien, 2009), p.1

⁸*Ibid*, p.6

Based on the above theories, extensive reading is the reading of large amounts of material in the second language (L2) for personal pleasure or interest. Besides, extensive reading means to gain a general knowledge of what is read. It is proposed to develop good reading habits, to build up knowledge of vocabulary and structure, and to support a liking for reading.

d. The Reading Process

The reading process is what we mean by reading, the communication between a reader and the text. During the process most possibly, many things are happening. The reader looking at print, make out in some intelligence the marks on the page, deciding what they mean and how they connected to each other.⁹

According to Grabe the following six component elements in the flowing reading process:

- Generally respect skills
- Vocabulary and structure knowledge
- Formal conversation structural knowledge
- Content situation knowledge
- Production and evaluation skills/strategies
- Collect cognitive knowledge and skills monitoring

Smith stated that readers continue directly to meaning, and do not go via sound. They say that the readers can process print much faster

⁹ J. Chales Alderson, *Assesing Reading*. (New York : Cambridge University Press, 2000), p.3

than sounds, and so there would be higher limit on the speed with we read if we had to go from print to sound. Easy reading is frequently done at speeds up to three times as fast as many people speak in everyday conversation.¹⁰

So, the reading process in activity between a reader and the text. Where, a reader find out mean from the text. Then, a reader go on directly to meaning and do not go via sound.

2. The Concept of Ability

According to Widgor and Garner define ability as systematic observation of performance of a task. In an earlier draft authors were even more focused: ability is how well a person performs a defined task. Ability is also something defined in terms of performance on a particular task or class of task.¹¹

Whereas ability is inferres from the comparison of one individuals performance to that of other individuals or to an external standard.¹² In other words, ability is seen not as the relative standing alone some cognitive dimension of individual within group or of an individual performance relative to some well defined class of task or even of facility if performing certain types of cognitive processes, but rather is joint property of the union of person environment.

¹⁰*Ibid.*, p.13-14

¹¹David F. Lohman, *Issues in the Definition and Measurement of Abilities*, (USA : The University of Iowa, 1997), p.8

¹²*Ibid.*, p.9-8

According to Williams, reading ability is learned in first language is transferable to second language. Cummins introduced the idea of “interdependence” in second language acquisition. He argued that if a level is gained in second language the learner can easily transfer his first language reading ability to the new learning context. In fact he believes second language learning ability is depended on first language learning ability.¹³

Therefore, ability is something defined in terms of performance on a particular task or class of task. In reading ability the students in first language is transferable to second language or the students can easily transfer his first language reading ability to the new learning context.

3. The Concept of Reading Comprehension

Reading comprehension is the process of producing meaning from what is read. To get, a reader must translate words and connect them with their meanings. Phrases and sentences must be connected with enough facility so their meanings are not lost before the next ones are processed. Since understanding the message must happen without face-to-face contact with writer, comprehension relies on what a reader can derive from the text, based on prior knowledge and past experience. Finally, readers must continuously monitor their production of meaning to identify problems in understanding as they arise and make repairs as needed.¹⁴

¹³Muhamad Khatib & Atefeh Nasrollahi, *Enhancing Reading Comprehension through Short Stories in Iranian EFL Learners*, (Academy Publisher: Finland), Vol.2/February 2012

¹⁴Curtis, Mary E & Kruidenier, John R, *Teaching Adults to Read*, (Washington, DC: National Institute for Literacy, 2005), p.9

According to Beck & McKeown, although basic skills such as phonics and fluency are important structure blocks of reading. Further, Anderson et.al stated reading comprehension is the process of producing meaning by coordinating a number of complex processes that consist of word reading, word and world knowledge, and facility.

Gersten et.al, also stated overt and highly structured increase of beginning reading skills necessary, as is highly structured instruction in reading comprehension.

Argument of Durkin conducted an observational study of reading comprehension instruction. She exposed that typical comprehension instruction wasn't very attractive or likely to improve reading comprehension. She summarized reading comprehension instruction as following a three-step procedure: mentioning, practicing, and assessing. First, teacher would mention the skills that they wanted students to use. Second, they would give them opportunities to practice that skill through workbooks skill sheets. Finally, assess whether or not they used the skill successfully.¹⁵

Based on the theories above reading comprehension is a basic skill especially the process of producing meaning. Then, reading comprehension is needed is overt and highly structured improve of start reading. Therefore, in reading comprehension subsequent a three step mentioning, practicing and assessing.

¹⁵Karen R Harris & Steve Graham, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York : The Guilford Press, 2007), p.2

4. Cognitive Process Reading Comprehension

Irwin describes five basic comprehension processes that work together at the same time and balance one another.

a. Microprocesses

Microprocesses refers to the reader's first part of idea units in individual sentences. Part involves grouping words into phrases or clusters of words that take meaning, and need an understanding of sentence structure as well as vocabulary.

b. Integrative Processes

Integrative process in the process of understanding and infer the relationships among clauses is referred to as integrative processing. Subordinate skills complex in integrative processing include being able to identify and understand pronoun referents and being able to understand causation or cycle.

c. Macroprocesses

Macroprocesses is the reader does this by summarizing the key ideas read. He or she may either by plan or purposely select the most important information to remember and delete relatively less important details. The skillful reader also uses a structure or organizational model to help him or her organize these important ideas. More skilled realize know to use the same organizational model provided by the creator to organize their ideas (e.g., a story map that includes characters and

setting/ problem/ solution/ in a narrative or a compare and contrast text structure for an expository passage).

d. Elaborative Processes

Elaborative processes is when we read, we control tool into our prior knowledge and make inferences past points described clearly in the text. We make inferences that may or may not communicate with those planned by the author. When making these inferences, we may explain in the direct information provided past in the text or upon our own past experiences (e.g., may be at some point the reader was followed home and quick inside and quickly close and locked the door). This process called elaborative processing.

e. Metacognitive Processes

Metacognitive processes is the metacognitive processes the reader uses are those complex in monitoring understanding, selecting what to remember, and changeable the strategies used when reading. The metacognitive strategies the reader uses include exercise (i.e., repeating information to improve recall), reviewing, underlining important words or sections of a way, note taking, checking understanding.¹⁶

So, in cognitive process reading comprehension have five basic comprehension process it make easy readers to reading. It is can employment together at the same time and balance one another.

¹⁶Karen R Harris & Steve Graham, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York : The Guilford Press, 2007), p.8-12

5. Strategies for Reading Comprehension

For most second language learners who are already learned in a previous language, reading comprehension is mainly a matter of developing appropriate, efficient comprehension strategies. Following are ten such strategies, each of which can be basically applied to your classroom techniques:

a. Identify the purposes in reading

We as teacher should be know, whenever we are teaching a reading technique, make sure student's know their purposes in reading something.

b. Use graphemic rules and patterns to aid in bottom-up decoding (expecially for beginning levels learners)

At the beginning levels of learning English, one of the difficulties student's encounters in learning to read is making the correspondences between spoken and written English. In many case, learners have become familiar with oral language and have difficulty learning english spelling conversation.

c. Use efficient silent reading technique for relatively rapid comprehension (for intermediate to advanced levels)

Intermediate to advanced levels students need not be speed readers, but you can help them increase competence by teaching a few silent reading rules:

- 1) You don't need to pronounce each word to your self

- 2) Try to visually perceive more than one word at a time, first phrases
- 3) Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning from its context.

d. Skim the text for main ideas

Skimming gives readers the advantages of being able to expect the purposes of the way, the main topic or message, and possibly some of the developing or supporting ideas.

e. Scan the text for specific information

The purposes of scanning are to extract specific information without reading through the full text. For academic English, scanning is very important.

f. Use semantic mapping or clustering

The strategy of semantic mapping, or grouping, ideas into meaningful clusters. Help the reader to give some organize to the commotion.

g. Guess when you aren't certain

This is an extremely big category. Learners can use guessing to their advantage to guess the meaning of word, guess a grammatical relationship, guess a discussion relationship, understand implied meaning, supposition about a cultural position, and supposition content messages.

h. Analyze vocabulary

One way for learners to make guessing give off when they don't immediately know a word is to analyze it in terms of what they know about it.

i. Distinguish between literal and implied meanings

The fact that not all language can be interpreted correctly by attending to its factual, syntactic surface structure make special demands on readers. Implied meaning usually has to be derived from processing pragmatic information.

j. Capitalize on discourse markers to process relationship

Many discourse markers in English signal relationship among ideas as expressed through phrases, clauses and sentences. A clear comprehension of such markers and greatly improve learners' reading efficiency.¹⁷

Therefore, strategies is important in reading comprehension it can help teachers to convey material in classroom, each of which can be basically applied to learning process. So, it is can developing appropriate of a subject.

6. Reading Comprehension Assessment

According to Haager & Klingner, Reading comprehension assessment has different purposes. One of these is to balance students' comprehension levels to those of students have met restablished criteria for

¹⁷H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Francisco, California : 2000), Second edition, p.306-310

their grade level. A third purposes is to tell instruction by determining when students understand what they read and how powerfully they use which comprehension strategies. Similarly, as important purposes is determining why a student may be struggling. Teachers must be clever at collecting assessment data so that they can plan what, how, and when to teach.¹⁸

To know the achievement of reading comprehension should be measured use the assessment of reading. There are the measurement of reading comprehension according to Grenall and Swan, as follows:¹⁹

Table 2
The Measurement of Reading Comprehension

No	Criteria	Score
1	Students can identify the meaning of the ideas of the text	0-25
2	Students can identify the communicative purpose of the text	0-15
3	Students can identify main idea of the text	0-25
4	Students can identify information contained in the text	0-35
	Total	100

So reading comprehension assessment is to compare students' comprehension level and find out students' have criteria for their grade level, the last to inform instruction by determining when the students', understand what they read.

¹⁸Karen R Harris & Steve Graham, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York : The Guilford Press, 2007), p.14

¹⁹Simon Grenall and Michael Swan, *Effective Reading: Reading Comprehension for achenced students: Teacher's Book*, (Cambridge: Cambridge University Press, 1994), p.34

B. Concept of Task-Based Learning

1. The Definition of Task

Based on Oxford advanced learnersv dictionary task is an activity which is designed to help achieve a particular learning goal, expecially in language teaching task-based learning.²⁰

According to long there are two definition of task, they are from real world or target task, and pedagogical task.

a. Target task

Long defines target task is a piece of work under taken for one self or for others, freely or for some rewords. Those example, in the other words, by “task” is mean the hundred and one things people do in everyday life, a work, at play and at between.²¹

The first thing to notice about this definition is that it is non-technical and non-linguistic.

When we task are transformed from the real world or target task to the classroom, tasks become pedagogical in nature.

b. Pedagogical task

Pedagogical task is an activity or action which is carried out as the result of processing or understanding language as a response. For example, drawing a map while listening to a tape, listening to an instruction and performing a command may be referred to as a tasks.

²⁰Oxford University, *Oxford Advanced Learner's Dictionary*, (New York : Oxford University Press, 1995), p.1514

²¹David Nunan, *Task-based language taeching*, (New York: Cambridge University Press, 2004), p.7

A task usually required the teacher to specify what will be regarded to successful completion of the task. The use of variety of different kinds in language teaching is said to make language teaching more communicative, since it provided a purpose for classroom activity which goes beyond the practice of language for its own sake.²²

Based on Breen offers another definition of pedagogical task:

Pedagogical task is any structured language teaching which have a particular objective, appropriate content, a specified working. Pedagogical task in any structured language learning which have a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertaken the task. 'Task' is therefore assumed to refer of work plans which have overall purposes of facilitating language learning-from the simple and brief exercise type, to more complex and lengthy activities such as group problem-solving or simulations and decisions-making.²³

According to Nunan one of the most commonly cited pedagogical definitions of a classroom task. Nunan proposes that a communication task is 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.²⁴

²²*Ibid* p.7

²³*Ibid* p.8

²⁴*Ibid*

From some definitions above, the researcher conclude the definition of pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge inorder to express meaning, and in which the intention is to convey meaning rather than manipulate form.

2. Definition of Task-Based Learning

According to Willis Jane task based learning is a different way to teach languages. It can help students by placing them in real-life situations, where oral communication is essential for doing a specific task. Task based learning has the advantage of getting students to use their skills at their current level, developing language through its use. It has the advantage of placing the focus of students toward achieving a goal where language becomes a tool, making the use of language a necessity. The traditional PPP (presentation, practice, production) lesson is reversed.²⁵ 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.²⁶

Task-Based Learning (TBL) refers to language acquisition through solving a problem or doing a task without concentrating on language

²⁵Willis Jane, “*A Framework for Task-Based Learning*”, (England : Longman, 1996), p.54

²⁶ David Nunan, “*Lifelong learning program, Task Based Learning*”, (Europe: Pools-m.),p.3

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.²⁷

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-

²⁷ Galina Kavaliauskiene, "Task-Based Learning and Learning Outcomes in the ESP Classroom", (Vilnius: Mykolas Romeris university.2005), p.10

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 ‘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.²⁸

Swan (2005) states that the claim that Task-Based Learning is a advanced teaching approach, firmly based on the findings of current theory and research, can’t be continuous.²⁹

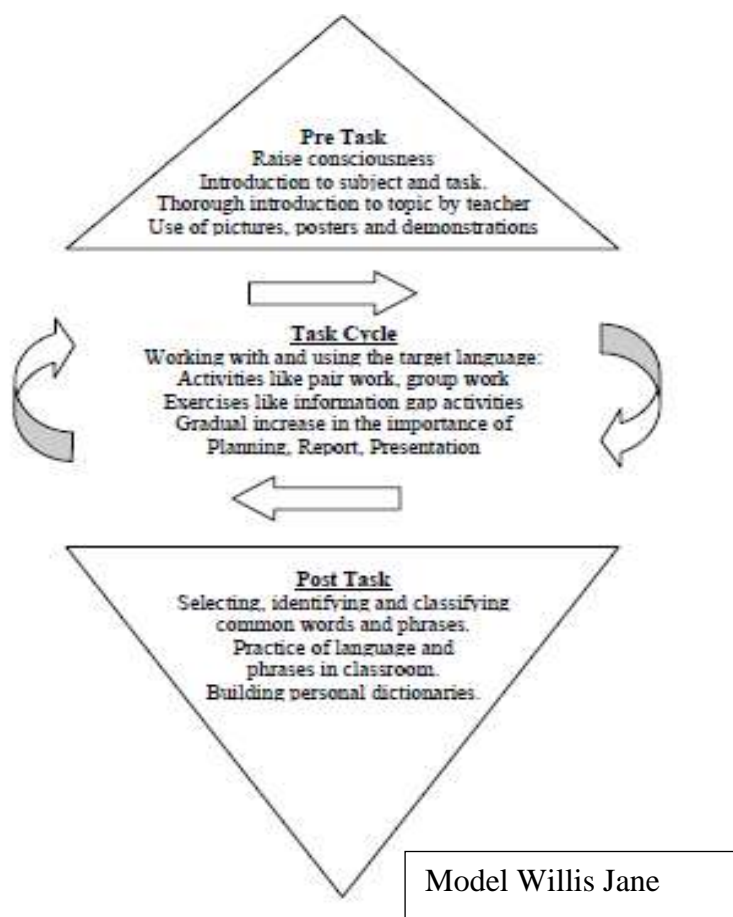
From some definitions above, the researcher conclude the definition of task based learning is different way to teach language, and advanced teaching approach the rules of this methode is PPP (presentation, practice, production) lesson is reversed.

²⁸ Rod Ellis, *The Task Based learning and Teaching* (London: LongmanPearson Education Limited,2003), p.80

²⁹Kagan Buyukkarci, “A Critical Analysis of Task-Based Learning” in *Kastomanu Education Journal*, (Academic) Vol.2/ January 2009, p. 318

3. The Process of TBL

According by Willis Jane there are three stage process of TBL:



Here is a brief explanation about the different phases:

The Motivate phase is important if we want the students to be exposed as much as possible to the foreign language. Indeed daily teaching practice shows that when they are together, students tend to address themselves in their native tongue instead of the foreign language they are being taught.

To achieve our goal, and before starting the Pre Task, it is important to present the learners with communicative activities to mentally prepare

them to use the foreign language exclusively. If we want to make the learners get into these activities, we mustn't forget to select a topic that will motivate them and which is fun.

1. The Pre-Task phase introduces the class to the topic and the task, activating topic-related words and phrases.
2. 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. For example, in the Task Stage, the students can complete the task in pairs and the teacher listens to the dialogues. Then the teacher helps them 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 hear the teachers repeat the same dialogue so they can compare it with their own.
3. The Post-Task phase in the framework, language focus, allows a closer study of some of the structures or specific features occurring in the language used during the task cycle.³⁰

So, as the researcher said previously, the teacher can assess the progress of the learners at different steps throughout this learning process. It might be appropriate to do so during the Task Cycle and/or before the Post-Task. The teaching techniques required for task-based learning are not very different from those of ordinary language teaching.

³⁰Willis Jane, "A Framework for Task-Based Learning", (England : Longman, 1996), p.53

The differences lie in the ordering and weighting of activities and in the fact that there is a greater amount of student activity.

4. Advantage of Task-Based Learning

According to Willis Jane, advantage of task-based learning is useful for moving the focus of the learning process from the teacher to the student. It gives the student a different way of understanding language as a tool instead of as a specific goal. It can bring teaching from abstract knowledge to real world application. A Task is helpful in meeting the immediate needs of the learners and provides a framework for creating lesson, which are, interesting and able to address the students needs. Task-based learning provides the teachers with a new opportunity to diversify their teaching strategies. TBL helps to overcome the reluctance of students who do not like foreign languages.³¹

According to Grace there are advantage of task based learning:

- 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.

³¹*Ibid*, p.64

- 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.³²

So, the main advantage of task-based learning is used for genuine purpose, meaning that communication should take place and that when preparing the report for the class, students should consider language form in general rather than concentration on a single form. The aim is to integrate all four skills and to move fluency to accuracy plus fluency.

³² Grace, Tonia. *The Strengths and Weaknesses of Task Based Learning (TBL) Approach.* (Andhra: Andhra University, 2013), p.2763

5. Disadvantage of task-based learning

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
- 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.³³

So, the disadvantage of task based learning is 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.

C. Teaching Reading by Using Task Based Learning

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

³³*Ibid*,p.2765

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.

D. Action Hypothesis

Based on the frame of the theories and assumption above, the researcher formulates the hypothesis is the implementation of Task-Based Learning (TBL) can improve the students' reading comprehension ability in procedure text and their learning activities among the tenth graders of the SMA Negeri 1 Sekampung East Lampung in academic year 2018/2019.

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Operational Definition of Variables

Operational definition of variable is explained about variables that used in this research. The indicators included in a variable are result of the synthesis theory which is used on the theoretical review.

The object in this research include 2 variables; they are independent variable and dependent variable.

1. Dependent Variable

Dependent variable is a variable that can be influenced by an independent variable. The dependent variable in this research was the students' reading comprehension ability. The improving of students' reading comprehension ability could be seen after using task based learning.

The way of measuring in dependent variable was through by written test, and measuring instrument was items by range score 0-100. The indicator of success in reading comprehension those were:

- a. Accountable about their responses
- b. Confidence in sharing ideas
- c. Activity in group work
- d. Making note from the material
- e. Doing the assignment

2. Independent Variable.

Independent variable is the variable which selected, manipulated, and measured by the researcher. Independent variable of this research was the use of task based learning which could be defined as the methode that could make students' easier to study reading comprehension ability in the class. Task based learning itself was an activity with rules, a goal and element of fun.

Moreover, indicator of this variable is the student can make concrete and interest of what is reading comprehension ability. Also, the students can explain fluently the task that they do. Task based learning was one of methode to make teaching and learning reading comprehension ability more enjoy and fun. The way of measuring in independent variable was through observation and measuring instrument using observation sheet. The advantage of using task based learning the students will be:

- 1) Interested in reading
- 2) Improve their reading comprehension ability
- 3) More relaxed in reading

B. Setting of the Research

This research was carried out at the SMA Negeri 1 Sekampung Lampung Timur which located was Hargomulyo street, Sekampung sub-district, East Lampung.

C. Subject of the Research

The subject of this research was the ten grade students of SMA Negeri 1 Sekampung Lampung Timur in academic year of 2018/2019. There were seven classes and classroom action research. The researcher chooses class X.IPA.2 which consist of 35 students.

Table 3
The Number of X.IPA.2 Students

Class	Sex		Total
	Male	Female	
X.IPA.2	12	23	35

Source: Teacher's archive, number of students at X.IPA.2 class of SMA Negeri 1 Sekampung.

D. Procedure of the Research

The research method used in this study is classroom action research (CAR). According to Kumar, action research method which is aimed for improving system of a classroom in school or institution.³⁴

This kind of the research is Classroom Action Research (CAR). Action research is a systematic process of solving educational problems and making improvements. Action research is different from quantitative and qualitative research, but has characteristics of both. An action researcher utilizes an appropriate intervention to collect and analyze data and to implement actions to address educational issues. Action research is suitable for educators as a practical process because it does not require elaborate statistical analysis (e.g.,

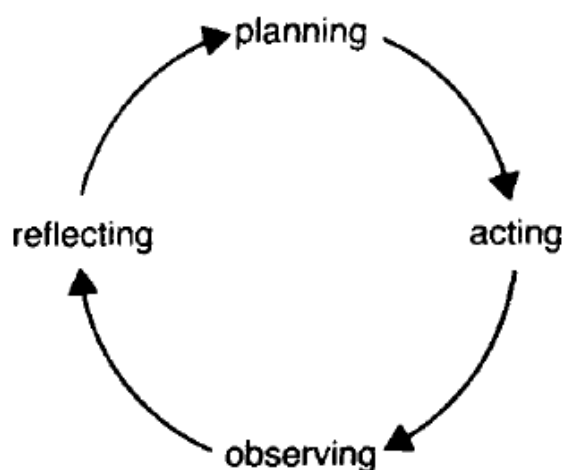
³⁴Yosegh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Publisher, 2006), p.261

quantitative research), or lengthy narrative explanations (e.g., qualitative research), but is more concerned with solving a problem in an efficient and feasible manner. Also, while traditional research methods have given much more concern for relating the findings to other settings or populations, action research is more concerned with improvements within the context of the study (i.e., solving a given problem).³⁵

Furthermore, Jean McNiff suggested that action research was conducted with critical partner.³⁶ It means the researcher would conduct the research together with friend.

In this research, the researcher would like to hold the research in two cycles. The cycle consists of planning, action, observing, reflecting. The researcher used cycle of Classroom Action Research (CAR) by Jean McNiff and Jean Whitehead like the figure below:³⁷

The cycle of the Classroom Action Research (CAR)



CAR Model Jean McNiff

³⁵Daniel R. Toman, *Action Research for Educators*, (USA: Scarecrow Press, 2003), p. 5.

³⁶ Jean McNiff & Jean Whitehead, *Action Research: Principles and Practice*, (New York: RoutledgeFalmer, 2002), Second Edition, p.15.

³⁷*Ibid.*, p.40.

The implementation of this classroom action research (CAR) in general consists of four they are; planning, action, observation and reflection. If the first cycle failed, and that cycle must reviewed be again in the second cycle. It is illustrated like these procedures as follows:

a. Cycle I

1) Planning

Planning was the first step in each activity, without planning the activity that the writer does will not focus. There are step that the writer can make in planning:

- a) The researcher prepared the lesson plan.
- b) The researcher prepared the material.
- c) The researcher prepared source learning.
- d) The researcher prepared media of learning.
- e) The researcher prepared method.

2) Acting

The second step in the action research was acting. It was the implementation of the planning. In this step the researcher acted as follows:

- a) Pre teaching
 - 1) Prayed and greets the students.
 - 2) Checked the attendant list.
 - 3) Asked the students condition.

b) While teaching

- 1) Interaction between the students and the researcher in the topic.
- 2) The researcher recited a procedure of the task based learning technique to the students.
- 3) The researcher among the students to control their activities.

c) Post teaching

- 1) The researcher asked the students to answer some question.
- 2) The researcher gave conclusion of the materials.
- 3) The researcher closed the meeting by greeting to the students.

4) Observing

Observing was the activity of recording the event and action. Based on the observation, the writer could determine whether there was anything that the writer has to be improved soon in order that the action could achieve the aim of researcher wants. The observation was doing in teaching learning process. In this step, the researcher observed the process of teaching learning by using form of observation.

5) Reflecting

The reflecting was the fourth steps that researcher is done. The researcher would try to see and amuse again something that researcher has done. It was also know whether there was effect to the students' learning process. In the reflection, the researcher and teacher would know the strength and weakness from action that the researcher and

teacher have done. The researcher decided that the next cycle focused on the weakness in preview cycle. Reflections include analysis and feedback.

b. Cycle II

1) Planning

Planning was the first step in each activity, without planning the activity that the researcher didn't focus. Here is step that the researcher can make in planning:

- a) The researcher prepared the lesson plan.
- b) The researcher prepared the material.
- c) The researcher prepared source learning.
- d) The researcher prepared media of learning.
- e) The researcher prepared method.

2) Acting

The second step in the action research was acting. It was the implementation of the planning. In this step the writer acted as follows:

- a) Pre teaching
 - 1) Prayed and greets the students.
 - 2) Checked the attendant list.
 - 3) Asked the students condition.
 - 4) Chosen the appropriated with the material going to be taught.
- b) While teaching
 - 1) Interaction between the students and the researcher in the topic.

2) The researcher recite a procedure of the task based learning to the students.

3) The researcher moved among the students to control their activities.

c) Post teaching

1) The researcher asked the students to answer some question.

2) The researcher gave conclusion of the materials.

3) The researcher closed the meeting by greeting to the students.

3) Observing

Observation was done to identify classroom activities during teaching and learning process. It was done while the action is being implemented. Observation and field note helped collaborator did observation. The result of the observation could be used as input for the next meeting. Observation was done either in first or second cycle. The researcher gave the tasks as post test in teaching learning process. The tasks were writing recount text based on the topic series that they have discussed. The students did the tasks individually.

4) Reflecting

In this step, the researcher would compare the score of pre-test and post-test. The writer reviewed and reflected on students' activity and teacher performance whether it was positive or negative, the second cycle enough or need for the next step.

E. Data Collecting Methode

To collect the data, the writer used the data collection method as follows:

1. Test

Test is the sequence of questions or statement that is used to measure skill, knowledge, intelligence, ability that have by individual or group³⁸. Moreover to collect the data, the researcher used presentation in front of class in order to know the students' reading comprehension ability. In this test is use the written test. The test consists of two kinds of test, they are Pre-test and Post-test.

The test was divided in to two part as follows:

a. Pre-test

The researcher gave test about recount text, with form multiple choice.

b. Post-test

The post-test was done in the end of meeting in class. This treatment had done in the last meeting after doing treatments have something as a purpose to find out the change of students' achievement in the class or not. Post-test was the result of treatment. The improvement could be identifying if the average score of the post-test was higher than pre-test.

³⁸*Ibid*, p.105

2. Observation

In the context of science, observation means more than just observing the world around us to get ideas for research.³⁹ Moreover, the research used activities by given and investigated to teach in the class whether they get bored or not with that activity given. The objects of observation are the teacher as a using task based learning, and students' reading comprehension ability. These students and the teacher's activities are observed and noticed by the observer. This technique used to collect the data about using of task based learning, and students' reading comprehension ability.

In the third phase, the observer observation the student's activity, their participations, class situation during teaching and learning process, and teacher (researcher) performance by using structure observation form and make note the overall activities. Futhermore, the reasearcher also collected the data from the post test and the result of the student's activity.

3. Documentation

When the process of creating the research was conducted, the researcher may collect documents. This data source was relatively scientific data and easy to gain.

Documentation as the method which was used to get information from written language. The researcher used the documentation method to get detail information about history of the school, the sum of the teacher,

³⁹GeoffryMarczy et.al, *Essential of Research Design and Methodology*, (New Jersey: John Willey and Sons Inc, 2005), p.6.

employers, students and organization structure at tenth graders of SMA N 1 Sekampung East Lampung.

Here were the list of the documentation:

- a. Documentation about historical background of SMA N 1 Sekampung East Lampung.
- b. Documentation about structural organization of SMA N 1 Sekampung East Lampung.
- c. Documentation about facilities of SMA N 1 Sekampung East Lampung.
- d. Documentation about sketch of location SMA N 1 Sekampung East Lampung.
- e. Documentation about condition of the teachers and official employees of SMA N 1 Sekampung East Lampung.
- f. Documentation about students of SMA N 1 Sekampung East Lampung.

4. Field Note

Field note is observation instrument used in CAR to provide a record of what is going on during an observation which includes description of places, people, objects, acts, activities, events, purposes, time and feeling.⁴⁰ In this research, the researcher used field note to record the student's activity during the learning process in narration form.

⁴⁰Donald Ary, et.al, *Introduction to Research*, p. 526

F. Data Analysis Technique

Data analysis will be conducted step by step the average score of the pretest and posttest. Furthermore, to know the gain, the researcher will compare between pretest and posttest, as follow:

The formula:

$$M = \frac{\sum x}{n}$$

M : Mean Score

$\sum x$: Total of Students Score

n : Total of students⁴¹

Besides that, to measure the percentage of students activities, the researcher used the formula :

$$P = \frac{F}{n} \times 100\%$$

P : Mean Score

F : Total of Students

n : Number of The Students⁴²

G. Indicator of Success

In order to know whether the task-based learning can be used to improve students reading comprehension ability, the writer will decide the indicator of success of the research. The research will be success if:

⁴¹Yogesh Kumar Sigh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International, 2006), p. 296.

⁴²*Ibid.*, p.278.

This research is success if 75% of students get score ≥ 75 and 75% of students active in teaching and learning process. Thus, this research is success.

This research is unnecessary to continue the next cycle.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Research Location

The general description that assessed is as the complementary data. It is subjectively concerned in condition of school namely history of school, geographical of school, building condition of school, and structure of organizational school.

1. The History of Senior High School 1 Sekampung

State Senior High School1 Sekampung is located on Jl. Raya Hargomulyo-Sekampung, East Lampung. This school was established on 2004 by a society figure of East Lampung on the 14.175m² area at Sekampung distric. At the same time, this school were have 11 local . The establishment of this school based on the NSS/NIS/NPSN 301.12.04.03.001/300110/10806079 and the number of certificate/Akta 74/Sekampung 1999. The name of State Senior High School 1 Sekampung had been changed due to the division of districts in Sekampung.

State Senior High School1 Sekampung has been estabilished for 14 years and having 5 times the turn of the leader there is:

- a. First Mr. Drs. Suprpto, MA
- b. Second Mr. Drs. Hi. Budi Rahayu, M.MPd
- c. Third Mr. Drs. Darma, M.Si
- d. Fourth Mrs. Putri Hartina, M.Si
- e. Fifth Mr. Drs. Mujiono, M.Pd, until now

2. Building Condition and School Facilities

State Senior High School 1 Sekampung has the satisfy facilities to support the learning activity. Specifically, the facilities as follows:

Table 4.
Facilities at SMA N 1 Sekampung in Academic Year 2017/2018

No.	Name of Room	Number of Unit	Area
1.	Classroom	18	1348 m ²
2.	Headmaster's Room	1	24 m ²
3.	Vice Principles' Room	1	15 m ²
4.	Administration's Room	1	121 m ²
5.	Teacher's Room	1	121 m ²
6.	Counseling Room	1	9 m ²
7.	Laboratory		
	A. Science Laboratory	1	116 m ²
	B. Physics Laboratory	-	m ²
	C. Biology Laboratory	-	
	D. Chemical Laboratory	-	
	E. English Laboratory	-	
	F. Computer Laboratory	1	116 m ²
9.	Library	1	72 m ²
10.	Mosque	1	2000 m ²
11.	Student Health Units	1	18 m ²
12.	Toilet	14	84 m ²
13.	Parking	4	2000 m ²
14.	The Ceremony Field	1	3000 m ²
15.	Canteen	3	96 m ²

Source: Documentation of SMA N 1 Sekampung in the academic year 2017/2018 on May 26th 2018.

Table 5.
The Teacher Education Background at Senior High School 1
Sekampung

Higher Education	Male	Female
S3/S2	1	-
S1	16	13
D3/Sarmud	2	-
D2		-
D1	1	
SLTA	-	1
SLTP	1	-
SD	1	1

Table 6
The Teacher Education Background at Senior High School 1 Sekampung

NO	NAME	L/ P	NIP	EDUCATION			Date of birth	Position
				Name	Year of Alumnus	TK. Ijazah		
1	Drs. MUJIONO, M.Pd	L	19661020 199203 1 004	Bahasa Indonesia	1999	S1/AI V	20/10/1 966	Headmaster
2	Drs. MARGONO	L	19640421 199010 1 001	Kimia	1983	S1 / AIV	21-04- 1964	Chemistry teacher /vice of curriculum / vice of mutual management
3	Drs. SUKRI	L	19670807 200604 1 006	Biologi	1992	S1 / AIV	07-08- 1967	Biology teacher/ vice of students
4	JOKO SUGIARTO, SPd.	L	19710403 200604 2 009	Bhs. Indo	1994	S1 / AIV	03-04- 1971	Indonesian teacher / chief of commite
5	MEILINAWATI, S.Pd.	P	19810518 200801 2 014	Fisika	2003	S1 / AIV	18-05- 1981	Psysics teacher/ Librarian
6	Drs. ANY ASMORO	L	19560112 198303 1 006	Matematika	1981	S1 / AIV	12-01- 1956	Mathematic teacher
7	Drs. SAT PATNA SUTOMO	L	19541017 198602 1 001	BP / BK	1981	S1 / AIV	17-10- 1954	Konseling
8	Drs. NYONO	L	19630512 199403 1 004	P.A.I	2007	S1 / AIV	12-05- 1963	Religion teacher
9	IKHWANUDIN, S.Pd	L	19701109 199702 1 001	Bhs. Inggris	1995	S1 / AIV	09-11- 1970	English teacher
10	SUWITARJO	L	19681211 199203 1 006	Fisika	2010	S1 / AIV	11-12- 1968	Physics teacher
11	SULAIMAN	L	19640723 198603 1 006	Bhs. Indo	2000	S1 / AIV	23-07- 1964	Indonesian teacher

12	SUPARWAN, S.Pd	L	19700420 199903 1 004	Fisika	1997	S1 / AIV	20-04- 1970	Physics teacher
13	TURGIARTI, S.Pd.	P	19640208 199003 2 003	Sejarah	1997	S1 / AIV	08-02- 1964	History teacher
14	SUHARDI, S.Pd.	L	19700117 199312 1 001	Penjaskes	2005	S1 / AIV	17-01- 1970	Gym teacher
15	ENI SUKARTINI, S.Pd.	P	19671211 199903 2 003	Sejarah	1994	S1 / AIV	11-12- 1967	History teacher
16	NURLAILI HIDAYAH, S.Pd.	P	19721026 200501 2 003	Biologi	1998	S1 / AIV	26-10- 1972	Biology teacher
17	SUMADI RESDIANTO,S.Pd.	L	19700421 200501 1 008	Bhs. Indo	1994	S1 / AIV	21-04- 1970	Indonesian teacher
18	EDI BESROL, S.Pd.	L	19740414 200501 1 006	Matematika	1999	S1 / AIV	14-04- 1974	Mathematics teacher
19	HASTIN KURNIASIH, S.Pd	P	19751204 200501 2 007	Kimia	1999	S1 / AIV	04-12- 1975	Chemical teacher
20	SUKATMI, S.Pd.	P	19801123 200501 2 009	Fisika	1994	S1 / AIV	23-11- 1980	Psysics teacher
21	PURWANTO, S.Pd.I	L	19801227 200501 1 010	P.A.I	2003	S1 / AIV	27-12- 1980	Religions teacher
22	SUKIYEM, S.E.	P	19720915 200604 2 017	Ekonomi	2004	S1 / AIV	15-09- 1972	Economis teacher
23	RINAWATI, S.Pd.	P	19781018 200604 2 017	Matematika	2001	S1 / AIV	18-10- 1978	Mathematics teacher
24	PUDJIONO SUKOCO, S.Pd.	L	19720214 200604 1 003	PPKn	2004	S1 / AIV	14-02- 1972	PPKn teacher
25	RATMINI, S.Pd.	P	19710413 200604 2 015	Bhs. Inggris	2003	S1 / AIV	13-04- 1971	English teacher
26	HERAWATI, S.Pd.	P	19750715 200604 2 022	Ekonomi	2000	S1 /	15-07-	Economis teacher

						AIV	1975	
27	FITRIANI D, S.Pd.	P	19780912 200604 2 020	Fisika	2003	S1 / AIV	12-11- 1978	Physics teacher
28	DESI TRIWULANDARI, S.Pd	P	19791227 200903 2 001	BP / BK	2004	S1 / AIV	27-12- 1979	Konseling
29	GURETNO, S.E	L	19750824 200903 1 003	Ekonomi	2002	S1 / AIV	24-08- 1975	Economis teacher
30	JUWITA ASTUTI, S.Pd	P	19840104 200903 1 006	Matematika	2006	S1 / AIV	04-01- 1984	Mathematics teacher
31	LINDA LISTIYANI, S.Pd.	P	19781208 200804 2 027	Ekonomi	2005	S1 / AIV	08-12- 1978	Economis teacher
32	SUSILO HANDOKO, S.E.	L	19800915 200801 1 018	Ekonomi	2004	S1 / AIV	15-09- 1980	Economis teacher
33	HENDRI WINATA, S.Pd.	L	19821012 200801 1 019	Bhs.Indo	2005	S1 / AIV	12-10- 1982	Indonesian teacher
34	DINI SARASWATI, S.Pd.	P	19821102 201001 2 008	Pend.Seni	2007	S1 / AIV	02-11- 1982	Art teacher
35	MISI PARPIH, S.Pd.	P	-	Geografi	2005	S1 / AIV	05-10- 1975	Geography teacher
36	SUMADI, S.Pd.	L	-	Penjaskes	2005	S1 / AIV	07-10- 1968	Gym teacher
37	HADI SAPUTRA, S.Pd.	L	-	Penjaskes	2007	S1 / AIV	06-08- 1985	Gym teacher

Table 7.
The Teacher and Functional Formation at Senior High School 1
Sekampung

No	Academic Subject	Total
1.	The Religion of Islam	1
2.	Civics	1
3.	Indonesian	3
4.	English	3
5.	Biology	2
6.	Mathematics	4
7.	Physics	3
8.	Chemistry	2
9.	Geography	1
10.	Economy	2
11.	Art and Culture	3
12.	Computer Science	2
13.	Accountancy	1
14.	Physical Science	2
15.	History	2
16.	Sociology	1
17.	Counseling	3

Source: Documentation of SMA N 1 Sekampung in the academic year 2017/2018.

3. Total of the students at SMA N 1 Sekampung

Total of the students divided some classes that can be identified as follows:

Table 8.
The number of students at SMA N 1 Sekampungin academic year 2017/2018

No.	Class	Sex		Amount
		Male	Female	
1.	X IPA	39	75	114
2.	X IPS	54	83	137
3.	XI IPA	39	60	99
4.	XI IPS	52	97	149
5.	XII IPA	33	83	116
6.	XII IPS	48	63	111
Amount				747

Source: Documentation of SMA N 1 Sekampungin the academic year 2017/2018 on May 26th 2018.

4. Vision and Mission of SMA N 1 Sekampung

a. Vision

“Discipline, Performance, the Good Manners, and Taqwa.”

Indicated by:

- 1) Dicipline at the teching-learning activity
- 2) Performing in the intracurricular and extracurricular
- 3) Have a good manners in interacting
- 4) Taqwa in the religion spiritual

b. Mission

- 1) Inure to be diciplin in all things continuously
- 2) Sprout up the teachers, staff, and students awareness to do the duty and obligation
- 3) Implement the teaching-learning process optimally.

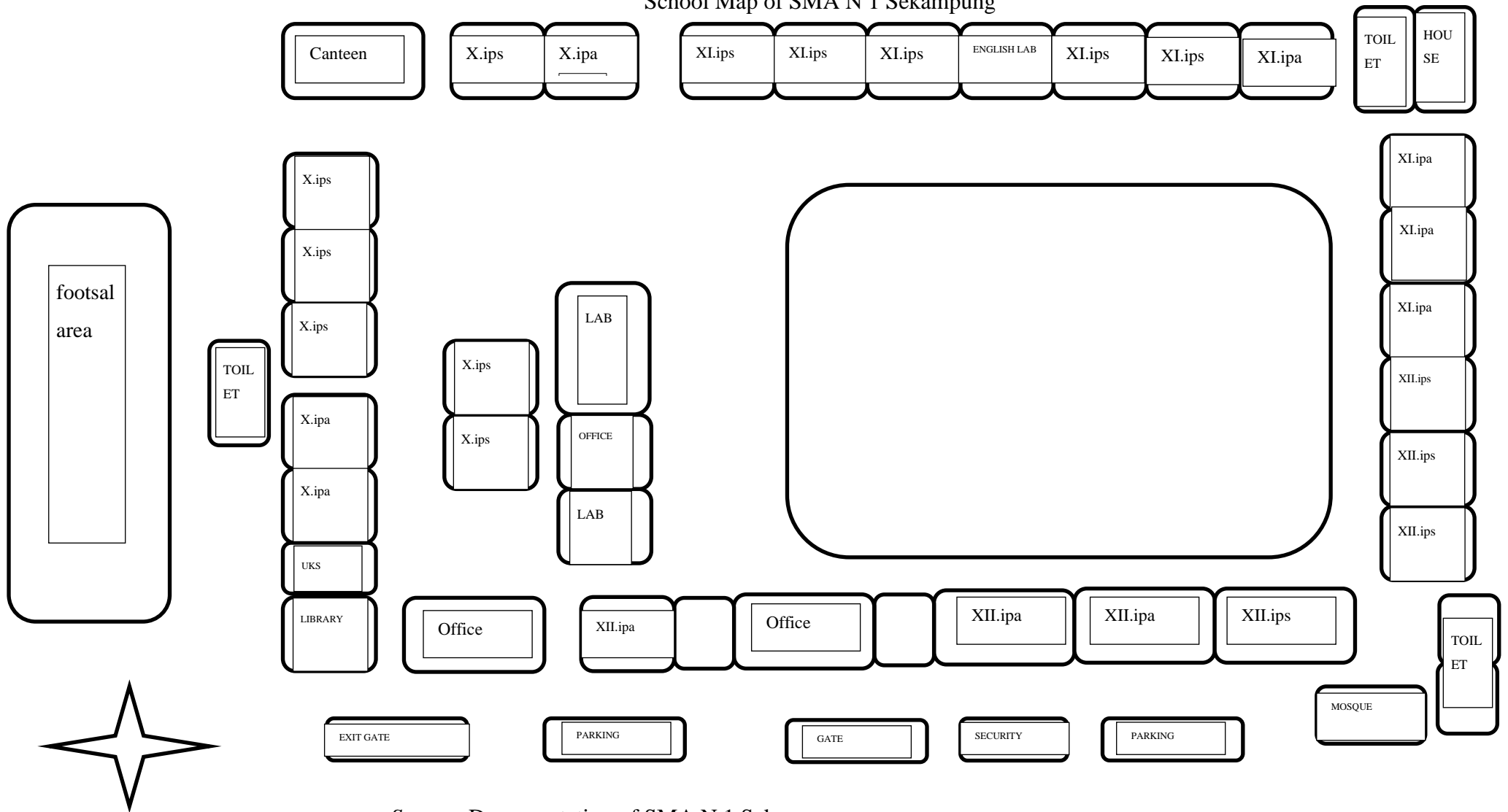
- 4) Pushing and improving the teacher and staff professional ability, also the facilities and infrastructure
- 5) Assisting and guiding students to recognize they own potential and respectful to the other.
- 6) Practicing the religioun activities in the daily life.

5. School Map of SMA N 1 Sekampung

- a. School's name : SMA N 1 Sekampung
- b. School's address Jl. Raya Hargomulyo-Sekampung, East Lampung.
- c. School map :

Figure 2.

School Map of SMA N 1 Sekampung

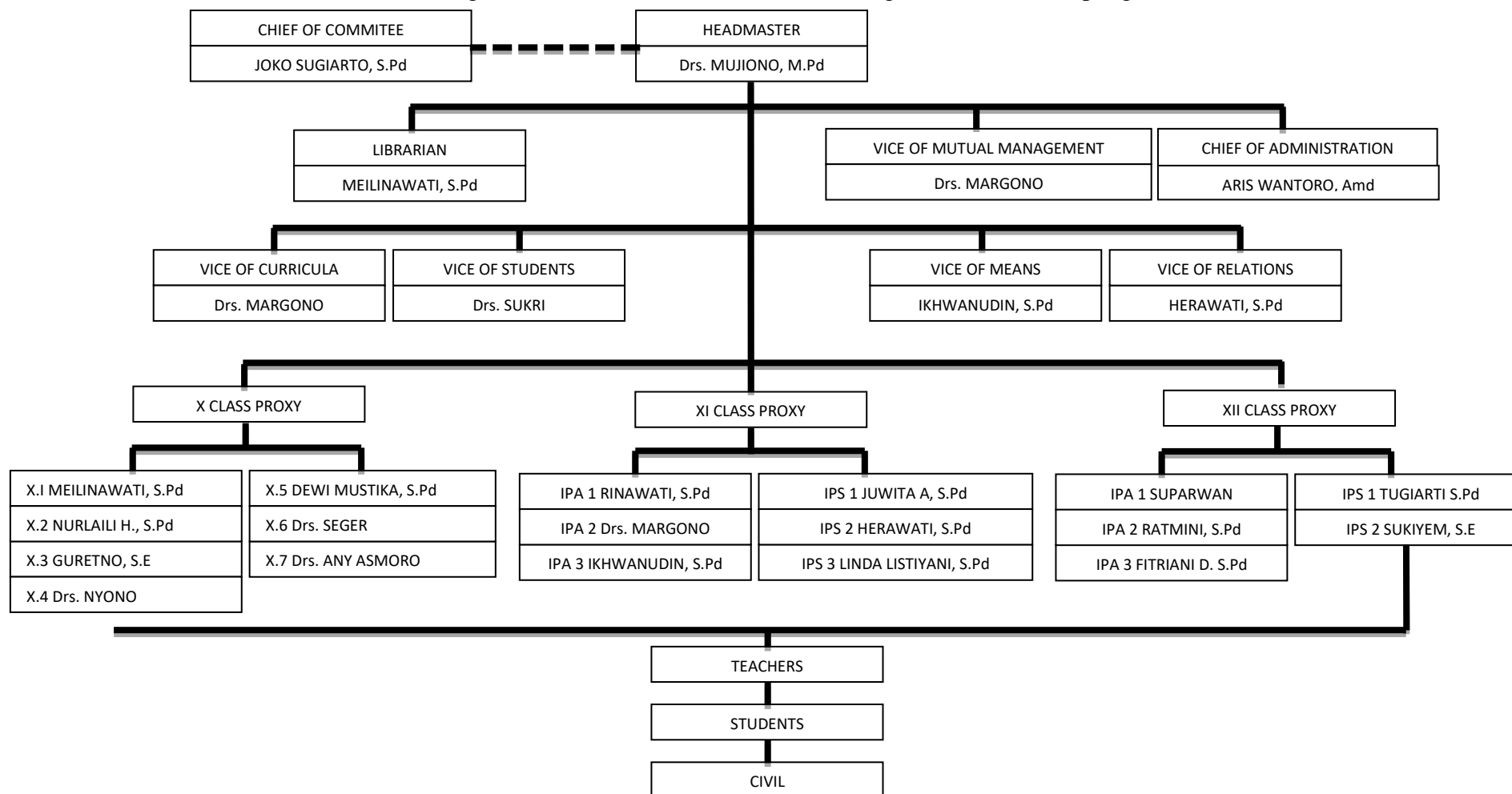


Source: Documentation of SMA N 1 Sekampung

6. Organizational School

Figure 3

The Organizational Structure of State Senior High School 1 Sekampung in 2018/2019



B. Description of the Research

This research used classroom action research. It was conducted in two cycles. The action in cycle I and cycle II were conducted about three meetings in each cycle and each meeting in these cycles took 2x45 minutes. As it was mentioned before each cycle comprised of planning, action, observation and reflection. In relation to the problem in the class and the analysis, the researcher made lesson plan. The material of classroom action research was utilizing Task Based Learning Methode to increase the students' reading comprehension ability.

1. Action and Learning at Pre-Test

a. Pre-test activity

The learning was conducted on Thursday, July 19th, 2018 at 12.45 until 14.15. All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of reading comprehension before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was multiple choices consisted of 20 items.

b. The students' pre-test result

Table 9.
Students' Pre-test score

No.	Students' Name	Score	Note
1.	AHAL	80	Completed
2.	AK	60	Uncompleted
3.	ATK	45	Uncompleted

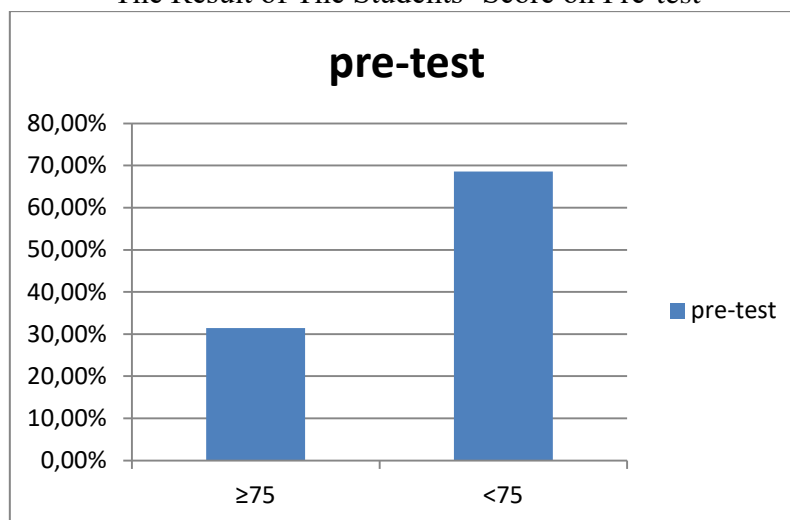
4.	AI	55	Uncompleted
5.	AAR	80	Completed
6.	AM	45	Uncompleted
7.	AAG	75	Completed
8.	AWG	70	Uncompleted
9.	ANA	60	Uncompleted
10.	AEW	80	Completed
11.	ANK	50	Uncompleted
12.	DY	50	Uncompleted
13.	DA	50	Uncompleted
14.	DE	40	Uncompleted
15.	E	60	Uncompleted
16.	FR	75	Completed
17.	F	60	Uncompleted
18.	FMW	50	Uncompleted
19.	IM	55	Uncompleted
20.	JIAU	75	Completed
21.	MK	70	Uncompleted
22.	MW	45	Uncompleted
23.	MWA	55	Uncompleted
24.	NFU	70	Uncompleted
25.	NS	50	Uncompleted
26.	RLR	75	Completed
27.	RZWM	70	Uncompleted
28.	RO	75	Completed
29.	SA	75	Completed
30.	SV	65	Uncompleted
31.	SJ	50	Uncompleted
32.	TK	80	Completed
33.	TPP	55	Uncompleted
34.	YP	80	Completed
35.	UR	40	Uncompleted
Total		2170	
Average		62	

Table 10.
Frequency of students' score in Pre-test

No.	Grade	Category	Frequency	Percentage
1.	≥ 75	Completed	11	31,43%
2.	< 75	Uncompleted	24	68,57%
Total			35	100%

Source: The result score of reading pre-test at X IPA class of SMA N 1 Sekampung on July 19th 2018.

Graphic 1
The Result of The Students' Score on Pre-test



Based on the data above, it could be inferred that 24 students (68,57%) were not successful and 11 other students (31,43%) were successful. The successful students were those who got the minimum mastery criteria at SMA N 1 Sekampung at least 75. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 62, so the result was unsatisfied. Therefore, the researcher used the Task Based Learning Methode to improve the students' reading comprehension ability.

2. Cycle I

a. Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation

sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

b. Acting

1) The first meeting

The first meeting was conducted on Monday, July 23th 2018 at 13.15 until 14.45 and followed by 35 students. The meeting was started by praying, greeting and checking the attendance list.

In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

For the beginning, the researcher started to introduce the procedure of methode that will be used in the learning process, then started to deliver the material. The researcher gave the text about 'B.J. Habibie' and asked the students to read it. Then, the researcher said "Well class, now I want to ask you. What is the type of the text?" Some students answered "descriptive text", some students kept silent, and two students answered "recount text". The researcher said "Good! The type is recount text. Today we will discuss together about narrative text."

The researcher explained that the used text in the teaching learning was organized in the recount form. The generic structure included orientation-events-reorientation. The purpose of the text is to inform and to entertain the reader.

Then, a student asked “Ms, what is event?” The researcher answered “Event is something that happened or it can be said as the conflict of the story”.

Next, the researcher announced the member of groups that consist of five students. Each student in one group has different member. The researcher asked the members of group to read and discuss together about the given text. Then, the researcher asked the students to find difficult words and asked it to her. After that, when the discussion time was up, the researcher called the name of the group and than were standing up. The researcher gave the same question for all students who had the name and they answered it.

In this stage, the students were actively following the teaching learning process, because they worked it on the group, so they would discuss when found the difficulties. But, there were still trouble faced to the students. Such as, some of the students were not confidence to share the ideas in front of the others, they still felt shy, and because of their lack of desire in reading English text for some students, they lost the discussion time.

2) The second meeting

The second meeting was conducted on Wednesday, July 25th 2018 at 13.15 until 14.45. This meeting was used to post test 1. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The researcher gave the ice breaking and reviewed the last material shortly then gave the post test 1. Kinds of the test were multiple choices which consisted of 20 items. The result of the students' test in post test 1 was better than test in pre-test before.

Table 11.
Students' Post Test 1 score

No.	Students' Name	Score	Note
1.	AHAL	80	Completed
2.	AK	75	Completed
3.	ATK	55	Uncompleted
4.	AI	55	Uncompleted
5.	AAR	80	Completed
6.	AM	70	Uncompleted
7.	AAG	75	Completed
8.	AWG	75	Completed
9.	ANA	65	Uncompleted
10.	AEW	95	Completed
11.	ANK	80	Completed
12.	DY	75	Completed
13.	DA	65	Uncompleted
14.	DE	75	Completed
15.	E	70	Uncompleted
16.	FR	75	Completed
17.	F	75	Completed
18.	FMW	60	Uncompleted
19.	IM	75	Completed
20.	JIAU	80	Completed
21.	MK	75	Completed
22.	MW	60	Uncompleted
23.	MWA	65	Uncompleted
24.	NFU	80	Completed

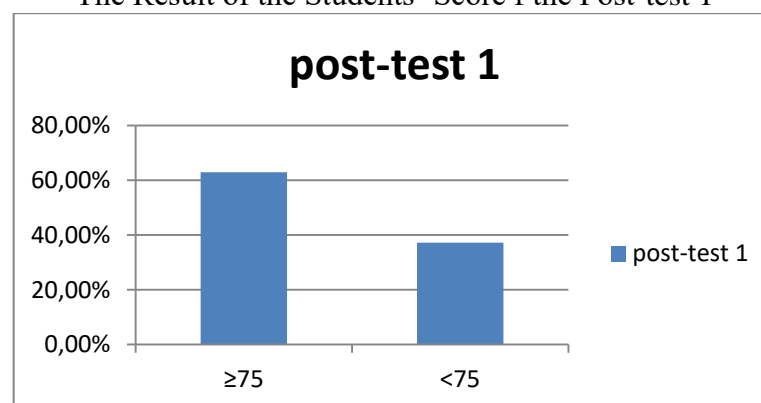
25.	NS	65	Uncompleted
26.	RLR	80	Completed
27.	RZWM	75	Completed
28.	RO	75	Completed
29.	SA	75	Completed
30.	SV	80	Completed
31.	SJ	65	Uncompleted
32.	TK	85	Completed
33.	TPP	70	Uncompleted
34.	YP	75	Completed
35.	UR	65	Uncompleted
Total		2545	
Average		73	

Table 12.
Frequency of students' score in Post test 1

No.	Grade	Category	Frequency	Percentage
1.	≥ 75	Completed	22	62,86%
2.	< 75	Uncompleted	13	37,14%
Total			35	100%

Source: The result score of reading post test 1 at X IPA class of SMA N 1 Sekampung on July 25th 2018.

Graphic 2
The Result of the Students' Score f the Post-test 1



Based on the result above, it could be seen that 22 students (62,86%) got score up to the standard and 13 students (37,14%) got score less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the

material should get minimum mastery criteria, at least 75. Learning process was said success when 75% students got score ≥ 75 . The fact showed that the result was unsatisfying.

c. Observing

In observation, the researcher presented two meetings in cycle I of learning to find information of the text in reading lesson. The researcher explained the Task Based Learning method to the students. The students confused about what they should do and got the difficulty to find the information of the text.

In the second meeting, the researcher explained Task Based Learning method before giving assignments. In this meeting, the students began active. They also began to be interested in teaching and learning process. In the post test 1, there were 22 of 35 students got good score. Although only 22 students who passed the minimum score, but the result of the students' test was better than the students' pre-test before giving treatment.

Table 13.
Students' activities result in Cycle I

No.	Name	First Meeting		Second Meeting		Category
		Act	%	Act	%	
1.	AHAL	5	100	4	80	Decline
2.	AK	2	40	4	80	Improved
3.	ATK	2	40	3	60	Improved
4.	AI	3	60	4	80	Improved
5.	AAR	2	40	3	60	Improved
6.	AM	2	40	5	100	Improved
7.	AAG	3	60	4	80	Improved
8.	AWG	3	60	3	60	Constant
9.	ANA	2	40	2	40	Constant

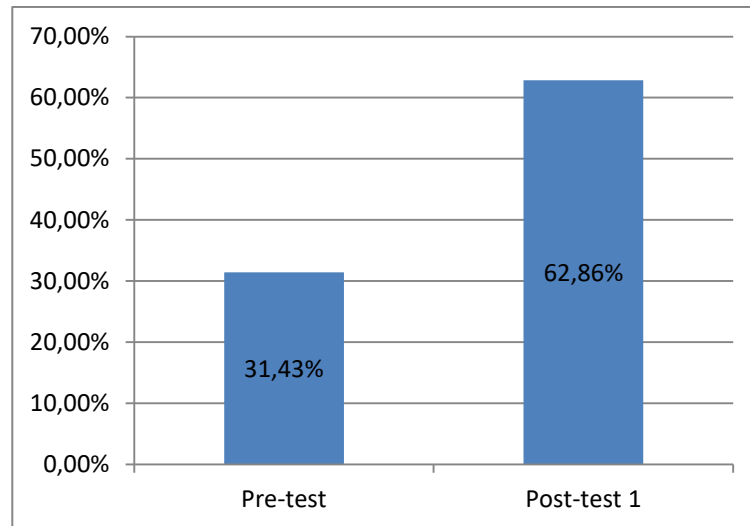
10.	AEW	5	100	5	100	Constant
11.	ANK	4	80	3	60	Decline
12.	DY	2	40	2	40	Constant
13.	DA	2	40	3	60	Improved
14.	DE	2	40	2	40	Constant
15.	E	4	80	3	60	Decline
16.	FR	4	80	5	100	Improved
17.	F	3	60	4	80	Improved
18.	FMW	2	40	2	40	Constant
19.	IM	3	60	3	60	Constant
20.	JIAU	3	60	5	100	Improved
21.	MK	2	40	1	20	Decline
22.	MW	2	40	2	40	Constant
23.	MWA	1	20	2	40	Improved
24.	NFU	2	40	3	60	Improved
25.	NS	3	60	3	60	Constant
26.	RLR	4	80	1	20	Decline
27.	RZWM	2	40	5	100	Improved
28.	RO	2	40	5	100	Improved
29.	SA	3	60	2	40	Decline
30.	SV	2	40	4	80	Improved
31.	SJ	1	20	1	20	Constant
32.	TK	4	80	4	80	Constant
33.	TPP	3	60	3	60	Constant
34.	YP	1	20	2	40	Improved
35.	UR	3	60	3	60	Constant

Table 14.
Frequency of students' in pre-test and post-test 1

No.	Result	Category	Frequency	Percentage
1.	Pre-test	Completed	11	31,43%
2.	Post-test 1	Completed	22	62,86%
Total			35	100%

Source: The result score of reading in pre-test and post-test 1.

Graphic 3
The Comparison of The Completed of The Students' Scoreon Pre-test and Post-test 1



The table above showed that not all of the students are active in learning process. The mean percentage of the student's learning activity in the pre-test the students did meeting 31,43 % positive activity in learning process, and then the post-test 62,86 % not active in the class. Based on the result above, it could be inferred that the learning process is not successful compared with the indicator of success at least 75% passed the criteria. So, it must proceed to cycle II.

d. Reflecting

Generally, there was increasing in the reading comprehension ability by using Task Based Larning methode in this cycle. It indicated the score and the students' activities were improved and good enough. Although it was good enough, there were some problems in learning process that must be corrected in the next cycle.

Based on the field note and observation sheet, there were some notes as the problem on learning reading comprehension ability, as follows:

- 1) Some students were not active in the learning process.
- 2) Some students were not confidence in sharing ideas.
- 3) Some students were not enjoyed with their groups.
- 4) Some of the students still had difficulties in identify the meaning of words and information of the text.

3. Cycle II

The action in the cycle I was not success enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. the steps of the cycle II as follows:

a. Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in reading comprehension ability by recount text with the strategy of Task Based Learning.

The researcher and collaborator prepared the lesson plan, observation sheet of the students' activities, identified the problem, and found the causes of problem at the first and the last of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

b. Acting

1) The first meeting

The first meeting was conducted on thursday, July 26th 2018 at 13.15 until 14.45 followed by 35 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. The researcher continued the material in the last meeting, explained the generic structure and tenses in the text.

Next, the researcher gave the tasks that should be discussed by the group and all of the members should know the answer. In this stage, the students were very active in following the lesson. It might be caused they could adapt the condition of the class. The students looked getting more spirit and enthusiasm in following learning process. It looked from their activeness in the class. The good condition of the environment of the class was very helpful in teaching learning process.

Then, the researcher discussed and gave the explanation to all of the students about the problem of reading comprehension ability that often faced by the students through the effective methode; Task Baased Learning methode.

2) The second meeting

The second meeting was conducted on friday, July 27th 2018. This meeting used to post test 2 at the end of cycle II. The

researcher gave post test to the students. In this meeting almost all of the students could answer well. It could be seen from the result of the post test 2. There were only 6 of 35 students got the score under the minimum mastery criteria in MAN 1 Lampung Timur.

Table 15.
Students' Post Test 2 score

No.	Students' Name	Score	Note
1.	AHAL	85	Completed
2.	AK	75	Completed
3.	ATK	70	Uncompleted
4.	AI	65	Uncompleted
5.	AAR	80	Completed
6.	AM	75	Completed
7.	AAG	80	Completed
8.	AWG	75	Completed
9.	ANA	75	Completed
10.	AEW	95	Completed
11.	ANK	80	Completed
12.	DY	80	Completed
13.	DA	75	Completed
14.	DE	75	Completed
15.	E	75	Completed
16.	FR	80	Completed
17.	F	80	Completed
18.	FMW	75	Completed
19.	IM	75	Completed
20.	JIAU	80	Completed
21.	MK	75	Completed
22.	MW	65	Uncompleted
23.	MWA	75	Completed
24.	NFU	80	Completed
25.	NS	70	Uncompleted
26.	RLR	85	Completed
27.	RZWM	80	Completed
28.	RO	75	Completed
29.	SA	80	Completed
30.	SV	75	Completed
31.	SJ	70	Uncompleted
32.	TK	85	Completed
33.	TPP	75	Completed

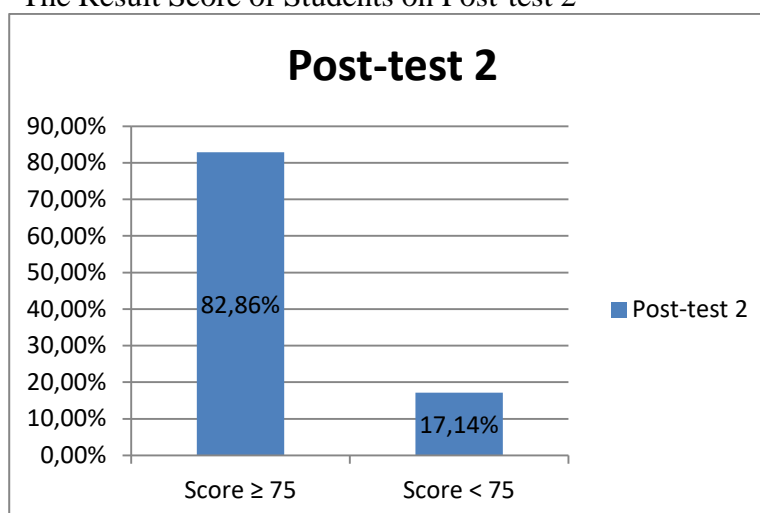
34.	YP	75	Completed
35.	UR	70	Uncompleted
Total		2685	
Average		77	

Table 16.
Frequency of students' score in Post test 2

No.	Grade	Category	Frequency	Percentage
1.	≥ 75	Completed	29	82,86%
2.	< 75	Uncompleted	6	17,14%
Total			35	100%

Source: The result score of reading post test 2 at X IPA class of SMA N 1 Sekampung on July 27th 2018.

Graphic 4
The Result Score of Students on Post-test 2



Based on the result above, it could be inferred that 29 students (82,86%) were successful and 6 other students (17,14%) were not successful. From the post test 2 results, the researcher got the average of 77. It was higher than post test 1 in cycle I.

c. Observing

The observing was done by the researcher that represented about two meetings in cycle II. In this stage the students were more active

and enthusiastic in following the teaching and learning process. It could be seen as follow:

Table 17.
Students' activities result in Cycle II

No.	Name	First Meeting		Second Meeting		Category
		Act	%	Act	%	
1.	AHAL	5	100	5	100	Constant
2.	AK	4	80	5	100	Improved
3.	ATK	3	60	4	80	Improved
4.	AI	2	40	4	80	Improved
5.	AAR	4	80	4	80	Constant
6.	AM	5	100	5	100	Constant
7.	AAG	4	80	5	100	Improved
8.	AWG	5	100	5	100	Constant
9.	ANA	3	60	3	60	Constant
10.	AEW	5	100	5	100	Constant
11.	ANK	3	60	4	80	Improved
12.	DY	4	80	4	80	Constant
13.	DA	2	40	4	80	Improved
14.	DE	3	60	5	100	Improved
15.	E	3	60	5	100	Improved
16.	FR	5	100	5	100	Constant
17.	F	4	80	5	100	Improved
18.	FMW	3	60	4	80	Improved
19.	IM	5	100	5	100	Constant
20.	JIAU	3	60	5	100	Improved
21.	MK	3	60	5	100	Improved
22.	MW	3	60	4	80	Improved
23.	MWA	4	80	3	60	Decline
24.	NFU	4	80	3	60	Decline
25.	NS	4	80	4	80	Constant
26.	RLR	3	60	5	100	Improved
27.	RZWM	5	100	5	100	Constant
28.	RO	5	100	5	100	Constant
29.	SA	5	100	5	100	Constant
30.	SV	4	80	4	80	Constant
31.	SJ	3	60	4	80	Improved
32.	TK	5	100	4	80	Decline
33.	TPP	3	60	4	80	Improved
34.	YP	3	60	3	60	Constant
35.	UR	4	80	4	80	Constant

Indicators of the students' activities that observed are:

- 1) Accountable about their responses
- 2) Confidence in sharing ideas
- 3) Activity in group work
- 4) Making note from the material
- 5) Doing the assignment

Scoring:

Mark 1, with percentage 20% = low

Mark 2, with percentage 40% = enough

Mark 3, with percentage 60% = good

Mark 4, with percentage 80% = very good

Mark 5, with percentage 100% = excellent

d. Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using Task Based Learning methode, the reading comprehension ability would improve.

Most of the students enjoyed when they were studying by using TBL and it also made the students had good interested in reading English, although at the beginning lesson before treatment they felt confused.

Based on the observation of learning process in cycle II, it could be inferred that the result of cycle II was success. The researcher felt satisfied about the result of the research. The researcher concluded

that this research was successful and would be not continued in the next cycle.

e. Result of the Students' Activities

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II could be seen as follow:

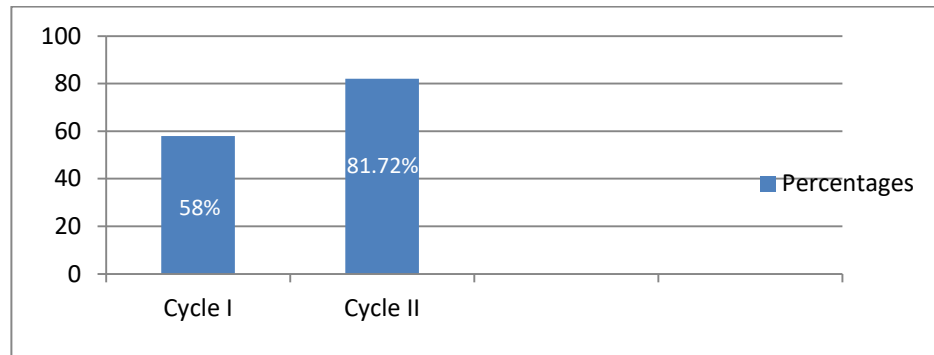
Table 18.
Result of the students' activities in Cycle I & Cycle II

No	Students' Activity	Cycle I	Cycle II	Improving
1.	Accountable about their responses	48,57%	77,15%	28,58%
2.	Confidence in sharing ideas	37,15%	68,57%	31,42%
3.	Activity in group work	31,43%	77,14%	25,71%
4.	Making note from the material	58,57%	85,72%	27,15%
5.	Doing the assignment	94,29%	100%	5,71%
Percentage		58%	81,72%	23,71%

Based on the data above, it could be inferred that the students felt comfortable and active in following the teaching and learning process. Most of the students showed good improving in learning activities when Task Based Learning methode was applied in teaching and learning process from cycle I to cycle II.

Then, the result of the students' activities could be seen in the graph below:

Graph 5.
Comparison of students' activities in Cycle I and Cycle II



Based on the graphic above, it could be concluded that there was an improving of students' learning activity during study time came by using Task Based Learning methode in improving the students' reading comprehension ability. It could look on the result of observation sheet when cycle I that was 58%. In addition, the result observation sheet in cycle II was 81,72%. Therefore, this research was stated finish and could be stopped in cycle II because the results of the students' activities had achieved the indicator of success that was 75%.

C. Interpretation

1. Action and Learning Result in Cycle I and Cycle II

There was an improving score of the students' pre-test, post test 1 and post test 2 in cycle I and cycle II. This is the result score as follow:

Table 19.
Result score of students' Pre-test, Post Test 1, and Post Test 2

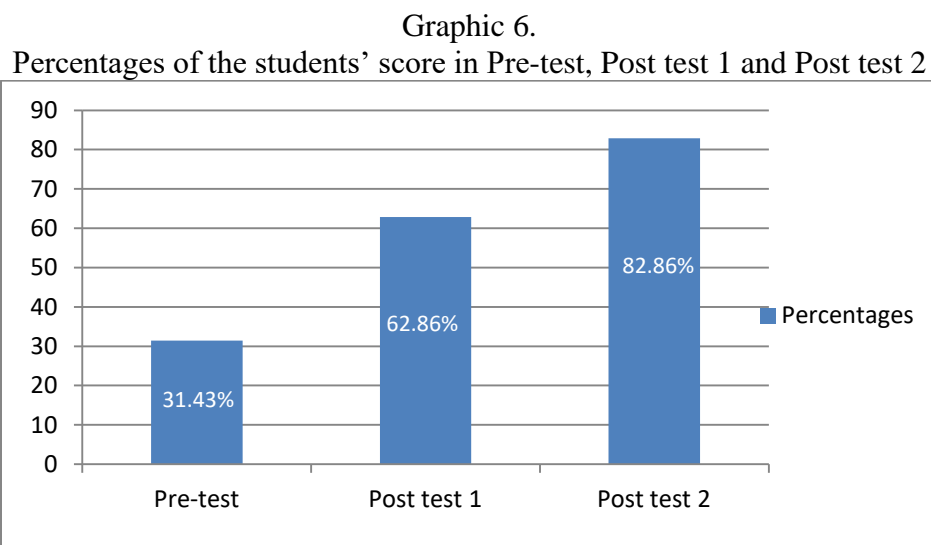
No	Name	Pre-test	Post-test 1	Increasing %	Post-test 2	Increasing %	Note
1.	AHAL	80	80	0%	85	6.25%	Improved
2.	AK	60	75	25%	75	0%	Improved
3.	ATK	45	55	22,22%	70	27.27%	Improved

4.	AI	55	55	0%	65	18.18%	Improved
5.	AAR	80	80	0%	80	0%	Constant
6.	AM	45	70	55,56%	75	7.14%	Improved
7.	AAG	75	75	0%	80	6.67%	Improved
8.	AWG	70	75	7,14%	75	0%	Improved
9.	ANA	60	65	8,33%	75	15.38%	Improved
10.	AEW	80	95	18.75%	95	0%	Improved
11.	ANK	50	80	60%	80	0%	Improved
12.	DY	50	75	50%	80	6.67%	Improved
13.	DA	50	65	30%	75	15.38%	Improved
14.	DE	40	75	87.50%	75	0%	Improved
15.	E	60	70	16.67%	75	7.14%	Improved
16.	FR	75	75	0.0%	80	6.67%	Improved
17.	F	60	75	25%	80	6.67%	Improved
18.	FMW	50	60	20%	75	25%	Improved
19.	IM	55	75	36.36%	75	0%	Improved
20.	JIAU	75	80	6.67%	80	0%	Improved
21.	MK	70	75	7.14%	75	0%	Improved
22.	MW	45	60	33.33%	65	8.33%	Improved
23.	MWA	55	65	18.18%	75	15.38%	Improved
24.	NFU	70	80	14.29%	80	0%	Improved
25.	NS	50	65	30%	70	7.69%	Improved
26.	RLR	75	80	6.67%	85	6.25%	Improved
27.	RZW	70	75	7.14%	80	6.67%	Improved
28.	RO	75	75	0%	75	0%	Constant
29.	SA	75	75	0%	80	6.67%	Improved
30.	SV	65	80	23.08%	75	-6.25%	Improved
31.	SJ	50	65	30%	70	7.69%	Improved
32.	TK	80	85	6.25%	85	0%	Improved
33.	TPP	55	70	27.27%	75	7.14%	Improved
34.	YP	80	75	-6.25%	75	0%	Decline
35.	UR	40	65	62.50%	70	7.69%	Improved
TotalScore		2170	2545		2685		
Highest Score		80	95		95		
Average		62	73		77		
Lowest Score		40	55		65		

From the improving each cycle, it could be inferred that the use of Task Based Learning method could improve the students' reading comprehension ability, because the students had understood about the information of the text. It could be seen from the average 73, the data

become 77 in the cycle II. It means that the students could achieve the target, the target is 80% students could gain score ≥ 75 .

Furthermore, the improving score in each cycle could be seen in the graph below:



There was an improving of the students who got score up to the standard from the pre-test to the post test 1 and from post test 1 to the post test 2. From 11 students (31,43%) in pre-test to 22 students (62,86%) in post test 1 and became 29 students (82,86%) in post test 2.

The research was success if 75% of students able to achieving the minimum mastery criteria (MMC), at least 75. Based on the result pre-test and post test, it could be seen that Task Based Learning method was able to improve the students' reading comprehension significantly related to the students' average before and after given the treatment. The students' average in the pre-test was 62, in post test 1 was 73, and in post test 2 was 77.

Based on the explanation above, the researcher concluded that the research was successful because the result score of the students had achieved the indicator of success that was 75% with the MMC was 75.

D. Discussion

The researcher concluded that task based learning was an alternative methode that had improve on the students' reading comprehension. On account for this, it could be seen by the result of cycle 1 and cycle 2. Students of the tenth graders of SMAN 1 Sekampung, particularly X.IPA.2 had done pre-test and post-test where by before holding the post-test, the researcher gave them certain treatment that consisted of task based learning.

Similarly, the score they had got before and after treatment was so different that in the pre-test, the average score of class was 62. Meanwhile, the average score of class in the post-test 1 was 73, and than the average score of class in the post-test 2 was 77. In conclusion, there was a positive and significant improve of using task based learning on the students' reading comprehension in recount text at the tenth graders of SMAN 1 Sekampung.

To be exact, through task based learning as an alternative methode, the students learnt such make a recount text in learning English. More precisely, there is a positive and significant improve of using task based learning on the students' reading comprehension in recount text after treatment. The fact showed that there was a change at the amount of the students who got lower scores. They were able to implement their result of recount text especially reading comprehension. Task based learning could be a solution for teaching

learning process especially in reading comprehension because this method have a lot of advantages. So, the main advantage of task based learning is used for genuine purpose, meaning that communication should take place and than preparing the report for the class, students should consider language form in general rather than concentration on single form. The students have fun with the method, because in procedure this method can make a group and they are can do by the task. Too, they were given much more opportunities to explore all their ideas. By using this method, teaching and learning process was more interesting, enjoyable and fun because it included visual capability and creativity among students so that they might take part better during learning process.

As a solution in teaching English especially in reading comprehension the teacher have to gave some techniques to make the students interest and pay attention in order they did not bored to catch the material. After the students was intereted, the material that given by the teacher would be understand by the students more easily.

Based on the discussion above, we could take a conclusion that the students felt comfort and active with the learning process because most of the students shawn good improving in learning activities when task based learning technique was applied in the learning process from the cycle 1 up to cycle 2.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Task based learning improve the students' reading comprehension ability at the tenth graders of SMA N 1 Sekampung. Task based learning can be effectiveness and improve the students' to teaching reading comprehension. It can made students easier and enjoyable to understand the material. The average of the students' reading score at the tenth grade of SMA N 1 Sekampung in pre-test was 62, post test 1 was 73 and in post test 2 was 77. As a result, by implementation of Task Based Learning methode, the students' reading comprehension ability at the tenth grade of SMA N 1 Sekampung could be improved. The students who gained the score at least 75 in post test 2 were 29 students (82,86%). It means that more than 75% students were successful and the indicator of the research could be reached. The percentage of the students' activities at the tenth grade of SMA N 1 Sekampung in cycle I was 58% and there was an improving in cycle II, it was 82,86%. As a result, Task Based Learning methode could improve the students' activities in teaching learning process at the tenth grade of SMA N 1 Sekampung.

Task based learning could be a solution for teaching learning process especially in reading comprehension because this methode have a lot of advantages. So, the main advantage of task based learning is used for genuine purpose, meaning that communication should take place and than preparing

the report for the class, students should consider language form in general rather than concentration on single form. The students have fun with the method, because in procedure this method can make a group and they are can do by the task. Too, they were given much more opportunities to explore all their ideas. By using this method, teaching and learning process was more interesting, enjoyable and fun because it included visual capability and creativity among students so that they might take part better during learning process.

In teaching English especially in reading comprehension the teacher have to gave some techniques to make the students interest and pay attention in order they did not bored to catch the material. After the students was intereted, the material that given by the teacher would be understand by the students more easily.

B. Suggestion

Based on the result of the research, the researcher would like to constructively give suggestions as follows:

1. For the teacher

It is suggested to the teacher to use Task Based Learning as the teaching learning strategy in order to it could improve the students' reading comprehension ability.

2. For Students

It is suggested to the English teacher to include Task Based Learning in teaching process. The teachers should be creatively used TBL

in teaching, especially reading class, in order to engage the students to be active in learning process.

3. For the Headmaster

The headmaster is suggested to complete the facilities to support learning process. The headmaster is suggested to observe the teacher in learning process.

BIBLIOGRAPHY

- Christine Alt. *The importance and use of extensive reading by means of language learners literature in Unterstufe*. Wien: Universitat Wien, 2009.
- Curtis, Mary E & Kruidenier, John R. *Teaching Adults to Read*. Wangisthon, DC: National Institute for Literacy, 2005.
- Daniel R. Toman. *Action Research for Educators*. USA: Scarecrow Press, 2003.
- David F. Lohman. *Issues in the Definition and Measurement of Abilities*. The University of Iowa: USA, 1997.
- David Nunan. *Designing Task for The Communicative Classroom*. New York: Cambridge University Press, 1989.
- David Nunan, “*Lifelong learning program, Task Based Learning*”, Europe: Pools-m, 2004
- Donald Ary, et.al. *Introduction to Research*. USA : Washward, Eight Edition, 2010.
- Elizabeth S. Pang et al. *Teaching Reading*. Switzerland: The International Academy of Education, 2003.
- Frederick B. Davis. “*Fundamental Factors of Comprehension in Reading*”. (Psycometrika) Vol.9/September 1944.
- Galina Kavaliauskiene, “*Task-Based Learning and Learning Outcomes in the ESP Classroom*”. Vilnius: Mykolas Romeris university. 2005
- Geoffry Marczy et.al. *Essential of Research Design and Methodology*. New Jersey: John Willey and Sons Inc, 2005.
- Grace, Tonia. *The Strengths and Weaknesses of Task Based Learning (TBL) Approach*. Andhra: Andhra University, 2013.
- H. Douglas Brown. *Teaching by Principles an Interactive Approach to Language Pedagogy*. California : San Francisco, Second edition, 2000.
- J. Chales Alderson. *Assesing Reading*. New York : Cambridge University Press, 2000.
- Jean Mcniff & Jean Whitehead. *Action Research: Principles and Practice*. New York: RoutledgeFalmer, Second Edition, 2002.

- Kagan Buyukkarci. "A Critical Analysis of Task-Based Learning" in *Kastomanu Education Journal*.(Academic) Vol.2/January 2009.
- Karen R Harris & Steve Graham. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York : The Guilford Press, 2007.
- Linda J. Dorn & Carla Soffos. *Teaching for deep comprehension: A reading workshop approach*. Portland, Maine: Stenhouse Publisher, 2005.
- Mary E Curtis & John R Kruideneir. *Teaching Adults to Read*. Wangiston: DC National Institute for Literacy, 2005.
- Oxford University. *Oxford Advanced Learner's Dictionary*. New York : Oxford University Press, 1995.
- PramadithaTia, "The Use Of Task-Based Learning To Develop English Speaking Ability Of Fifth Year Students Of Min 1 Teladan Palembang", in jurnal Pendidikan dan Pengajaran (UIN Raden Fatah Palembang).
- Rod Ellis, *The Task Based learning and Teaching*. London: Longman Pearson Education Limited,2003
- Simon Grenall and Michael Swan, *Effective Reading: Reading Comprehension for achenced students: Teacher's Book*, Cambridge: Cambridge University Press, 1994
- Siregar Masitowarni & Ade Suryani Nasution , "The Effect of Task-Based Learning Method on Students Achievement in Writing Procedure Text", (UNIMED).
- Willis Jane. "A Framework for Task-Based Learning". England : Longman, 1996.
- Yosegh Kumar Singh. *Fundamental of Research Methodology and Statistics*. New Delhi: New Age International Publisher, 2006.

APPEDICES

SILABUS PEMBELAJARAN

Mata Pelajaran : BAHASA INGGRIS - WAJIB

Kelas : X

Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang	Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa.	Mengamati <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks <i>recount</i> tentang pengalaman/kegiatan/kejadian/peristiwa yang diberikan/ diperdengarkan guru 	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks <i>recount</i> Ketepatan unsur 	4 X 45 Menit	<ul style="list-style-type: none"> Buku teks yang relevan Laptop LKS Bahasa Inggris Lembar Cerita

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.9.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>recount</i> sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</p> <p>4.13. Menangkap makna dalam teks <i>recount</i> lisan dan tulis sederhana.</p> <p>4.14. Menyusun teks <i>recount</i> lisan dan tulis sederhana tentang pengalaman/</p>	<p><i>Fungsi sosial</i></p> <p>Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.</p> <p><i>Struktur</i></p> <p>a. Menyebutkan tindakan/peristiwa/kejadian secara umum</p> <p>b. Menyebutkan urutan tindakan/kejadian/peristiwa secara kronologis, dan runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja,</p>	<ul style="list-style-type: none"> Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <i>recount</i> <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,. Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam <i>recount</i> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari beberapa text <i>recount</i> dari berbagai sumber. Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks 	<p>kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk <i>recount</i> dalam kelompok / berpasangan/ didepan kelas Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks <i>recount</i> <p>Pengamatan (observation):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p>		<ul style="list-style-type: none"> Kertas Nomor

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks	<p>kejadian/peristiwa yang sedang banyak dibicarakan.</p> <p>(2) Penyebutan kata benda</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas & rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.</p>	<ul style="list-style-type: none"> Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi text recount. Siswa secara berkelompok menuliskan /menyalin teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan siswa saling menganalisis teks <i>recount</i> tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman 	<p>Sasaran penilaian:</p> <ul style="list-style-type: none"> kesantunan saat melakukan tindakan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Kesungguhan siswa dalam proses pembelajaran di setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks recount. Kumpulan karya siswa yang mendukung proses penulisan teks recount berupa: draft, revisi, editing sampai hasil 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>tentang hasil analisis yang disampaikan dalam kerja kelompok.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat teks recount sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. Siswa mempresentasikannya di kelas Siswa membuat kliping teks recount dengan menyalin dari beberapa sumber. 	<p>terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya. 		

Mengetahui,
Kepala SMA N 1 Sekampung

Drs. Mujiono, M.Pd
NIP. 19661020 199203 1 004

Guru Pengampu,

Dewi Mustika, S.Pd.
NIP. 19830620 200903 2 001

LESSON PLAN 1

School : SMA N 1 Sekampung
Subject : Bahasa Inggris
Class/Semester : X/II
Theme : Recount Text (Biography)
Time Allocation : 4 X 45 Minute

A. Core Competence

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya.
 KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
 KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
 KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Basic Competence:

- 1.1: Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
 2.2: Menunjukkan perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.
 3.9: Menganalisa fungsi sosial, struktur teks dan unsur kebahasaan dari teks recount tentang pengalaman, kejadian, dan peristiwa sederhana sesuai dengan konteks penggunaannya.

C. Indicator:

1. Identify the information of the functional text.
2. Identify the meaning of words of the recount text (biography).
3. Identify the communicative purpose and main idea of the recount text (biography).

D. Learning Objective:

1. Students are able to identify and explain a recount text about biography of someone correctly with focusing on social function, text structures and language unsure.

E. Learning Material**B. J. Habibie**

Bacharuddin Jusuf Habibie known as B. J. Habibie was born on June 25th 1936. He was the third President of the Republic of Indonesia (1998-1999). Habibie was born in Pare-Pare, South Sulawesi Province to Alwi Abdul Jalil Habibie and R. A. Tuti Marini Puspowardojo. His father was an agriculturist from Gorontalo of Bugis descent and his mother was a Javanese noblewoman from Yogyakarta. His parents met while studying in Bogor. When he was 14 years old, Habibie's father died.

Following his father's death, Habibie continued his studies in Jakarta and then in 1955 moved to Germany. In 1960, Habibie received a degree in engineering in Germany, giving him the title Diplom-Ingenieur. He remained in Germany as a research assistant under Hans Ebner at the Lehrstuhl und Institut für Leichtbau, RWTH Aachen to conduct research for his doctoral degree.

In 1962, Habibie returned to Indonesia for three months on sick leave. During this time, he was reacquainted with Hasri Ainun, the daughter of R. Mohamad Besari. The two married on May 12th 1962, returning to Germany shortly afterwards. Habibie and his wife settled in Aachen for a short period before moving to Oberforstbach. In May 1963 they had their first son, Ilham Akbar Habibie and later another son, Thareq Kemal Habibie.

When Habibie's minimum wage salary forced him into part time work, he found employment with the Automotive Marque Talbot, where he became an advisor. Habibie worked on two projects which received funding from Deutsche Bundesbahn.

In 1974, Suharto requested Habibie to return to Indonesia as part of Suharto's drive to develop the country. Habibie initially oil company Pertamina. Two years later, in 1976, Habibie was made Chief Executive Officer of the new state owned enterprise Industri Pesawat Terbang Nusantara (IPTN). In 1978, he was appointed as Minister of Research and Technology. Habibie was elected vice president in March 1998. On May 21st 1998, Suharto publicly announced his resignation and Habibie was immediately sworn in as president. Habibie's government stabilized the economy in the face of the Asian financial crisis and the chaos of the last few months of Suharto's presidency.

Since relinquishing the presidency, Habibie spent more time in Germany than in Indonesia. However, he has also been active as a presidential adviser during Susilo Bambang Yudoyono's presidency. In September 2006, he released a book called *Detik-Detik yang Menentukan: Jalan Panjang Indonesia Menuju Demokrasi* (Decisive Moments: Indonesia's Long Road towards Democracy). The book recalled the events of Mays 1998.

Generic Structure:

- Orientation: tells about who was involved, what happened, where the events took place and when in happened.
- Events: tell what happened and in what sequence.
- Re-Orientation: consist of optional closure of events/ending.

F. Learning Method:

Task Based Learning

G. Source and Media

1. LKS related to the topic
2. Book related to the topic
3. Laptop
4. Number
5. Text paper.

H. Learning Procedure

1st Meeting

1. Pre-Activity (10')

- a. Greeting
- b. Praying together
- c. Taking attendance list
- d. Giving the motivation
- e. Introducing today's lesson

- f. Explaining the importance of the learning material and the competences that must be mastered by the students

2. Whilst Activity (65')

- a. Observing
 - 1) Students observe the definition, generic structure and the purpose of recount text.
 - 2) With teacher guidance, students are identifying all of things in recount text.
- b. Questioning

With the teacher guidance, students get the chance to ask anything related to recount text.
- c. Exploring

The teacher asks the students to read the text individually.
- d. Associating
 - 1) Teacher divides the students into some groups. Each group consists of 5 students.
 - 2) The teacher gives the task to member in group.
 - 3) Teacher explains about the rules and goals of group.
 - 4) The teacher asks the students to understand the given text in group.
 - 5) All of members in group discuss about the text.
- e. Communicating
 - 1) The teacher calls the name of the students in group.
 - 2) The student who has the name that is called by the teacher from each group should explain their best answer to whole class.
 - 3) The teacher gives another question and calls another number.
 - 4) The teacher gives the chance to other students for correcting or asking related to the text.

3. Post Activity (15')

- a. Summing up
- b. Find out the students' difficulties
- c. Reflection

2nd Meeting

1. Pre-Activity (10')

- a. Greeting
- b. Praying together
- c. Taking attendance list
- d. Giving the motivation
- e. Introducing today's lesson

- f. Asking some questions related to the topic that had been given before.

2. Whilst Activity (65')

- a. Observing
 - 1) Students observe the example of a recount text "B.J. Habibie".
 - 2) With teacher guidance, students are identifying the information from the example.
- b. Questioning

With the teacher guidance, students get the chance to ask the difficult words from the example.
- c. Exploring

Students are reading the text individually.
- d. Associating
 - 1) Teacher divides the students into some groups. Each group consists of 5 students.
 - 2) The teacher gives the task to member of the group..
 - 3) The teacher asks each group to discuss and find out the true answer of some questions related to the text.
 - 4) All of members in group discuss together.
- e. Communicating
 - 1) The teacher calls the name the member of the group.
 - 2) The student who has the name that is called by the teacher from each group should explain their best answer to whole class.
 - 3) The teacher gives another question and calls another number.
 - 4) The teacher gives the chance to other students for correcting or asking related to the text.

3. Post Activity (15')

- a. Giving reward to the best group
- b. Summing up
- c. Find out the students' difficulties
- d. Closing.

I. Evaluation

1. Instrument:

1st Meeting

- a. What is the type of the text?
- b. Who is B. J. Habibie?
- c. What is a degree that Habibie received in Germany?
- d. Where is Habibie and his wife lived in Germany?

- e. What is the main purpose of the text?

2nd meeting

a.	Habibie is a son of a Javanese noblewoman from Solo.	T/F
b.	Habibie got married with Hasri Ainun in 1962.	T/F
c.	Habibie has 2 son and daughter.	T/F
d.	Habibie was CEO of IPTN.	T/F
e.	B. J. Habibie became a President of Indonesia only in 2 years.	T/F

2. Assessment:

The maximum score is 100

Student Score : $\frac{\text{Get score} \times 100}{\text{Score maximum}}$

3. Attitude Rubric:

No	Aspects	Score
1.	Respect	
2.	Care	
3.	Confidence	
4.	Curiosity	

Note:

1 : Enough

2 : Good

3 : Very Good

Collaborator

Sekampung, May 2018
Researcher

Dewi Mustika, S.Pd.
NIP. 19830620 200903 2 001

Dwi Puspitasari
NPM: 14121247

Head Master of
SMA N 1 Sekampung

Drs. Mujiono, M.Pd
NIP. 19661020 199203 1 004

LESSON PLAN 2

School : SMA N 1 Sekampung
Subject : Bahasa Inggris
Class/Semester : X/II
Theme : Recount Text (Biography)
Time Allocation : 4 X 45 Minute

A. Core Competence

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya.
 KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
 KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
 KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Basic Competence:

- 1.1: Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
 2.2: Menunjukkan perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.
 3.9: Menganalisa fungsi sosial, struktur teks dan unsur kebahasaan dari teks recount tentang pengalaman, kejadian, dan peristiwa sederhana sesuai dengan konteks penggunaannya.

C. Indicator:

1. Identify the information of the functional text.
2. Identify the meaning of words of the recount text (biography).
3. Identify the communicative purpose and main idea of the recount text (biography).

D. Learning Objective:

1. Students are able to identify and explain a recount text about biography of someone correctly with focusing on social function, text structures and language unsure.

E. Learning Material**Founder of WhatsApp**

Jan Koum is known as one of the founders of WhatsApp. Jan Koum was born on February 24th 1976 in the area which is named Part Fastiv Kiev, Ukraine. Jan Koum's father worked as construction manager and his mother was just a housewife. Jan Koum is from Jewish descent family. The area where Jan Koum very lived was so concerned because every facility, such as electricity, was very limited. Even for taking a bath they had to queue in a public bathing place.

Jan Koum family decided to move into America in 1990 to avoid the conflict happened in their region. They moved when Jan Koum was 16 years old and stayed in Mountain View, America. There, he stayed with his mother and grandmother, his father was still in Ukraine, and would soon follow them. But unfortunately, Jan Koum's father died in 1997 while he was still in Ukraine.

Jan Koum and his mother then struggled hard to survive in America. Jan Koum's mother work as a kid's caretaker and Koum helped his mother by working as a shop sweeper to full fill their needs although they were still shortage of everything.

He studied computer networking in autodidact way and joined the hacker group known as w00w00 when he was at school. Then he continued his study at San Jose University. To meet his living costs and tuition, Jan Koum worked as a computer security systems examiner at Ernst & Young.

In 1997, he met Brian Acton, an employee of Yahoo who soon became his close friend. Jan Koum tried to apply for a job at Yahoo by the recommendation of Brian Acton and he was accepted there. Seven years working for Yahoo, Jan Koum and Brian Acton decided to resign from Yahoo in 2007.

Afterwards, Jan Koum and Brian Acton tried to apply for a job at Facebook, but both of them were rejected by Facebook. Later in 2009, when Iphone was getting famous, Jan Koum bought the phone. He was interested to see the collection of contacts in the Iphone and app store. He realized a potential chance from app store applications which soon gave him an idea to create an application which can display a profile message on phone contact in Iphone. It was the idea which then led the creation of WhatsApp.

F. Learning Method:

Task Based Learning

G. Source and Media

1. LKS related to the topic
2. Book related to the topic
3. Laptop
4. Number
5. Text paper.

H. Learning Procedure**1st Meeting****1. Pre-Activity (10')**

- a. Greeting
- b. Praying together
- c. Taking attendance list
- d. Giving the motivation
- e. Introducing today's lesson
- f. Explaining the importance of the learning material and the competences that must be mastered by the students.

2. Whilst Activity (65')

- a. Observing
 - 1) Students observe about the tenses material that used in recount text.
 - 2) With teacher guidance, students are identifying the tenses that used in recount text.
- b. Questioning

With the teacher guidance, students get the chance to ask again about anything in recount text especially in biography text.
- c. Exploring

The teacher asks the students to read the text individually.
- d. Associating
 - 1) Teacher divides the students into some groups. Each group consists of 5 students.
 - 2) The teacher gives the task to member in group.
 - 3) Teacher explains about the rules and goals of group.
 - 4) The teacher asks the students to understand the given text in group.
 - 5) All of members in group discuss about the text.

- e. Communicating
 - 1) The teacher calls the name.
 - 2) The student who has the name that is called by the teacher from each group should explain their best answer to whole class.
 - 3) The teacher gives another question and calls another number.
 - 4) The teacher gives the chance to other students for correcting or asking related to the text.

3. Post Activity (15')

- a. Summing up
- b. Find out the students' difficulties in learning activities
- c. Reflection

2nd Meeting

4. Pre-Activity (10')

- a. Greeting
- b. Praying together
- c. Taking attendance list
- d. Giving the motivation
- e. Introducing today's about recount text
- f. Asking some questions related to the topic that had been given before.

5. Whilst Activity (65')

- a. Observing
 - 1) The students observe the example of a recount text "Founder of WhatsApp".
 - 2) With teacher guidance, students are identifying the information from the example.
- b. Questioning

With the teacher guidance, students get the chance to ask the difficult words from the example.
- c. Exploring

Students are reading the text individually.
- d. Associating
 - 1) Teacher divides the students into some groups. Each group consists of 5 students.
 - 2) The teacher gives the task to member in group.
 - 3) The teacher asks each group to discuss and find out the true answer of some questions related to the text.
 - 4) All of members in group discuss together.

e. Communicating

- 1) The teacher calls the number.
- 2) The student who has the number that is called by the teacher from each group should explain their best answer to whole class.
- 3) The teacher gives another question and calls another number.
- 4) The teacher gives the chance to other students for correcting or asking related to the text.

6. Post Activity (15')

- a. Giving reward to the best group
- b. Summing up
- c. Find out the students' difficulties
- d. Closing.

I. Evaluation**3. Instrument:**1st Meeting

- f. What is the type of the text?
- g. Who is Jan Koum?
- h. Why Jan Koum and his mother leaved Ukraine?
- i. What is Jan Koum's first job?
- j. How Jan Koum get the idea to found WhatsApp?

2nd meeting

a.	Jan Koum is a son of a construction manager.	T/F
b.	Brian Acton worked in Facebook company.	T/F
c.	Jan Koum worked in Yahoo for 17 years.	T/F
d.	Jan Koum received in Facebook company.	T/F
e.	Jan Koum bought the phone when Iphone getting famous.	T/F

4. Assessment:

The maximum score is 100

Student Score : $\frac{\text{Get score} \times 100}{\text{Score maximum}}$

4. Attitude Rubric:

No	Aspects	Score
1.	Respect	
2.	Care	
3.	Confidence	
4.	Curiosity	

Note:

1 : Enough

2 : Good

3 : Very Good

Sekampung, May 2018

Collaborator

Researcher

Dewi Mustika, S.Pd.

NIP. 19830620 200903 2 001

Dwi Puspitasari

NPM: 14121247

Head Master of
SMA N 1 Sekampung

Drs. Mujiono, M.Pd

NIP. 19661020 199203 1 004

Pre-Test
Reading Comprehension of Recount Text

Direction!

Give the sign (x) in the letters a, b, c, d, or e on the answer is the right!

The following text is for question 1 – 6

My name is James and I am 37 years old. My family and I left our hometown Acapulco, Brazil for New York nineteen years ago. I missed the sunshine, food, my friend, etc. However, I now have a successful business with my brother and two sisters. We run a soccer store in New Brunswick and I am married with two children, who attend American schools.

When asked why I came to the US, I say without hesitation, “Because I wanted to work hard and be successful.” I certainly work hard. I am at the store all day, then work as a driver in the evening, “that’s why I like America”, I say, “You can be what you want!”

Choose the correct answer!

1. How old was James when he left his country?
 - A. Nineteen years old
 - B. Eighteen years old
 - C. Twenty years old
 - D. Twelve years old
 - E. Eleven years old
2. What was James’ reason leaving his country?
 - A. He wanted to continue his studies.
 - B. He wanted to open a new business.
 - C. He pursued his dream to be a businessman.
 - D. He wanted to work hard and be successful.
 - E. He wanted to live in the crowded city.

3. “..... I say without hesitation.” (paragraph 2)
What is the synonym of ‘*hesitation*’?
- A. Certainly D. Sadness
B. Doubt E. Reason
C. Regret
4. According to the passage, we know that James is
- A. A naughty man D. A teacher
B. A doctor E. A handsome man
C. An enthusiasm man
5. From the text, we can conclude that James
- A. Feels regret moving to New York.
B. Has a small shop in New York.
C. Has one sister and two brothers.
D. Spent his childhood in New York.
E. Has got married and has two children.
6. What is the type of the text?
- A. Descriptive Text D. Culture Text
B. Narrative Text E. Procedure Text
C. Recount Text

The following text is for question 7 – 20

Steve Jobs

Steven Paul Jobs was born on 24 February 1955 in San Francisco, California, to AbdulfattahJandali and Joanne who gave him up for adoption. He was taken in by Paul and Clara Jobs, and grew up with them in Mountain View, California.

He attended Homestead High School in Cupertino California and went to Reed College in Portland Oregon in 1972 but dropped out after only one semester, staying on to “drop in” on courses that interested him. He took a job with video game manufacturer Atari to raise enough money for a trip to India and returned from there a Buddhist.

Back in Cupertino he returned to Atari where his old friend Steve Wozniak was still working. Wozniak was building his own computer and in 1976 Jobs pre-sold 50 of the as yet unmade computers to a local store and managed to buy the components on credit solely on the strength of the order, enabling them to build the Apple I without any funding at all.

The Apple II followed in 1977 and the company Apple Computer was formed shortly afterwards. By the time production of the Apple II ended in 1993 it had sold over 6 million units. In 1985 Jobs was fired from Apple and immediately founded another computer company, NeXT.

In the meantime, in 1989, Jobs bought The Computer Graphics Group from Lucasfilm. The group was responsible for making high end computer graphics hardware but under its new name, Pixar, it began to produce innovative computer animations. Their first title under the Pixar name, Luxo Jr. (1986) won critical and popular acclaim and in 1991 Pixar signed an agreement with Disney, with whom it already had a relationship, to produce a series of feature films, beginning with Toy Story (1995).

In 1996 Apple bought NeXT and Jobs returned to Apple, becoming its CEO. In 2003, Jobs was diagnosed with pancreatic cancer and underwent surgery in 2004. Despite the success of this operation he became increasingly ill and received a liver transplant in 2009. He returned to work after a six month break but eventually resigned his position in August 2011 after another period of medical leave which began in January 2011. He died on 5 October 2011.

7. What is the text above?

- | | |
|----------------------|-------------------------|
| A. Apple Company | D. California's Company |
| B. Jobs' Description | E. Computer Company |
| C. Jobs' Biography | |

8. Steve Jobs is EXCEPT

- A. Working in Apple Company.
- B. A son of Paul and Clara Jobs.

- C. A founder of NeXT.
 - D. A founder of Pixar.
 - E. A founder of Apple.
9. What is Jobs' first job?
- A. Video game manufacturer Atari
 - B. Building unique his own computer
 - C. Founding NeXT
 - D. CEO of NeXT
 - E. CEO of Pixar
10. Apple II was built in
- A. 1975
 - B. 1976
 - C. 1977
 - D. 1993
 - E. 1995
11. What did Steve do when he was fired from Apple?
- A. Returning to Atari
 - B. Joined in video manufacturer Atari
 - C. Signing an agreement with Disney
 - D. Producing a series of feature films
 - E. Founding NeXT
12. The group where began to produce innovative computer animations is
- A. Apple Company
 - B. Apple II Company
 - C. NeXT
 - D. Pixar
 - E. Computer Group
13. Steve Jobs resigned from his position because
- A. Apple fired him.
 - B. He signed an agreement with Disney.
 - C. He won critical and popular acclaim
 - D. He produced a series of feature films.
 - E. His health condition became worse.

14. “..... and grew up with them in Mountain View. (1st paragraph)

The underlined word refers to

- A. Jobs and Joanne
- B. Paul and Clara Jobs
- C. Paul and Joanne
- D. Jandali and Joanne
- E. Jandali and Clara Jobs

15. What is the main idea of first paragraph?

- A. Jobs’ family
- B. Jobs’ job
- C. Job’s company
- D. Jobs’ health
- E. Jobs’ wealth

16. “.....but dropped out after only one semester.” (paragraph 2)

What is the synonym of ‘*drop out*’?

- A. Check in
- B. Enter
- C. Run
- D. Resign
- E. Participate

17. Why Steve Jobs worked with video game manufacturer Atari?

- A. He won critical and popular acclaim
- B. He produced a series of feature films.
- C. His health condition became worse.
- D. He raised enough money for a trip to India.
- E. He signed an agreement with Disney.

18. “in 1991 Pixar signed an agreement with Disney.” (paragraph 5).

That sentence means.....

- A. Disney gave acclaim for Pixar.
- B. Pixar gave acclaim for Disney.
- C. Pixar and Disney created relationship.

- D. Pixar was fired by Disney.
- E. Disney was fired by Pixar.

19. "In 1996 Apple bought NeXT....." (last paragraph).

Why Apple did it?

- A. Because NeXT was a great company.
 - B. Because Jobs got low health condition.
 - C. Because NeXT was cheap company.
 - D. Because Jobs returned to Apple.
 - E. Because Jobs resigned from Apple.
20. Which is the generic structure of the text?
- A. Orientation-reorientation-events
 - B. Orientation-events-reorientation
 - C. Reorientation-events-orientation
 - D. Events-reorientation-orientation
 - E. Events-orientation-reorientation

Post Test 1

Reading Comprehension of Recount Text

Direction!

Give the sign (x) in the letters a, b, c, d, or e on the answer is the right!

The following text is for question 1 – 10

Muhammad Yamin

Muhammad Yamin was one of the Indonesian national heroes. He was raised as one of the sons of Tuanku Oesman Gelar Baginda Khatib (1856-1924) the penghulu andiko of Indrapura and author of a manuscript on Minangkabau adat laws that now is stored at the Royal Netherlands Institute of Southeast Asian and Caribbean Studies (KITLV).

Muhammad Yamin was also a historian, poet, playwright and politician. He was educated at the Algemeen Middelbare School (AMS) in Jogja, majoring in history and Far Eastern languages, including Malay, Javanese and Sanskrit. Upon his graduation in 1927, he went on to study law at the Rechtshogeschool in Batavia, as Jakarta was known during the colonial period in Indonesia. The Rechtshogeschool, founded in 1924, is the precursor of the Faculty of Law of what became the Universiteit van Indonesië and, after the transfer of sovereignty, changed its name in 1950 to Universitas Indonesia, the premier tertiary institution in the country (Ref1). Yamin earned his doctorate in law (meester in de rechten) in 1932. He worked in Jakarta until 1942 specializing in “private law”. Yamin’s political career started early and he was active in nationalist movements. In 1928, Yamin participated in the second Congress of Indonesia Youth, which issued the Sumpah Pemuda. Through the organization Indonesia Muda, Yamin became an active proponent for Malay to become the national and unifying language. It has since been

Choose the correct answer!

21. According to the text; at the point who is Muhammad Yamin?

- f. Only the son of Tuanku Oesman Gelar Baginda Khatib.
- g. One of Indonesian national heroes

- h. One of Malaysian national heroes
 - i. A lecturer
 - j. A politician
22. Muhammad Yamin was educated in.....
- F. Universitas Indonesia
 - G. Rechtshogeschool
 - H. AlgemeneMiddelbare School (AMS) Jogja
 - I. Surakarta School
 - J. Batavia School
23. What is Muhammad Yamin specialization in 1942?
- A. Private law
 - B. Poetry
 - C. Cooking
 - D. Writing
 - E. Politician
24. What is language who Muhammad Yamin learned?
- F. Javanese
 - G. Malay
 - H. Sanskrit
 - I. A B C are right
 - J. English
25. When Muhammad Yamin's graduated?
- A. 1942
 - B. 1945
 - C. 1946
 - D. 1920
 - E. 1927
26. "..... of the Indonesian national heroes." (first paragraph).
The synonym of "*heroes*" is.....
- F. Patriot
 - G. Artist
 - H. Minister
 - I. Superman
 - J. Power man
27. What does the historian do?
- F. Write the biography of someone
 - G. Write the description of someone

- H. Study of many unique places
 I. Write and study about the history of something
 J. Identify something that already happened
28. Which of the following statement is NOT TRUE according to the text?
 F. TuankuOesman was Yamin's father.
 G. Yamin was a historian, poet, singer, and politician.
 H. Yamin took majoring in history and Far Eastern languages.
 I. In 1924Rechtshogeschool was built.
 J. Yamin participated in SumpahPemuda.
29. Why Yamin can be said as hero in Indonesia? Because.....
 F. He was a poet.
 G. He was TuankuOesman's son.
 H. He became an active proponent for Malay to become the national language.
 I. He took law major in Univeristas Indonesia.
 J. He participated in SumpahPemuda.
30. What are the tenses in the text above?
 A. Future and Past tense. D. Future continues and Present tense
 B. Past and Past continues tense E. Past and Present tense.
 C. Past Future tense

The following text is for question 11 – 15

Albert Einstein

Albert Einstein was born in 1879 in Germany. He graduated from the University of Zurich in Switzerland in 1905. In 1905, he also did some of his famous work in physics. In 1919 he won the Noble Prize for Physics. Between 1919 and 1933 he lived in Germany and traveled a lot to talk to other scientists. Then, in 1933 he had to leave Germany because of Hitler and the Nazy Party. He moved to United

31.

- F. Albert Einstein's home town.
 - G. Life of Albert Einstein.
 - H. Albert Einstein's study.
 - I. The achievement of Albert Einstein.
 - J. Albert Einstein's family.
32. When did Albert Einstein win the Noble Prize?
- A. In 1905
 - B. In 1933
 - C. In 1934
 - D. In 1919
 - E. Between 1919 and 1933
33. Which is the following statement is TRUE according to the text?
- A. Albert Einstein was a Deutsch.
 - B. Albert Einstein won the Nobel Prizes for Chemistry.
 - C. Albert Einstein had done some famous work in Physics before 1905.
 - D. Albert Einstein had spent the rest of his life in America for 21 years.
 - E. Albert Einstein died on age of 75 years old.
34. "In 1905 he also did some of his famous work in physics."
- What is the similar meaning of the underlined word?
- A. Excellent
 - B. Great
 - C. Very good
 - D. Amazing
 - E. Well known
35. What is the type of the text?
- A. Descriptive text
 - B. Narrative text
 - C. Recount text
 - D. Procedure text
 - E. Report text

The following text is for question 16 – 20

I think my first memories started when I was about three or perhaps four years old. I remembered falling from a tree and breaking my arms. I thought I was playing in the garden, old house we lived in. it was in a suburb of London. I can remember starting school when I was five.

Post Test 2

Reading Comprehension of Recount Text

Direction!

Give the sign (x) in the letters a, b, c, d, or e on the answer is the right!

The following text is for question 1 – 5

Victoria Beckham

Victoria Caroline Beckham is an English singer, song writer, dancer, model, actress, fashion designer and businesswoman. She was born on April 17th, 1974, in Essex, England. She became famous in the 1990's with the pop group "The Spice Girls" and was known as Posh Spice. In 1999, she married the Manchester United and England Footballer, David Beckham. They had four children, three sons and a daughter.

After The Spice Girls split up, she pursued a solo singing career, but also started her own fashion rang called dVb Style. Since this initial foray into fashion Victoria Beckham has brought out her own range of sunglasses and

Choose the correct answer!

41. What did Victoria do before being a solo singer?
 - K. Joined the Spice Girls.
 - L. Married to David Beckham.
 - M. Worked as fashion designer.
 - N. Created fashion style.
 - O. Wrote many books.

42. We found in the text that
 - F. Vitoria named her fragrance by dVb style.
 - G. Beckham is Victoria's brand for her fragrance.
 - H. Beckham is Victoria's autobiography.
 - I. Posh Spice is the title of her new album.
 - J. Spice Girlsis Victoria's label for her wardrobe.

43. Based on the text, what do we know about Victoria?

- K. She is an ordinary woman.
- L. She designed the Spice Girls.
- M. She is a multi-talented woman.
- N. She married to an ordinary person.
- O. She arranged many songs for the Spice Girls.

44. “After the Spice Girls split up” (paragraph 2).

The synonym of the underlined word is

- K. Joined
- L. Combined
- M. Worked Together
- N. Coordinated
- O. Separated

45. “Intimately Beckham” is the title of her

- A. Sunglasses and fragrance
- B. Autobiography
- C. Fashion guide
- D. Book
- E. Songwriter

The following text is for question 6 – 15

Mohammad Hatta

Every year has its great man and women who are remembered for what they have done for their country. One of Indonesia’s great men is Dr. Mohammad Hatta. He was a man with a deep love for his country and people.

Dr. Mohammad Hatta was born in Bukittinggi on August 12th, 1902. While still in Junior high school in Bukittinggi, he became interested in politics and joined the league of Young Sumatrans.

He left Bukittinggi to study in Batavia. Then he went to the Netherlands. He studied economics and gained a doctorate degree there. During his stay there he was active in the national movement. Because of his activities, he was arrested.

In 1923 Hatta returned to Indonesia. He joined a political organization called “Pendidikan Nasional Indonesia”. One of its goals was to develop political awareness among the Indonesian people. His activities again led to his arrest. The

colonial government exiled him to Boven Digul, and later to Banda Naira. Shortly before the Japanese invasion. He was brought back to Java.

When the Japanese surrendered in August 1945, Soekarno and Hatta proclaimed Indonesia's Independence. Hatta became the first vice-president of the Republic of Indonesia

In 1965 Hatta resigned as vice-president and devoted himself to writing. On March 14th, 1981, Dr. Mohammad Hatta passed away in Jakarta.

Nowadays, he is no longer living among us. However, his spirit of

46. "In 1956 Hatta resigned as vice-president....." (paragraph 6).

The synonym "*resigned*" is

- K. Surrendered
- N. Became
- L. Maintained
- O. Brought
- M. Keep in position

47. What made Moh.Hatta arrested?

- K. Because he was exiled to Boven Digul.
- L. Because he studied in Netherlands.
- M. Because he was vice-president.
- N. Because he was born in Bukuttinggi.
- O. Because he was active in the national movement.

48. What is the main idea of paragraph four?

- K. The Japanese invasion
- L. Moh. Hatta was activities in political organization
- M. Moh. Hatta was exiled to Boven Digul
- N. The nationalist movement
- O. The study in Netherlands

49. "He is no longer living among us". (last paragraph).

What does "*us*" refer to?

- K. Sumatra people
- N. Netherlands people

- L. Indonesia people O. Batavia people
M. Digul people

50. “Dr. Moh. Hatta passed away in 1981”.

What is the synonym of “*passed away*”?

- F. Lived again
G. Kept the position
H. Brought back
I. Died
J. Got out

51. What is the main idea of the last paragraph?

- K. The Japanese invasion.
- L. Moh. Hatta was exiled to Boven Digul.
- M. Moh. Hatta actives in political organization.
- N. Reminder of national heroes, Moh. Hatta.
- O. The national movements.

52. Which statement is NOT TRUE based on the text?

- F. Moh. Hatta gained his doctorate in Netherlands.
- G. Japanese brought Moh. Hatta back to Java.
- H. Moh. Hatta became the first vice-president in Indonesia.
- I. Moh. Hatta was arrested by colonial government only once.
- J. He was founding father of Indonesia.

53. How long did he live?

- K. Seventy six
L. Seventy seven
M. Seventy eight
N. Seventy nine
O. Eighty

54. What was his first political party?

- | | |
|--------|---------------------------------|
| K. PNI | N. Jong Java |
| L. TNI | O. League of Jong Sumatran Bond |

M. PDI

55. What is the type of the text above?

- K. Descriptive text N. Procedure text
 L. Narrative text O. Report text
 M. Recount text

The following text is for question 16 – 20

Her name is SinnaSherinaMunaf, but you can call her Sherina only. She was born in Bandung 11th June 1990 as the middle child from 3 siblings. Her older sister is ViraniaDevarainy and young sister is MayzuraRestalia.

Sherina's parents are Triswan and Luki. Her father's full name is TriswanMunaf, works as ads designer and ex-musician. Her mother's full name is LukiAriani.

Sherina is a singer. She has a lovely voice. She began to sing since she was child. One of her famous song is "PetualanganSherina". Sherina has ever song duet with Westlife in 1998.

- L. Two O. None
 M. Three

57. What is Sherina's father?

- F. Designer I. Singer
 G. Musician J. Rock singer
 H. Designer and musician

58. Why Sherina decided to become a singer? Because

- F. Her father loved music.
 G. Her father was ex-musician.
 H. She had beautiful voice.
 I. She wanted make an album with Westlife.
 J. She wanted to become a famous artist.

59. "..... as the middle child from three siblings." (paragraph 1)

What is the same meaning with the word "*siblings*" in the sentence?

- F. Uncle
- G. Parents
- H. Cousins
- I. Friends
- J. Sister

60. The purpose of the text is to give the information about.....

- A. Sherina's parents
- B. SinnaSherinaMunaf's biography
- C. Sherina's carrier
- D. Sherina's appearance
- E. Sherina'a fans

Answer Key

Pre Test

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

Post Test 1

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

Post Test 2

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

Answer Sheet

Name :

NIS :

Class :

Score:

Cross the right answer!

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

OBSERVATION SHEET OF TEACHER ACTIVITIES

Day/Date :
 School : SMA N 1 Sekampung
 Class : X

Teacher Activity	Good	Enough	Less
1. Pre teaching a. Prepare the lesson plan b. Prepare the media that will be used c. Ability in opening the learning process			
2. While teaching a. Inform the objective of learning b. Explain the material chronologically c. Guide the students to follow the lesson a) Explains the rule of TBL methode b) The teacher distributes task on the paper of recount text d. Motivate the students to ask e. Practice the students to answer the question about the material			
3. Post teaching a. Conclude the result of learning process b. Close the learning activity			

Collaborator

Sekampung, May 2018

Researcher

Dewi Mustika, S.Pd.
 NIP. 19830620 200903 2 001

Dwi Puspitasari
 NPM: 14121247

THE STUDENTS' ACTIVITIES OBSERVATION SHEET

Meeting :
Day/Date :
Material : Recount text

No.	Students' Name	Score					Total	%
		1	2	3	4	5		
1.	A. H. A. L.							
2.	A. K.							
3.	A. T. K.							
4.	A. I.							
5.	A. A. R.							
6.	A. M.							
7.	A. A. G.							
8.	A. W. G.							
9.	A. N. A.							
10.	A. E. W.							
11.	A. N. K.							
12.	D. Y.							
13.	D. A.							
14.	D. E.							
15.	E.							
16.	F. R.							
17.	F.							
18.	F. M. W.							
19.	I. M.							
20.	J. I. A. U.							
21.	M. K.							
22.	M. W.							
23.	M. WA.							
24.	N. F. U.							
25.	N. S.							

26.	R. L. R.							
27.	R. Z. W. M.							
28.	R. O.							
29.	S. A.							
30.	S. V.							
31.	S. J.							
32.	T. K.							
33.	T. P. P.							
34.	Y. P.							
35.	U. R.							
Total								
Percentage (%)								

NOTES:

Indicators of the students' activities that observed are:

1. Accountable about their responses
2. Confidence in sharing ideas
3. Activity in group work
4. Making note from the material
5. Doing the assignment

Direction:

- Give a tick (√) for the active student
- Let it empty for un active student.

Collaborator

Sekampung, May 2018
Researcher

Dewi Mustika, S.Pd.
NIP. 19830620 200903 2 001

Dwi Puspitasari
NPM: 14121247

DOCUMENTATION GUIDANCE

- a. Documentation about historical background of SMA N 1 Sekampung East Lampung.
- b. Documentation about condition of the teachers and official employees of SMA N 1 Sekampung East Lampung.
- c. Documentation about students of SMA N 1 Sekampung East Lampung.
- d. Documentation about structural organization of SMA N 1 Sekampung East Lampung.
- e. Documentation about facilities of SMA N 1 Sekampung East Lampung.
- f. Documentation about sketch of location SMA N 1 Sekampung East Lampung.

Field Notes

Cycle		Note Students' Attitude
Cycle 1	1 st Meeting (July 2018)	<ul style="list-style-type: none"> ➤ Most of students still confused in following the learning group. ➤ Most of the students were not accountable about their answer. ➤ Most of the students were not confidence in sharing the ideas. ➤ Some of the students did not do the assignments.
	2 nd Meeting (July 2018)	<ul style="list-style-type: none"> ➤ Some of the students began interested in the learning group. ➤ Some of the students were accountable about their answer. ➤ Some of the students were confidence in sharing ideas. ➤ Some of the students could do the assignments easily.
Cycle 2	1 st Meeting (July 2018)	<ul style="list-style-type: none"> ➤ Some of the students were enjoyed following the learning group. ➤ Most of the students were accountable about their answer. ➤ The students could be more confidence in sharing ideas. ➤ Most of the students could do the assignments easily.
	2 nd Meeting (July 2018)	<ul style="list-style-type: none"> ➤ Most of the students were active in the learning group. ➤ Most of the students enjoyed the new learning strategy. ➤ Most of the students could be more accountable about their answer. ➤ Most of the students were confidence in sharing their ideas to the other. ➤ Most of the students could do the task easily.

Sekampung, July 2018

Observer,

Dewi Mustika, S.Pd.

NIP. 19830620 200903 2 001

DOCUMENTATION

1. Pre-test



2. Treatment



3. Post-test 1



4. Treatment



5. Post-test 2





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0726) 41507; Faksimili (0725) 47296;
 Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dwi Puspitasari
 NPM : 14121247

Jurusan/Fakultas : TBI
 Semester/TA : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1	13/7 2018	✓		Surat Ketugan Riset agar disosialisasikan di Surab 12in Risd. Foto/gambar & keis'kasanya Pameran Sheet caga di'kur kany B/S : Review base on notice. Acc Menyany	amf
	18/9 2018	✓		Acc Menyany	amf

Mengetahui,
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014

Dosen Pembimbing I

Drs. Kurvani, M.Pd.
 NIP. 19620215 199503 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507; Faksimili (0725) 47296;
 Website: www.metrouniv.ac.id E-mail: lainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dwi Puspitasari
 NPM : 14121247

Jurusan/Fakultas : TBI
 Semester/TA : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
	Seminar 10/09-18		✓	Acc ch. IV - Continue to 1st Advisor	Amf

Mengetahui,
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
 NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dwi Puspitasari

Jurusan : TBI

NPM : 14121247

Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Senin 2 / -18 7		✓	- Revise table B - Revise SCORING	Amf
2	Senin 9 / -18 7		✓	Revise ch. IV	Amf
3	Senin 6 / -18 8		✓	Revise grammar.	Amf
4	Senin 13 / 0 -18		✓	Revise scheme	Amf
5	6 / 9 2018		✓	Revise all of ch. IV.	Amf

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II,

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Dwi Puspitasari
NPM : 14121247

Jurusan : TBI
Semester : VIII

No	Hari / Tanggal	Pembimbing		Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	6/6-2018	✓		observation sheet of Teacher Performance	Amf
		✓		Documentation guidance	
2	7/6 2018	✓		Revisi LPD	Amf
				Acc LPD	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Drs. Kuryani Utih, M.Pd
NIP. 19620215 199503 1 001






**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Dwi Puspitasari
NPM : 14121247

Jurusan/Fakultas : TBI
Semester/TA : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1	Kamis, 24 / 2018 Mei		✓	change the instrument.	
2	Kamis, 31 / 2018 Mei		✓	Reurse arrange.	
	Rabu 6 / 2018 Juni		✓	Ace Instrument	

Mengetahui,
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II



Trisna Dinillah Harva, M.Pd.
NIP. 19830511 200912 2 004



KEMENTRIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara kampung 15 A Iringmulyo Metro Timur Kota Metro Lampung
 Telp. (0725) 41507 Fax. (0725) 47296 Website : [www. Metrouniv.ac.id](http://www.Metrouniv.ac.id) e-mail: iain@metrouniv.ac.id

Nomor : P. 0756/In.28/FTIK/PP.00.9/04/2017
 Lamp : -
 Hal : *IZIN PRA SURVEY*

Kepada Yth.,
 Kepala SMA N 1 Sekampung
 Di –
 Tempat.

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : Dwi Puspitasari
 NPM : 14121247
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris (TBI)
 Judul : The Use of task Based Learning to Improve The Reading Comprehension Ability in Prosedure Text Among The Tenth Graders of The SMA N 1 Sekampung in Academic Year of 2017/2018

Untuk melakukan *PRA SURVEY* di SMA N 1 Sekampung.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 18 April 2017

Wakil Dekan Bidang Akademik
 dan Kelembagaan

Dra. Isti Fatonah, MA
 NIP. 196705311993032003



PEMERINTAH PROPINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI I SEKAMPUNG
 NSS : 3011204033011 NIS : 300110
TERAKREDITASI A



Alamat : Raya Sekampung Desa Hargomulyo Kec. Sekampung Lampung Timur 34182

Nomor : 420²¹⁰/ 11/ SMA N I/ 2018
 Lampiran : -
 Hal : Pemberian Izin Penelitian

Kepada
 Yth : Dekan Fakultas Tarbiyah
 Institut Agama Islam Negeri Metro
 Di -
 Metro

Dengan hormat,

Berdasarkan surat permohonan izin research dari IAIN Metro dengan nomor : B- 1964/In.28 /D .1 /TL.00/06/2018 tertanggal 05 Juli 2018 tentang izin penelitian atas nama

N a ma : DWI PUSPITASARI
 NPM : 14121247
 Jurusan : Pendidikan Bahasa Inggris
 Judul : The Use Of Task Based Learning To Improve The Reading Comprehension Ability Among The Tenth Graders Of SMA N 1 Sekampung In Academic Year 2018/2019".

Pada dasarnya kami Kepala Sekolah SMA Negeri 1 Sekampung tidak berkeberatan dan memberikan izin Penelitian kepada nama tersebut diatas.

Demikian surat izin Penelitian ini dibuat, untuk dipergunakan dengan penuh rasa tanggungjawab.

Sekampung, 25 Juli 2018
 Kepala Sekolah



Drs. MUJIONO M.Pd
 NIP. 19661020 199203 1 004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : 1760 /In.28.1/J/PP.00.9/5/2018

22 Mei 2018

Lamp : -

Hal : BIMBINGAN SKRIPSI

Kepada Yth:

1. Drs. Kuryani, M.Pd
2. Trisna Dinillah Harya, M.Pd

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Dwi Puspitasari
 NPM : 14121247
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : The Use Of Task Based Learning To Improve The Reading Comprehension Ability Among The Tenth Graders Of SMA Negeri 1 Sekampung In Academic Year 2017/2018

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Vassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

 A. Subhan Roza, M.Pd
 NIP. 19750610 2008011014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-1963/In.28/D.1/TL.01/06/2018

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : **DWI PUSPITASARI**
NPM : **14121247**
Semester : **8 (Delapan)**
Jurusan : **Pendidikan Bahasa Inggris**

- Untuk :
1. Mengadakan observasi/survey di SMA NEGERI 1 SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF TASK BASED LEARNING TO IMPROVE THE READING COMPREHENSION ABILITY AMONG THE TENTH GRADERS OF SMA NEGERI 1 SEKAMPUNG IN ACADEMIC YEAR 2017/2018".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 05 Juni 2018

Mengetahui,
Pejabat Setempat


Drs. M. M. H. H. M. Pd.
No. 1966/020 199203 1 004

Wakil Dekan I,


Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN PEMUDA DAN KEBUDAYAAN
SMA NEGERI 1 SEKAMPUNG
AKREDITASI A



NPSN : 10806079

NSS : 301120403011

NIS : 300110

Alamat : Jl. Raya Sekampung, Desa Hargomulyo Kec. Sekampung Kab. Lampung Timur Kode Pos 34182

Nomor : 420/ 733 / 11/ SMA N I/ 2017
 Lampiran : -
 Hal : Pemberian Izin Penelitian

Kepada Yth,

Bapak Ketua Jurusan TBI
 Institut Agama Islam Negeri (IAIN)
 Di,
 Metro

Dengan hormat,

Berdasarkan surat permohonan izin Pra – Survey dari Ketua Jurusan TBI Institut Agama Islam Negeri (IAIN) Metro dengan nomor : P. 0756/ ln.28/ FTIK/ PP.00.9/04/2017 tertanggal 08 April 2017 tentang Izin Penelitian atas nama Saudara :

N a ma	: DWI PUSPITASARI
NPM	: 14121247
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul Penelitian	: “ THE USE OF TASK BASED LEARNING TO IMPROVE THE READING COMPREHENSION ABILITY IN PROSEDURE TEXT AMONG THE TENTH GRADERS OF THE SMAN 1 SEAMPUNG IN ACADEMIC YEAR OF 2017/ 2018”.

Pada dasarnya kami Kepala Sekolah SMA Negeri 1 Sekampung tidak berkeberatan dan memberikan izin Penelitian kepada nama tersebut diatas.

Demikian surat izin Penelitian ini dibuat, untuk dipergunakan dengan penuh rasa tanggung jawab.



Sekampung, 27 November 2017
 Kepala Sekolah

Drs. MUSDONO, M. Pd
 NIP. 19661020 199203 1 004



PEMERINTAH PROPINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI I SEKAMPUNG
 NSS : 3011204033011 NIS : 300110
TERAKREDITASI A

Alamat : Raya Sekampung Desa Hargomulyo Kec. Sekampung Lampung Timur 34182

SURAT KETERANGAN
Nomor : 420/218/11/SMA.1/2018

Yang bertanda tangan di bawah ini :

N a m a	: Drs. MUJIONO, M.Pd
N I P	: 19661020 199203 1 004
Pangkat/Gol	: Pembina Tk I /IV b
Jabatan	: Kepala Sekolah
Unit Kerja	: SMA Negeri I Sekampung

Menerangkan dengan sebenarnya bahwa :

N a m a	: DWI PUSPITASARI
N P M	: 14121247
Jurusan	: Pendidikan Bahasa Inggris

Nama tersebut diatas telah melaksanakan penelitian yang dilaksanakan pada tanggal Hari Rabu s.d Jum'at tanggal 18 s.d 27 Juli 2018 di SMA Negeri 1 Sekampung Kab. Lampung Timur di Kelas X.IPA.2

Demikian Surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya

Sekampung, 27 Juli 2018
 Kepala Sekolah


Drs. MUJIONO, M.Pd
 NIP. 196610201992031004

CURRICULUM VITAE



The name of the researcher is DWI PUSPITASARI. She was born in Bawang Putih, on May 05th 1996. She is the second daughter of Mr. Kusmanto and Mrs. Sukati. She has one elder sister and one younger sister. Her name is Siti Munawaroh and Indri Kurniawati.

She was enrolled her study in the Kindergarten of TK LKMD Summersari on 2001 and graduated on 2002. She continued her study at SDN 04 Summersari on 2002 until 2008. In line with her focus on the study, she continued her study at SMPN 02 Sekampung on 2008 and graduated on 2011. She decided to continue her study at SMAN 1 Sekampung and took IPA program on 2011 until 2014. Then, at the same year, she was registered as a S1 student of English Education Department of State Institute of Islamic Studies (IAIN) of Metro.