USING TASK-BASED LANGUAGE TEACHING (TBLT) TO IMPROVE JUNIOR HIGH SCHOOL STUDENTS' PARTICIPATION AND READING COMPREHENSION ACHIEVEMENT

THESIS

By :

RAINIA ADINA WINDA ROSA
160210401076

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
THE UNIVERSITY OF JEMBER
2021

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Composed to fulfill one of the requirements to obtain the degree of S1 at English Education Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, the University of Jember

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DEDICATION :

1. My beloved parents : Fathor Rozi and Endang Susanti
2. My beloved grandmother : Maryati
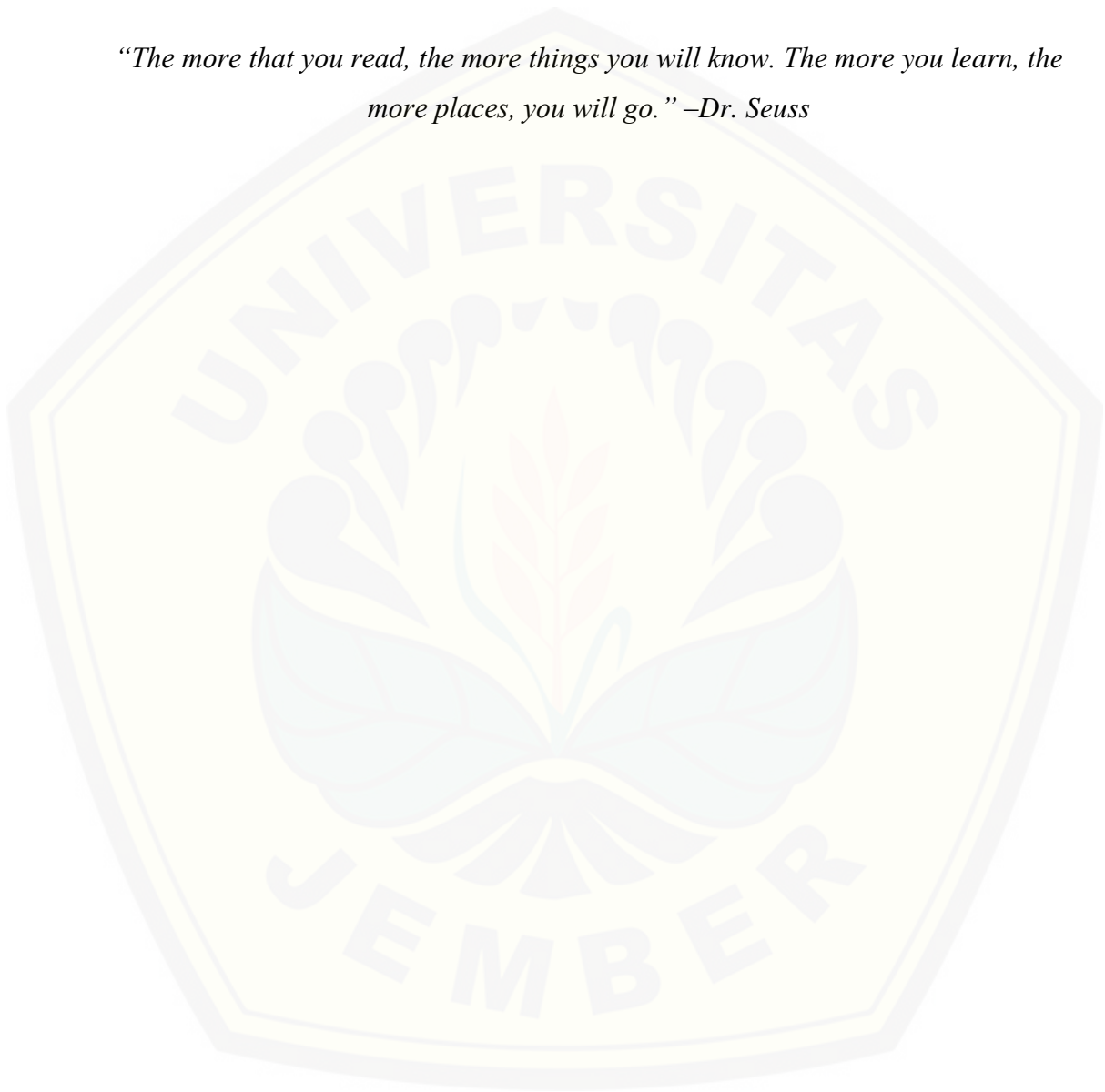3. My beloved sisters : Faiza Qonita Fabiola Rosa and Callista Sabda Rachela Rosa.

MOTTO

"If you can not stand the fatigue of study, you will feel the poignant of stupidity"
-Imam Syafi'i

"The more that you read, the more things you will know. The more you learn, the more places, you will go." –Dr. Seuss

STATEMENT OF THESIS AUTHENCITY

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NIM 160210401076

CONSULTANT APPROVAL

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Composed to Fulfill One of the Requirements to Obtain S1 Degree at the English Language Education Study Program of the Language and Arts Education Department, Faculty of the Teacher Training and Education Jember University

Name	:	Rainia Adina Winda Rosa
Identification number	:	160210401076
Place/Date of Birth	:	Jember, 09th of October 1998
Program	:	English Language Education
Department	:	Language and Arts Education
Faculty	:	Teacher Training and Education

Approved by:

Consultant I   Consultant II

Dra. Zakiyah Tasnim, M.A.   **Siti Masrifatul Fitriyah, S.Pd, M.A, Ph.D.**

NIP. 19620110 198702 2 001   NIP. 19770322 200604 2 001

v

APPROVAL OF THE EXAMINATION COMMITEE

The thesis entitled "Using Task-Based Language Teaching (TBLT) to Improve Junior High School Students' Participation and Reading Comprehension Achievement " is approved and accepted by The Examination Committee of The Faculty of Teacher Training And Education, University of Jember on :

Day   : Monday

Date   : 19th of July 2021

Place : The Faculty of Teacher Training and Education, University of Jember.

The Examiner Committee

The Chairperson,   The Secretary,

Dra. Zakiyah Tasnim M.A.   **Siti Masrifatul Fitriyah, S.Pd., M.A., Ph.D.**
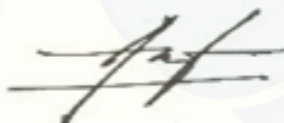
NIP. 19620110 198702 2 001   **NIP. 19770322 200604 2 001**

The Members,

Member 1,   Member 2,

Dr. Aan Erlyana Fardhani, M.Pd.   **Dra. Siti Sundari, MA**

NIP. 19650309 198902 2 001   **NIP 19581216 198802 2 001**

Acknowledged by

The Dean of Faculty of Teacher Training and Education

Jember University

Prof. Dr. Bambang Soepeno, M.Pd.

NIP. 19600612 198702 1 001

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Jember, 19th of July 2021

The Writer,

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SUMMARY

Using Task-Based Language Teaching (TBLT) to Improve Junior High School Students' Participation and Reading Comprehension Achievement; Rainia Adina Winda Rosa; 160210401076; 2016; English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, the University of Jember.

This classroom research focused on using Task-Based Language Teaching (TBLT) Approach to improve the eigth-grade students' participation and their reading comprehension achievement an at SMP Nurul Islam (NURIS) Jember. The research was conducted from 14th of January, 2021 to and 21th of January 2021. The research participants were the students of class VIII G. This class was chosen because most of the students in this class still faced some difficulties dealing with reading comprehension such as the students still had difficulties in mastering vocabularies, the students tended to translate the text word by word by using the dictionary, so sometimes it did not make sense, and the students tended to be passive during teaching and learning process. Thus, the researcher was interested in using TBLT that was believed by some precious researchers to overcome the students' passive participation and their difficulties in reading comprehension.Furthermore, some previous researcher also proved that TBLT could promote students' enjoyment, boosting students' confidence and increasing learners motivation

This research was conducted in one cycle because the criteria sucssesful of this research was fulfilled. This research consisted of five meetings including pre-test and post-test. The cycle covered some stages that included reconnaissance, planning, implementing the action, observing and reflecting. In this research, the data were obtained from the reading comprehension test and the observation notes. The observation was assisted by the help of the teacher and the colleague.

The evidence of the research success was proven by two improvement evidences of students' participaton and their reading achievement scores. First evidence, The criteria of success for the students' participation was at least 75% of the students got score $\geq$ 75 in reading comprehension test, and at least 75% of them were active in the reading process. For this research, the number of students

who participated actively during teaching and learning process of reading by applying TBLT was improved from 73.9% in the second meeting, 90 % in the third meeting, to 100% in the fourth meeting for one cycle. Secondly, the criteria of success for reading comprehension was at least 75% of the students get score $\geq$ 75". The result showed that the students' reading comprehension scores who passed the passing grade in the reading comprehension test improved from 35% in pre-test to 81% in post-test.

Based on the reflection, the result of reading comprehension test and observation, it was proved that the use of TBLT in the teaching and learning of reading process could help the students to improve their participation and their scores in reading comprehension test. During the action given in the second meeting, the students told that the use of strategy could help them find the main idea and the spesific information of the text. Furthermore, the students showed their enthusiasm during this activity since they have never applied TBLT for doing their reading activities before. This activity also allowed them to discuss both with their own group and other groups. In addition, they were not afraid to make mistakes to show their ideas.

Based the explanation above, it could be concluded that TBLT was useful for improving the students' participation and their reading comprehension achievement. The finding of this research strengthened the theory that TBLT is an effective way for reading comprehension activity. It also could be used as consideration for the teacher to apply this strategy and it was suggested to select the suitable tasks for the students.

CHAPTER I
INTRODUCTION

This chapter presents the introduction to this research. It is organised into the following sub-sections: research background, questions, objectives, and contributions.

1.1   Research Background

Reading is one of the important skills in learning English as a foreign Language (EFL). By this skill, the learners can get many kinds of information, discover new things, enrich their vocabularies, and train their focus and concentration. In addition, in educational domain, reading is one of the most common and often compulsory activities that students have to do. They are required to read many kinds of texts for various types of purposes dealing with their assignments and other academic purposes. Reading is also very important because this skill cannot be separated from other skills as explained by Brown (2001) that reading skill could be developed well if it is integrated with writing, listening and speaking. Hung and Ngan (2015) have also said that reading is the basic skill that can improve students' vocabulary, fluency of speaking, writing, and finally can help them to master their target language. Thus, reading is very important because it relates to other language skills and can help students to master the language they learn. Hence, teaching reading in an effective way, a good strategy, with an appropriate task is very important for the students. Therefore, it becomes a challenge for the teacher to find an appropriate strategy to make the students like reading.

In fact, teaching reading in an effective way is not easy to do. There are some challenges that have been faced by the teacher dealing with students' problems in reading comprehension. Based on the interview with the English teacher at SMP Nuris Islam (Nuris) Jember, it was found that the students had some problems in reading an English text. The first problem was the students in this school had some difficulties in mastering the vocabularies. In addition, the

students did not get the point of the reading text easily because they did not know the meaning of most words used in the text. This problem was also in line with what some researchers in EFL proposed such as insufficient vocabulary, problem of understanding linguistic complexity including lexical and syntactic knowledge, language inaccessibility, poor reading skills and lack of schemata (Grabe, 1991; Birch 2002; Rahman, 2004; Alayousef, 2006; Fitriani, 2014).

The second one was related to the way the students learn to understand the text. When the students were given the text, they tended to translate the text word by word by using the dictionary. Sometimes they got confused when they tried to translate the sentences because it did not make sense. When the teacher asked them to find the main idea or some questions related to the text, they tended to read all the text. They still did not know certain strategies to get the point directly. As a result, reading became time-consuming and ineffective.

The third one was related to interaction. The interaction between the teacher and students during the teaching and learning process especially in reading lesson was not optimum because the communication in the interaction only happened from the teacher to students. Therefore, the teacher's dominance seemed to be very common happen in the classroom. This happened because the students remained silent as the English teacher told me "If I did not explain more in the classroom, they tended to be silent, so teaching and learning process did not work well."

Thus, in this research, Task-Based Language Teaching (TBLT) approach was used to encourage the students to improve their reading skill and make them more active during the teaching and learning process. Branden (2011) explained that TBLT requires learners to be active and have the main roles in learning English language. Some researchers also have discovered that TBLT created a positive learning environment by promoting learners' enjoyment (Mc Donough & Chaikitmongkol, 2007), boosting learners' confidence (Lopes, 2004)p, and increasing learners' motivation (Park, 2012). Based on the explanation above, it was known that TBLT could make the condition of the students more active

because they can participate directly, and TBLT could be believed to give positive effect for teaching and learning condition.

There were some previous studies conducted by some reseachers related to TBLT on reading comprehension with an experimental design such as Madhkan and Mousavi (2017) and Mubarok and Soviana (2017). They were different in selecting the participants. Madhkan and Mousavi (2017) selected university students, meanwhile Mubarok and Soviana (2017) selected junior high school students as the participants. The results of the study showed that TBLT had a significantly positive effect on students' reading performance. Besides, Wulandari (2017) did an action research of TBLT on reading comprehension. She selected junior high school students as the participants. The result of this research showed the improvement on the students' reading comprehension. In addition, Setayesh and Marzban (2017) investigated the effect of Task-Based Language Teaching (TBLT) and Content-Based Language Teaching (CBLT) on reading comprehension achievement by using comparative study. The participants of this research were university students. The research results showed that TBLT was more effective than CBLT in teaching reading. Setayesh and Marzban (2017) also investigated the probable difference between the students of law and mechanical engineering of the impact of TBLT on their reading skills. The result showed that the experimental group significantly performed better than the control group. The results of the studies above showed that TBLT had a positive effect to improve the students' reading comprehension achievement.

Although, there were some researchers found that TBLT had a positive effect on students' reading comprehension achievement, but there were no research conducted at SMP Nuris Jember. In addition, the reason why the researcher conducted the study in this school because the teacher never used this strategy, the students were more passive during teaching and learning activities, the students also had difficulties in mastering vocabuaries. In this school, the teacher usually taught reading by giving a reading text with the exercises to the students, then they translated the sentence and the exercise together or the teacher asked the students to translate and did the exercise by themselves. Thus, it was

necessary for the researcher to conduct a research focusing on using of TBLT to improve the students' reading comprehension achievement and the students' active participation. Thus, the researcher was interested in conducting a research entitled "Using Task-Based Language Teaching (TBLT) to Improve Junior High School Students' Participation and Reading Comprehension Achievement"

1.2   Research Questions

Based on the background above the research questions are formulated in the following questions:

1. How can the use of Task-Based Language Teaching (TBLT) improve the students' participation in learning reading comprehension at SMP Nurul Islam (Nuris) Jember?
2. How can the use of Task-Based Language Teaching (TBLT) improve the students' reading comprehension achievement at SMP Nurul Islam (Nuris) Jember?

1.3   Research Objectives

Based on the research questions above, the research objectives are as the following :

1. To know how to improve the students' active participation in learning reading comprehension by using Task-Based Language Teaching (TBLT) at SMP Nurul Islam (Nuris) Jember.
2. To know how to improve the students' reading comprehension achievement by using Task-Based Language Teaching (TBLT) at SMP Nurul Islam (Nuris) Jember.

1.4   Research Contributions

This research is expected to give practical and empirical contributions.

1.4.1 The Practical Contribution

Practically, this study is expected to provide some informations to the teacher to use this strategy in teaching reading by using TBLT to improve the students' reading comprehension achievement. Then, for the students are expected to improve their reading comprehension achievement by using TBLT

1.4.2 The Empirical Contribution

Empirically, the results of this research are expected to be used as a reference by the next researchers who have the same interest in the field of improving students' reading comprehension achievement by using TBLT to conduct the further researches.
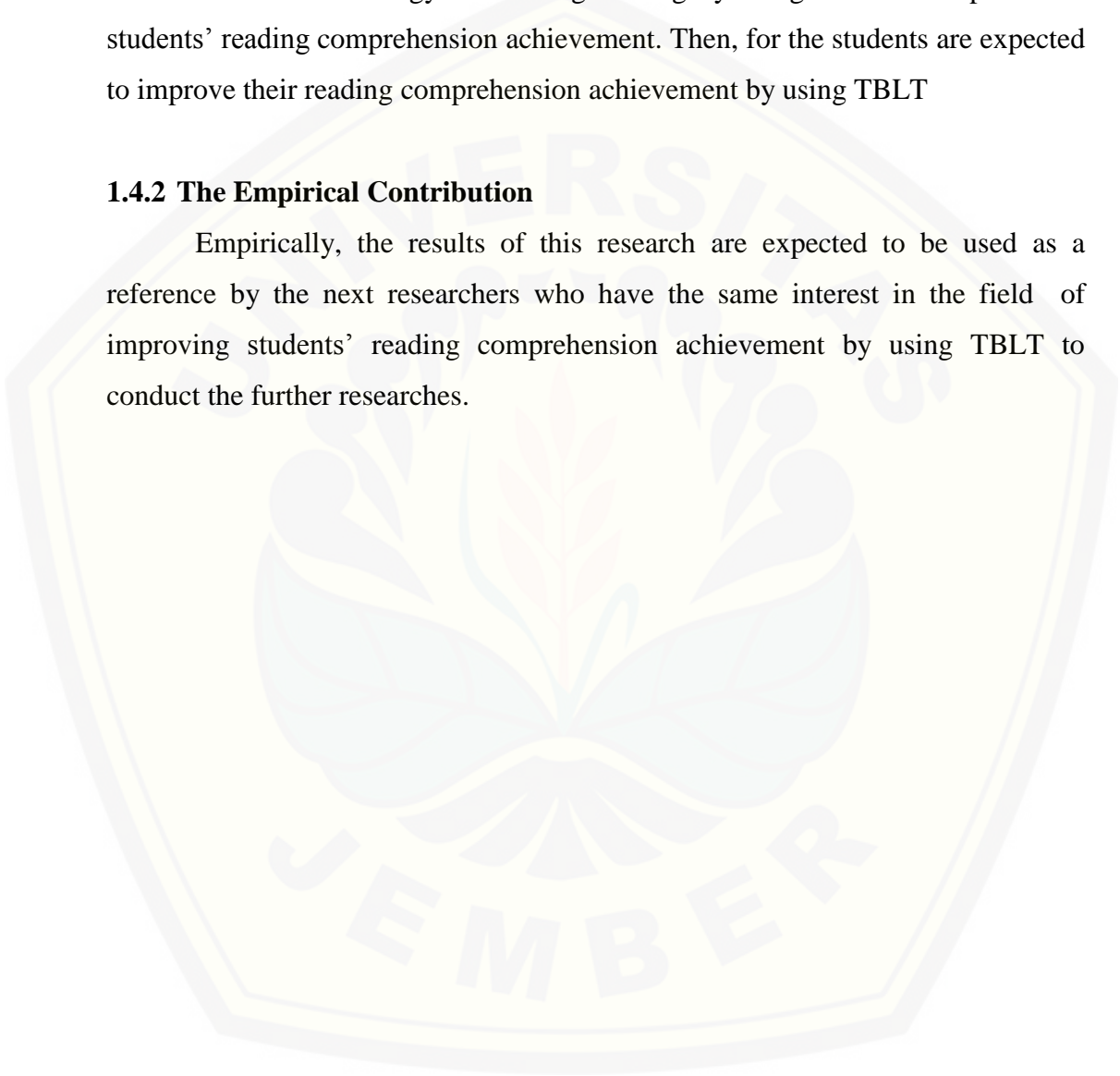
CHAPTER II
LITERATURE REVIEW

This chapter presents the review of related theories used in this research. It consists of teaching reading, reading comprehension, reading comprehension aspects, TBLT, TBLT and students' active participation, procedure of using TBLT, the advantages and disadvantages of TBLT, and previous studies on TBLT in teaching reading. Each idea is presented in the following parts.

2.1   Reading Comprehension Definitions

Reading is a receptive skill in language teaching and learning. Sweet and Snow (2003) defined reading as a process of constructing meaning from text. In addition, Grabe and Stoller (2002) claimed that reading is drawing and interpreting meaning from the printed page to become solid information.

Meanwhile, reading comprehension has been defined in different ways by different experts. According to Yukselir (2014:66) that "reading comprehension is the result of complex interactions between text, setting, the reader's background, her reading strategies, her L1 and L2, and the reader's decision making." In addition, Nicholson (1998) defined that comprehension is as constituting understanding and being aware of the communicative purposes and environment in a text. Fitriani (2015) stated that reading comprehension is an activity which requires the reader to make the conclusion from the text with thinking process. Without using thinking process, the reader may not get the information and understand the meaning of the text fully. Tate (1990) noted that comprehension is a process by which new or incoming information is related stored in memory. From the explanation above, reading comprehension is not only knowing about the text but also the readers need to get communicative purposes of the text. The communicative purposes means that the primary goal and intention of anyone involved in act of communication on given text. The reader is not merely knowing about the text but also the hidden meaning and purpose of the text. The reader needs to construct and know the meaning of the text by using all the available

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resources such as the text and background knowledge. Thus, Reading comprehension is quite challenging for EFL students because it is complex process during reading activities that involve both reader's perception and thought.

2.2 Reading Comprehension Aspects

There are four aspects of reading comprehension: word comprehension, sentence comprehension, paragraph comprehension and text comprehension.

1. Word comprehension

According to Burns (1984 : 161) it is impossible for the students to comprehend the text or the material without understanding the meaning of the words. Understanding the words and their context can be the basic step to get the meaning of the text. As Grellet (1996 : 15) stated that inability to understand the meaning of unknown elements, whether these are ideas or simple words often causes discouragement and apprehension to students when they are faced with reading text. It is important for the students to comprehend the word that can help them can get the meaning of the words and their context.

In comprehending the word meaning, the students also should know the part of the speech of a text. The parts of speech consist of verb, noun, adjective, determiner, adverb, pronoun, preposition, conjunction and interjection. According to Wingersky et al. (1999) that the ability to identify parts of speech is important. It helps the students to analyse sentences and understand them. It also helps to construct good sentences. Another important thing is the ability to analyse the sentences because at least the sentences consist of a subject (it can be noun or pronoun) and verb that explain the actions or ideas of the sentences. In this research, word comprehension means to find the meaning, synonym, and antonym of words in texts.

The example of text comprehension :

My pet has beautiful feathers. He flies fast and makes clear melodious voice. I got Kenari as my birthday present from my parents. I feed him three

> times a week and I and I always clean his cage every Saturday.
>
> *(Adopted from: Galileo Buku Pengayaan Bahasa Inggris untuk SMP/MTs VIII*
>
> *Semester Ganjil Edisi Revisi 2017)*

".........I <u>feed</u> him three times a week." (Line 2)

    The underlined word means......

    a. Give a food   c. Take a food

    b. Kind of food   d. Pick a food

The correct answer is a. Give a food, because the meaning of "feed" is "give a food"

    2. Sentence Comprehension

    After comprehending the words, the students need comprehending the sentence. Comprehending the sentence means that the students can get meaning of the text by connecting the word to the others. According to Grellet (1996:15) it is important to conceive a sentence at least from a simple sentence that consists of subject and verb. In addition, McWhorter (1989:99) stated that a sentence has at least one key idea.In short, when the students are able to comprehend the sentence they will get at least one idea and the meaning of the words with their context by connecting them in the sentence. In this research, sentence comprehension means to find the meaning of the sentences taken from texts.

    The example of the sentence comprehension :

>   Last week, I registered Kenari for a competition in the park near my house. Before that, I had trained kenari for several weeks at home., so, he could sing beautifully. At the end of that day, he became the runner up. I'm really proud of Kenari
>
> *(Adopted from : Galileo Buku Pengayaan Bahasa Inggris untuk SMP/MTs VIII*
>
> *Semester Ganjil Edisi Revisi 2017)*

".........Before that, I had trained kenari for several weeks at home...."

What is the meaning of the sentence above?

      a.The writer trained kenari after the competition.

      b. Kenari practiced his voice so hard with the writer before the competition.

      c. Kenari never practiced his voice with the writer before the competition.

      d. Kenari is the runner up of the competition.

The correct answer is b. Kenari is practiced his voice so hard with the writer before the competition, because the meaning of that sentence Kenari is practiced his voice so hard (for several weeks) with the writer before the competition.

3. Paragraph Comprehension

Before comprehending the whole text, the students need to comprehend the paragraph. Comprehending the paragraphs means that the students can get the meaning of the text by connecting the one sentence to the others. Wingersky, et al. (1999) stated that a paragraph has the essential parts, namely ; a topic sentence, supporting details and concluding sentence. (i) A topic sentences means the sentence within a paragraph that presents the topic or main idea of the paragraph. (ii) A supporting sentence means the sentences within a paragraph that support the topic sentence. And (iii) A concluding sentence means is usually the final sentence of the paragraph which completes the paragraph. If often sums up or reaffirms the main idea of the paragraph. Thus, comprehending the paragraph is important because it makes the students are able to decide the main of the idea, supporting and the conclusion of the each paragraph. In addition, Wood (1991:51) stated comprehending all the paragraph of the text make the students understand the overall, feeling or thought a writer wants to deliver his or her message. In this research, of paragraph comprehension means to find the main idea and the topic of the paragraph in the text.

The example of the paragraph comprehension :

> I live in a small village called Dempet in Demak, Central Java. It is a nice and quiet place. My house near a bridge which goes to market. Behind my house isa big river. The street in front of my house is about ten meters wide

> People in my village are mostly farmers. They grow paddy, watermelon, and cucumbers. Some people earn their living by raising cattle, such as goats, sheep, and cows. Some others are traders. They sell crops and other stuff at the market.
>
> Early in the morning, the street in front of my house is always crowded by people going to the market. The goods are carried by horse carts and bicycles.
>
> *(Adopted from : Galileo Buku Pengayaan Bahasa Inggris untuk SMP/MTs VIII Semester Ganjil Edisi Revisi 2017)*

What is the main idea of the second paragraph?

    a. Most people of the writer's village are traders

    b. The people of the writer's village have the same occupations.

    c. The people of the writer's village have different occupations.

    d. All people of the writer's village are farmers.

The correct answer for that question is c. The people of the writer's village have different occupations. Because it is stated in the first until the third sentence in that paragraph.

4. Text Comprehension

The last aspect is the students need to comprehend the text. Grallet (1994:04) stated that the reason of reading text is to find out something with the infomation acquired. It means that the purpose of text comprehension is to make the reader can get the information from a whole text. Mc Whorther (1989:131) points out that the whole text consists of words, sentences, paragraphs and understanding the smaller unit. It means that the students need start from words, sentences, paragraph until text comprehension to understand the whole.

Comprehending the text is very important for the students because it can be the indicator for the students' success in learning reading. They can get the general and specific information of the text and what kind of message or purpose that the writer wants deliver to the reader. In this research, text comprehension

means to find the meaning, the purpose, the conclusion and the message of the text.

The example of the text comprehension :

Bunaken National Marine Park

The Bunaken National Marine Park is located at the north of the island of Sulawesi, Indonesia. This marine park is made up of the mainland along the coast of Manado and five island : the Bunaken, Manado Tua, Siladen, Mantehage and Nain.

Bunaken is about 45-60 minutesby boat from Manado. It is amazing diving place in the world. The water of Bunaken National Marine Park is extremely deep (1.560 meters in Manado Bay). However, people can dive safely at Bunaken. The temperature is about 27º-29º Celcius. Divers can find corals, fish, spongers, clams, and other species in the water. Bunaken has various kinds of corals and thousand of fish species.

Bunaken Marine Park is such a treasure trove of biodiversity.

(Adopted from : Galileo Buku Pengayaan Bahasa Inggris untuk SMP/MTs VIII Semester Ganjil Edisi Revisi 2017)

What is the purpose of the text above ?

      a. To describe about the Bunaken National Marine Park.

      b. To optimize the beauty of Bunaken National Marine Park.

      c.To retell about the Bunaken National Marine Park.

      d. To prohibit the Bunaken National Marine Park.

The correct answer of the question above is a.To describe about the Bunaken National Marine Park, because the text gives us the description of Bunaken National Marine Park.

2.3 Teaching Reading Definitions

According to Brown (2000) teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. Thus, teaching reading can be seen as the activity in guiding, facilitating, enabling, and setting

the condition for the learners to learn reading. Teaching reading is a way to transfer the knowledge from the teacher to the students by using certain method, strategy, and learning sources in order to get a certain information and master the effective way in reading itself. Teaching reading does not only give the information from the teacher to the students but it also can make the students understand and catch the meaning of the text. Alderson (2001), " Reading is not an inherently natural process in the same way that speaking and listening are in the first language." If a person is not taught to read, in one way or another (e.g. by a teacher, parent, sibling), that person will not learn to read (Grabe & Stoller, 2002). It becomes challenging especially for the teachers, because they need to find an appropriate method and material in order to make the students interested in reading. Meanwhile, According to Berardo (2006) the purpose of reading for learning is considered to be type of reading in classroom setting with goal-oriented purposes. It is in line with the 2013 curriculum in Indonesia, which the government set certain goals that the teachers need to achieve including teaching reading comprehension.

2.4 Task-Based Language Teaching (TBLT)

Task-Based Language Teaching (TBLT) is one of the approaches based on the use of tasks improve students ability in learning English since early 1980s (Long 1985, Prabhu 1987, Nunan 1989, Willis 1996, Skehan 1998, Bygate & Ellis 2001). Richards, Platt, and Weber, (1986) said that a task in a pedagogical perspective is an activity or action which is done as the result of processing or understanding language (i.e.as a response). As the main component in TBLT, the tasks provide the main context and focus for learning, and it encourages language use similar to the way the language is used outside the classroom. It can motivate the students to complete the task through the available language resources.

According to Nunan (2011) tasks should contain such components as goals, input, procedures, teacher role, learner role and settings. (1) Goals are general intentions behind any learning tasks. Goal may relate to outcome (communicative, affective or cognitive). (2) Input is spoken, written and visual

data that students work with while doing the tasks. (3) Procedures are seen as what learners actually do with the input (4) Teacher and learner role which refers to the roles that the teacher and learners take in the process of completing the tasks. In these activities, learners roles are closely related to the functions and status of the teacher (Richards and Rodgers, 1986). The role of the students as a central of learning activities means that the students are expected to be more active. They can be group participants, monitor, innovator or risk-taker. Meanwhile, according to Breen and Candli (1980), the teacher has three main roles in these activities, as a facilitator, a participant, an observer and as a learner. The teachers need to prepare the students for the tasks activities, select, adapt, or create the tasks and form it into activities in keeping with learners' need,interest, and language skill level. He or she needssettings which are understood as the classroom arrangements for doing the tasks (Nunan, 2011).

According to Mao (2012), there are three stage processes in teaching reading through TBLT, they are: 1) Pre-task 2) Task-cycle or while task and 3)Post-task. In pre-task phase, the teacher as the guide. In pre-task, there are three options can be done here: motivational, focus on cognitive demands or focus on linguistic demands. In this stage, the topic is introduced. The aim of this stage is to activate the background knowledge of the readers, arouse their interest and set up a purpose for the students to read. In Task cycle, the teacher can design some tasks to make the students read the text efficiently and get the meaning of the text. In post-task stage, the tasks are mainly designed to practice communicative output. The tasks are designed to offer the students to use the target language to communicate and use it in real life situation. The pair or group work can be used during this stage to make reading activities more communicative.

According to Willis' classification, tasks are closely related to the real life actions such as problem-solving and sharing personal experiences, while traditional method is more focused on grammar exercise rather than on the context of the text. According to Gray (1990), traditional method focuses on learning rules, grammar and word formation, while TBLT on the language awareness. It is

also in line with reading activities which readers try to understand the meaning rather than the grammar rule of the text.

Other experts suggested different types of tasks. Pattison (1987) proposes seven task types consisting of questions and answers, dialogues and role plays, matching activities, communication strategies, pictures and picture stories, puzzles and problems, as well as discussions and decisions. A more recent classification has been given by Richards (2001) categorizes tasks into such pedagogical types as jigsaw, information-gap, problem-solving, decision-making and opinion exchange. Willis has some classification of tasks, those are listing and/or brainstorming, ordering and sorting, matching, comparing (finding simlarities and differences), problem-solving, and sharing personal experiences. Prabhu also has some classification of tasks consisting of information-gap, opinion-gap and reasoning-gap tasks.

In this research, the researcher adopted the three stages of task suggested by Mao (2012) and task classification by Willis for post-task that is matching task. In this activities, the students match the pictures and the sentences provided. These activities belong to the post-task activities. In this activities, the students do the tasks in groups. They discuss it and report the result of the discussion

2.5   Task-Based Language Teaching (TBLT) and the Students' Active
**   Participation**

Applying TBLT   in classroom is totally different from the traditional method in teaching and learning English especially for reading activities. This approach can make the students are more active. A lot of experts around the world had defined the term of task. According to Richard, Platt and Weber (1986) task is an action or activity which is done the result of processing in understand the language. Accoding to Nunan (as cited in Mao, 2012), a task is part of classroom which is done by the learners in manipulating, comprehending, interacting or producing the target language and principally their focused on meaning rather on structure or form.

According to Gray (1990), TBLT focuses more on language awareness rather than grammatical rules, and using authentic materials as the source of tasks. Therefore, the students can involve in English activities of the real use and can be encouraged to think about the language in use rather than translate what they read into their language. The involvement of the students is also in line with what were mentioned by Gray (1990) "the teacher and the students as join decision maker." In this activities, the students and the teacher need the communication in doing the task. According to Nunan (1986) one of the principles of TBLT is the students are "learning by doing". By learning and doing the task, the students can acquire the knowledge than they read text silently and or listening to the teacher and taking notes.   In this opportunity, the students should involve in the class and they responsible to how they should read. In this way, the activities can be fun and interesting. Thus, TBLT can be believed to improve the student's active participation since they can participate directly during learning English activity.

2.6   Procedures of Using Task-Based Language Teaching (TBLT) in
**   Teaching Reading**

The procedures teaching reading by using TBLT is adopted from Mao (2012) for task stages   and Willis' classifiscation for post-task activities are follows:

Pre-reading task (it was done in the second meeting) :

1. Asking the students some leading questions related to the material by activating some background knowledge such as share their personal experience to get their interest.
2. Introducing the materials.
3. Setting purposes or goals that the students needed to achieve during teaching   and learning process of reading.

While-reading task (it was done in the second and third meetings) :

1. The researcher gave some words on the list related to the texts in order to make the students are easier to get the meaning of the text.
2. The simple grammar was also introduced.
3. In this stage, the researcher trained the students' reading skills such as scanning and skimming strategy. The students were expected to apply the skimming strategy to get the major idea or find the main idea of the text. Meanwhile, scanning strategy was implemented to get pieces or specific information of the text. The students did the tasks related to the text.

   These are the procedure to use skimming and scanning strategy according to Anna Arundel Community in "Reading and Study Skills Lab":

- Skimming :
  a. Read the title.
  b. Read the introduction or lead-in paragraph.
  c. Read the first paragraph completely.
  d. If there are subheading, read each one, looking for relationship among them.
  e. Read the sentence of each paragraph.
     1) The most main idea can be found in the first paragraph.
     2) If the author's pattern begin with the question or anecdot, you may find the main idea in last sentence.
  f. Read the final paragraph completely.

- Scanning :
  a. Keep in mind at all times what is you are searching for. If you hold the image of the word or idea clearly in mind, it is like to appear more clearly than the surrounding words. You can remember the key words.
  b. Anticipate in what form the information is likely to appear (numbers, proper nouns, etc)
  c. Analyze the organization of the content before starting to scan.
     1) If the material is familiar or brief, you may be able to scan the entire text in a single search.
     2) If the material is long or difficult, a preliminary skimming may be necessary to determine which part of the text to scan.
  d. Let your eyes run rapidly over several lines.
  e. When you find the sentence that has the information you are searchig for, then read the entire sentence.

Post – reading task (it was done in the third and fourth meetings)

The post-reading task was basically designed for learners to practice communicative output. The students did the tasks in a group. The researcher gave some missing pictures or senteces related to the text, then they completed the missing space with their group and reported the result. After doing the task, they discussed it together with other groups. The task used in teaching and learning process of reading by applying TBLT in matching the pictures and sentences of the text.

2.7 Advantages and Disadvantages of Using Task-Based Language Teaching (TBLT)

As the approach for teaching reading, TBLT has advantages and disadvantages. The advantages and disadvantages of TBLT is presented below.

2.7.1 The Advantages of Using Task-Based Language Teaching (TBLT) in Teaching

1. TBLT is different from traditional method, it is student-centered.

According to Mao (2017), the traditional method concerns on forms which are featured as teacher-centered. Meanwhile, TBLT focuses more to the meaning of the language rather than forms and it is featured as student-centered. Therefore, TBLT can give more opportunity for students to use the target language.

2. TBLT can make the students more active

As we know, the role of the students in this approach as the students-centered. TBLT offers the students to participate more and perform their skills through their efforts during learning activities. Thus, the students can get involved directly during the teaching and learning activities.

3. TBLT can give the students more opportunity to learn vocabulary

According Newton (2001), through tasks learners are given opportunities to meet and explore new vocabulary without direct teacher assistance, and to use this vocabulary to meet meaningful task goals. During performing the tasks, the students may find or use the new words. During these activities, the students will get the new vocabularies. The teacher needs to facilitate them.

4. The difficulty of the task can be rearranged by the teacher

Since, the students' attention, motivation, fluency and accuracy can be caused by the tasks whether they are too easy or difficult for them, the teacher needs to know the capacity of the students. Therefore, the teacher can decide what kinds of tasks are suitable for them. Mao (2012) stated that the difficulty of tasks can be rearranged in order to enable the learners to develop in both fluency and accuracy.

2.7.2 Disadvantages of Using Task-Based Language Teaching in Teaching

    1. Task Difficulty

According to Candlin (as cited in Tavakoli, 2009), task difficulty can be defined as the following: (1) code complexity which includes vocabulary mastery, wordiness, and density of the words. (2) communicative stress which deals with the limits and pressure of time, speed of communication, and number of participant, (3) Cognitive complexity which includes the familiarity of the topic, discourse and task itself.

    2. Mismatch between the learners' and teachers' perception

According to Kumaravadivelu (2003), some possible factors that impact students in task difficulty covering (1) Cognitive demand: difficulty in understanding the task, requiring more time or attention and resources. (2) Lingustic demand: vocabulary or structures the learners did not know. (3) Clarity of pictures or story: Visual clarity and conceptual trasparancy without ambiguity. (4) Amount of information: both an overload of information and a paucity of information were desired. (5) Task structure: the way information was organised. (6) Affective factor: Liking a picture story or being able to relate to it would it more enjoyable, if not easier. Therefore, the teacher needs to know the students' age, gender, background knowledge and the level of language proficiency as factors that affect the task performance of the learners.

    3. Outcome

Before designing the teaching and learning activities, the teacher needs to make some indicators that the students need to be achieved.It is in line with Crookes (1986) who claimed that one of the characteristic features of a task is that it results in a clear outcome. The learning outcome of any given task depends on three main factors, namely the contribution of individual learner, the task itself and the situation in which the task is performed. This indicates the outcome of the task. It may not be consistent with the aims or the objectives with which the task is designed.

2.8 Previous Studies on Task-Based Language Teaching (TBLT) in Teaching Reading

Wulandari (2013) conducted the study entitled "Improving the Teaching and Learning Process of Reading Through Task-Based Approach at VIII G Class of SMPN 1 Pajangan in the Academic Year of 2012/2013". The purpose of this study was to improve the teaching and learning process of reading comprehension through task-based approach. The study was conducted by using quantitative data for pre-test and post-test and the qualitative data for field notes and interview transcript. This study was an action research. The results showed that the use oftask-based approach with its accompanying actions is an effective way in teaching and learning process of reading and it can increase the students' motivation increased. Furthermore, the result of this study showed the improvement on the students' reading comprehension ability.

Shabeni and Ghasemi (2014) conducted the study entitled "The Effect of Task-Based Language Teaching (TBLT) and Content-Based Language Teaching (CBLT) on the Iranian Intermediate ESP Learners' Reading Comprehension". The purpose of this study was to investigate the impact of effect of task-based language teaching (TBLT) and content-based language teaching (CBLT) on reading comprehension of the Iranian intermediate ESP learners'. There were thirty participants for two groups in this study; a control group was taught through CBLT and an experimental group was taught for TBLT. The quantitative method was used in this study. The researcher used independent samples t-test and paired sample t-test to analyze the collected data. The data revealed that the subjects of TBLT group performed better on the reading comprehension post-test than CBLT groups. It means that TBLT had been more effective than CBLT in teaching reading comprehension to Iranian ESP learners.

Madhkhan and Mousavi (2017) conducted the study entitled " The Effect of Implementation of TBLT in reading Comprehension Classes of Iranian EFL Learners." This study investigated the impact of Task-Based Language Teaching (TBLT) method on Iranian EFL learners' reading comprehension performances. The data were collected by using reading pre-test. Seventy participants were

assigned randomly as the experimental and control group. These two groups were given the same texts but different task types activities. The result showed that TBLT method had a significantly positive effect on learners' reading performances compared to the traditional reading instruction. The task that was designed in this activities are reading, taking notes and discussing.

Mubarok and Sofiana (2017) conducted the experimental research entitled "The Effect of Task-Based Language Learning and Learning Styles on the Students' Reading Ability". This study was aimed to examine the effect of Task-Based Language learning (TBLT) and learning style on the students' reading ability. The research design of this study was the experimental research in the form of factorial design. The sampling used was simple random sampling which reached 68 respondents. Variable in this study were (1) Independent variable in this study was the learners as the experimental group and another one as the control group. (2) Moderator variable (students' learning style; visual and auditory). (3) Dependent variable (students' reading ability). The task was done in three different cycles; pre-task, task, and language focus activities. The result revealed that TBLT was more effective than conventional teaching strategy. Then, students' learning style differed significantly from one another in their effect on students' reading ability. The result showed that visual students performed better than auditory students. The final result also showed that the effect of teaching strategies did not depend on the students' learning styles.

Setayesh and Marzban (2017) conducted the experimental research entitled "The Impact of Task-Based Language Teaching (TBLT) on the Development of Iranian EFL Learners' ESP Reading Comprehension Skills." The study aimed to investigate the probable difference between students of Law and Mechanical Engineering with respect to their ESP reading skills. The data were collected by using reading comprehension pre-test.. There were the experimental and the control groups for each major chosen from cluster random sampling. The results of data analysis revealed that the experimental groups significantly performed better than the control groups in the post-test. Furthermore, the result

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of the t-test indicated that TBLT was more effective on the Mechanical Engineering students than the Law students.

Based on the previous studies above, it can be concluded that the use of Task-Based Language Teaching (TBLT) in teaching reading for different levels in the university and high school could give the positive effect on students' reading comprehension achievement because it showed the significant result for teaching reading. Thus, TBLT as the approach can make the students improve the reading comprehension achievement.
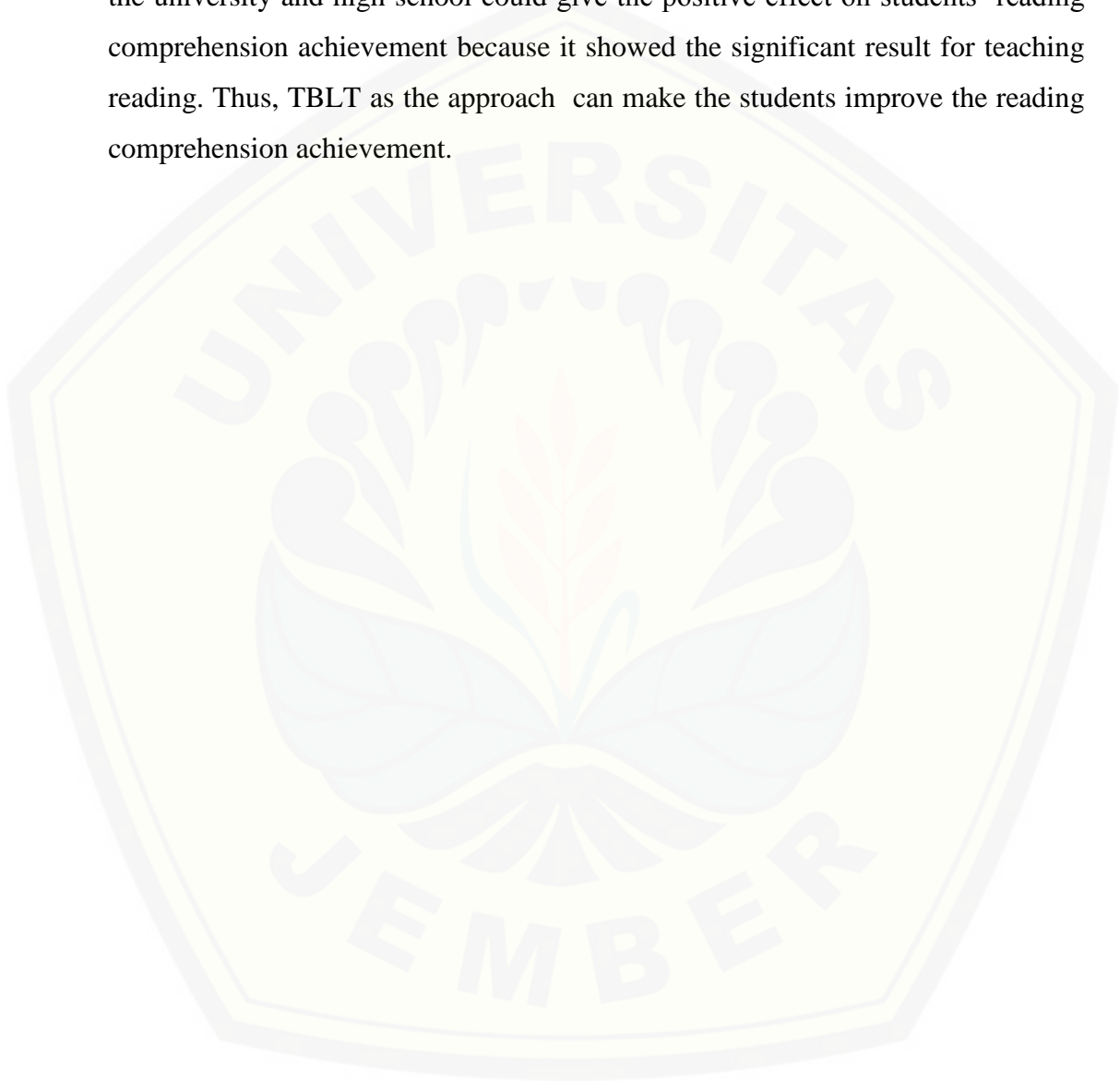
CHAPTER III
RESEARCH METHOD

This chapter presents the research methods used in this research. It covers research design, context, participants, procedure of implementing the action in this research, data collection and data analysis method.

3.1 Research Design

This research used the classroom action research design because this research aimed to improve the students' participation and reading comprehension achievement through the use of Task-Based Language Teaching (TBLT) at VIII G class of SMP Nurul Islam Jember. This action research aimed to solve the students' problem in learning including VIII G students' problem in learning reading comprehension. The present study followed the cycle model of actions research proposed by Kemmis and McTaggart (1998, cited in Burns, 2010) which procedures of each cycle are: reconnaissance, planning, acting, observing, and doing the reflections. It can be seen in the following diagram

Diagram 3.1The Design of Classroom Action Research
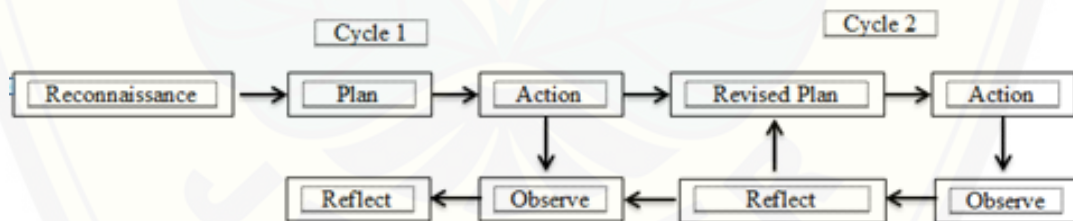
(Adapted from Kemmis and McTaggart (1988, as cited in Burn ,
2010)).

1. Reconnaissance or fact-finding activities was done by interviewing the English teacher about students' difficulties in reading comprehension, and the activities that the teacher used during the teaching and learning reading process.

2. The pre-test was administered in order to get the score before the students were taught reading comprehension by-using TBLT.

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3. Planning was the beginning process of the research before taking the actions. The researcher chose the appropriate action which was believed to solve the students' problem in reading comprehension. The researcher made the lesson plans and reading test in order to see the result of this approach and consult it with the English teacher.

4. Implementing the action by teaching reading using TBLT.

5. Observing the classroom activity. The researcher and the English teacher as the collaborator observed the teaching and learning process and the students' participation when TBLT approach was implemented.

6. Doing the post–test of reading comprehension in order to know the differences scores of the students before and after implementing this approach.

7. Analysing the result of reading comprehension test quantitatively in the percentage.

8. Reflecting the result of classroom observation and reading comprehension. This step was done by the researcher in order to decide that she needed to improve the action in the next cycle or not based on the reflection.

3.2   Research Context

Purposefully, the present study conducted in SMP Nurul Islam Jember. There were several reasons for conducting the research in this school. The primary reasons because the principal and English teacher gave permission to the researcher to conduct this research collaboratively with the English teacher. The second reason, the students' difficulties in reading comprehension needed the solution. The third reason, because the teacher still has not applied TBLT approach during the teaching and learning process especially for teaching reading. The fourth reason, because the students avarage score in reading comprehension test was low. Thus, the researcher used this approach to improve the students' reading comprehension achievement at SMP Nurul Islam Jember.

3.3   Research Participants

The participant of this study were the students from VIII G of SMP Nurul Islam Jember in the academic year 2020/2021. This class consisted of 26 students. 13 were male students and 13 were female students. From the interview with the English teacher, it was known that the students still had difficulties in reading comprehension and the scores of reading comprehension were low. It was known that three students were absent, so the class consisted 23 students. The result of the pre-test reading score showed that 8 students of 23 students or 35% achieved standard score and 15 students of 23 students or 65% obtained below the standard score. Thus,   this class were chosen as the subject of this action research to improve their achievement especially in improving reading comprehension.

3.4   Data Collection Methods

The   researcher   used   two   methods   to   collect   the   data.   Reading comprehension achievement test and observation notes were used to collect the data in order to know the improvement for students' reading comprehension achievement and their active participation.

3.4.1   Reading Comprehension Achievement Test

Hughes (2003:13) argues that the test is used to measure how successful individual students, group of students or the course themselves in achieving objectives. Based on Hughes' explanation the researcher administered the achievement test to measure the VIII G students' reading comprehension achievement after they were taught reading by using TBLT.

The purpose of this study was to improve the students' reading achievement. Achievement deals with the process of achieve something that gives someone a feeling of satisfaction. Meanwhile, according to Hughes (2003), achievement is related to test that is done to establish and measure how successful individual students, group of students, or the course that have been understood by them.

Furthermore, in constructing a test, the researcher need to consider about the validity and reliability of the test. According to Heaton (1988) The validity of the test is the extent to which it measure what it is supposed to be measure. It means that the test must aim to provide a true measure of the the particular skill which is intended to measure. In order to achieve the validity of reading comprehension achievement post-test, the researcher constructed the test based on the basic compentences 3.3 and 4.5 in Indonesia Curriculum 2013 for English subject in Junior High School. The curriculum states that the students have to apprehend the purpose, the structure, the language feature and the meaning of oral and written descriptive texts with the topic about people, animals, and things in very short and simple (To be more detail, see Appendix J and K).

Reliability of the test is primary importance in measurig the test, because it is a necessary characterististic in measuring any good test (Heaton,1988). In this research, used inter-rater realibility for measuing students' participation. The researcher with the English teacher and the colleague scored independently based on the observation notes. After that, we sit together to discuss the result of the observation of the students. Meanwhile, for the reading reading comprehension test, the researcher used the test-restest reliability in order to know the different results of pre-test and post-test after the students had been taught by implementing TBLT.

Reading comprehension test was given in form of multiple choice, and in doing this test the students applied the scanning and skimming strategy. The reading test consisted of descriptive texts entitled "Bunaken National Marine Park, Bird Park, Panda and Chairul Tanjung." which were adopted from the English textbook and internet. The total number of the test was 20 items : 5 items for word comprehension, 5 items for sentence comprehension, 5 items for paragraph comprehension, 5 items for text comprehension (The test distribution of reading test items and the sources of the texts can bee seen in the Appendix I). The students did this reading comprehension test individually. Meanwhile in matching tasks activities, the researcher gave them pictures and the sentences about descriptive texts entitled "Bali, Tanah Toraja, Elephant, and Lion" (The

matching task can bee seen in the Appendix K). This task required the students to complete the missing space. The students did this task in groups.

3.4.2 Observation Notes

The observation was used in this research in order to know the students' participation. There were five indicators of the students' participation. The students were considered active when they fulfilled at least three indicators of participation, and they were considered passive when they fulfilled only one or two indicators of participation.

Table 3.2 the Observation Notes for Students' Active and Passive Participation

No	Students' Initial name	Indicators					Frequency	Active	Passive
		1	2	3	4	5			

Note :
1. The students asked the questions related to materials.
2. The students answered the questions related to materials.
3. The students did the task given by the teacher.
4. The students discussed with the their group.
5. The students applied the skimmig and scanning as well as matching strategy given by the researcher in reading activities.

These indicators were used to decide whether the students were active or passive during teaching and learning activities. The students were categorized The students were active if they could fulfill at least 3 indicators. Meanwhile, they were categorized as passive if they only fulfilled one or two indicators.

In this research, observation was also used to collect the data or evidence of how TBLT could help the students comprehend the reading text. The researcher made some important notes about the students' behaviour when they were doing the task. These notes were used as the data about how TBLT facilitated students in comprehending the reading text.

3.5 Data Analysis Method

To achieve the objectives, the scores of reading comprehension test was analyzed by using descriptive statistics by calculating the number of the students who achieve score minimally ≥ 75 (75 was the standart score that students needed to be achieved in learning English). The following formula was used to analyze the students' reading comprehension achievement (Purwanto, 2009, p.112)

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

Notes :

S = The percentage of the students whose score was ≥ 75 in the reading test.

R = The total number of the students whose scores ≥ 75

N = The total number of the students

(Purwanto, 2009, p. 112)

In finding the data from the observations notes about students' participation that was obtained during the research were analyzed in the percentage by using the following formula :

$$E = \frac{A}{N}\text{x } 100\%$$

Notes :

E = The percentage of the total number of the students who participated actively during teaching and learning proses of reading comprehension by using TBLT.

R = The total number of the students who participated actively

N = The total number of the students

(Cohen *et al*, 2000, p. 326)

The criteria of successful of this research if, at least 75% of the students got score $\geq$ 75 for reading comprehension and 75% of them are becoming active, the first cycle would be stopped. However, If less than 75% of the students got score $\leq$ 75 for reading comprehension and less than 75% of them are becoming passive, the researcher would do to the next cycle.

CHAPTER IV
RESULTS AND DISCUSSION

This chapter presents two main parts. They are the results of this classroom action research and the discussion of the research results. Each part is explained as follows:

4.1 The Results of the Action

This part presents the results of the action covering the results of the observation, the results of the reading comprehension test, the results of the reflection, and discussion.

4.1.1 The Implementation of the Action

This researcher conducted the offline research, although there was the Covid-19 Pandemic. It was difficult for the researcher to find the school where it did offline teaching and learning activities. There were some reasons why the researcher still conducted this research offline because: (1) The headmaster and the English teacher gave the permission as long as the researcher and the students keep implementing Covid-19 preventive health protocol. (2) The offline class could also make the activity easier to do the activity such as the students or the researcher can directly give feedback for the activity. (3) The researcher wanted to do this reserach optimally, since this research required the students to work, discuss in groups with their friends directly.

The implementation of the action in the cycle was divided into five meetings; one meeting for pre-test, three meetings for executing the action, and one meeting for administering the post-test. The time allocation for each meeting was 1 x 60 minutes. The schedule of the action in the cycle is as reported in Table 4.1:

Table 4.1 The Action Research Schedule

Meeting	Day/Date	Time	Activity
Meeting 1	Thursday,14th of	09.00-10.00	1. Pre-Test (45 minutes)

	January 2021		2. Explaining the materials and skimming and scanning strategy (15 Minutes)
Meeting 2	Thursday,14th of January 2021	10.30-11.30	1. Doing the task in group using skimming and scanning strategy in pairs (45 minutes) 2. Discussing about the task and skimming and scanning strategy (15 minutes)
Meeting 3	Thursday,21th of January 2021	09.00-10.00	1. Discussing about the task and skimming and scanning strategy (15 minutes) 2. Explaining how to do the matching tasks. (15 minutes) 3. Doing the matching tasks in groups. (30 minutes)
Meeting 4	Thursday,21th of January 2021	10.30-11.30	1. Continue doing the matching task in groups. (15

			minutes)
			2. Discussing the result of matching tasks with other groups.(45 minutes)
Meeting 5	Thursday,28th of January 2021	09.00-10.00	1. Post-test .(45 minutes) 2. Discussing about the results of the post-test

Before conducting the research, the pre-test was administered because there was no previous reading comprehension test scores available. The English-teacher only had the scores of general English. She did not have the test scores of Reading Comprehension. Hence, the pre-test reading was administered in order to measure the students' reading comprehension achievement before they were taught reading comprehension by using TBLT. This pre-test was done in the first meeting. The pre-test was given in the form of multiple choice consisting of 20 items (see Appendix I).

The implementation of the action for the second meeting done based on Lesson Plan 1. The implementation was started by doing set induction covering greeting, praying, checking students' attendance, stating the learning objectives, and giving some leading questions related to the learning materials.

After that, it was continued by conducting the main activities. In this activity the materials consisting of the definition, structures, and language features of the descriptive text were explained. The text example was about "Mount Bromo". After doing these activities, the researcher explained about the skimming and scanning strategy and demonstrated it in the reading activities text entitled "Bill Gates", the researcher also provided some exercises in order to make sure the students understand about this strategy. Then, the researcher asked them to do this task using this strategy in pairs. The reading tasks for this activity consisted of

four descriptive texts entitled "Doraemon, Tiger, Pink Beach, and Thomas Alva Edison." which were adopted from the English textbook and internet. The total number of the test was 20 items: 5 items for word comprehension, 5 items for sentence comprehension, 5 items for paragraph comprehension, 5 items for text comprehension. The distribution of the groups was done by the researcher based on the students' seat in the class (The distribution of the students' pair was presented in Appendix C). After doing this activity, the students and the researcher discussed the answers together.

In the third and fourth meetings, the researcher and the students continued the activity with doing the matching tasks. The action was started by greeting, praying, checking students' attendance list, asking the students about what they learned in the previous meeting, discussing and reviewing the previous materials. For main activities, the researcher explained the implementation of matching tasks, dividing the students in groups (The distribution of the in groups was presented in Appendix D), modelling the use of the matching tasks, and discussing the answer with the other groups. This activity had four descriptive texts. They are entitled "Elephant, Lion, Raja Ampat, and Bali". Each Group did the tasks in two texts. After doing the task, they discussed their answer with other groups.

The observation of the action was done in each meeting during the research. The observation was conducted to get the data of the students' participation. This was done by using an observation guide. Meanwhile, aproduct evaluation by using a reading comprehension test with multiple choice items was conducted.

Then reflection was done to evaluate the results of the students' participation and their reading comprehension achievement after they had been taught reading comprehension by using TBLT. This evaluation also needed in order to decide whether the success criteria of this research can be achieved or not.

4.1.2 The Results of Observation

The action in this research was done in five meetings including the pre-test and post-test. The observation was done during the second until four meetings when TBLT was implemented. The observation was conducted to get the data of the students' participation during the teaching and learning process of reading by using TBLT. The researcher used the field notes and the observation guide to record the students' participation. The indicators for students' participation were as the following:

1. The students asked the questions related to materials.
2. The students answered the questions related to materials.
3. The students did the task given by the teacher.
4. The students discussed with the their group.
5. The students applied the skimmig and scanning as well as matching strategy given by the researcher in reading activities.

These indicators were used to decide whether the students were active or passive during teaching and learning activities The students were categorized as active students if they fulfilled at least three indicators, and the students were categorized as passive students if they fulfilled one or two indicators of participation.

The result of the observation was to know the students' participation during the teaching and learning process of reading comprehension by using TBLT. The results of the students' participation are presented in the table below :

Table 4.2 The Results of Observation in the Second Meeting

Criteria	Active	Passive
Total	17 students	6 students
Percentage	73,9%	21,7%

In the second meeting, it was found that 3 students were absent, so the class consisted of 23 students. Table 4.2 showed that there were 17 students or 73,9% of 23 students who were categorized as active students (The detail result of

observations in the second meeting presented in Appendix E).The students already knew how to apply this skimming and scanning strategy. They said that this strategy could make them easier to do the reading task. Moreover, they could find the main idea and spesific informations of the text. Meanwhile, there were 6 students or 21,7% of 23 students who were categorized passive during this activity (To be more detail, see Appendix E). Some students were categorized as passive because some of them did not submit their tasks, some of them did not know how to apply this strategy because they were absent in the meeting.

Table 4.3 The Result of Observation in the Third Meeting

Criteria	Active	Passive
Total	18 students	2 students
Percentage	90%	10%

Based on the result of the observation in the third meeting, it was found that 6 students were absent, so the class had 20 students. Table 4.3 above showed that there were 18 students or 90% of 20 students who were categorized as active students (The detail result of observations in the third meeting presented in Appendix F). They showed enthusiasm in this activity because they had never done this tmatching tasks in doing the reading task activities before. Moreover, this task could help them experience the new model of reading activities and they could do the task with their groups. Meanwhile, there were 2 students or 10% of 20 students who were categorized passive during this activity (To be more detail, see Appendix F). These students were categorized as passive during this activities because they did not ask, answer and do the task in groups.

Table 4.4 The Result of Observation in the Fourth Meeting

Criteria	Active	Passive
Total	20 students	0 student
Percentage	100%	0%

Based on the result in the fourth meeting, it was found that 6 students were absent, so the class had 20 students. Table 4.4 showed that there were 20 students or 100% of 20 students or all the students who were categorized as active students. (The detail result of observations in the fourth meeting presented in Appendix G). They really showed enthusiasm during this activity. They could discuss both with their own group and other groups. In addition, they were not afraid of conveying their opinions when the researcher asked the questions related to the task. Meanwhile, there were no students categorized passive during this activity. (to be more detail, see Appendix G). .

Based on the explanation above, the percentage of the students who actively participated improved up to 16,1%. from the second meeting to the third meeting. While, the percentage for the third meeting to the fourth meeting improved about 10%. Most students actively participated in the teaching and learning process. Further, the students showed enthusiasm in doing the task by applying some strategies in TBLT, discussing, listening to their friends' presentation and presenting their tasks. When the teacher asked them the answers of their tasks, they could answer them well. While, some of students were categorized as passive because they did not submit their work because they were busy with their schools' activity, and some of them were still confused to use this strategy.

After finding out the percentage of the students' participation in each meeting, the calculation was continued to find the average result of the students' participation in order to know whether it could achieve the minimum target (75%) or not.

Table 4.5 The Average Results of the Students' Participation

No	Meeting	Percentage	
		Active	Passive
1	Meeting 2	73,9%	21,7%
2	Meeting 3	90%	10%
3	Meeting 4	100%	0%

Total	263,9	36.1
Average	87,9%	12,1%

Table 4.5 showed that the average result of the students' participation in this activity was 87,9%. It showed that the criteria of the research success, that was at least 75% of the students were active, could be achieved. In addition, the students' participation was improved from meeting 2 up to meeting 4.

4.1.3 The Results of the Students' Reading Comprehension Test.

It has been mentioned that pre-test was conducted in this research. It was done to know he students' reading comprehension ability before and after being taugth reading comprehension by using task-based language teaching. During this activity, three students were absent, so the class had 23 students. The result of students' reading comprehension pre-test is presented in following table (The detail result of students' reading comprehension pre-test presented in Appendix H).

Table 4.6 The Result of the Students' Reading Comprehension Pre-Test

Criteria	Achieved	Not Achieved
Total	8	15
Percentage	35%	65%

Based on the result of the pre-test above showed that only 8 or 35% students of 23 students could achieve the standard score, it means most of the students could not achieve the standard score.

The reading comprehension test was administered in the fifth meeting. The time allocation for the reading comprehension test was 45 minutes. The reading test consists of descriptive texts entitled "Bunaken National Marine Park, Panda, Bird Park, and Chairul Tanjung" which were adopted from the English textbook and internet. The total number of the test is 20 items : 5 items for word comprehension, 5 items for sentence comprehension, 5 items for paragraph

comprehension, 5 items for text comprehension. It was found that 5 students were absent, so the class consisted of 21 students. In reading comprehension test, the researcher asked them to do the test individually. The results of the reading comprehension achievement test is presented in the following table (The detail result of students' reading comprehension post-test presented in Appendix H).

Table 4.7 The Result of the Students' Reading Comprehension Post-Test

Criteria	Achieved	Not Achieved
Total	17	4
Percentage	81%	19%

Based on table 4.7 showed that there were 17 or 81 % students of 21 students were successful in achieving the scores ≥ 75 in the reading comprehension achievement test and there were 4 students or 19% of 21 students who got the score ≤ 75. This action was categorized as successful because of those results. Thus, the cycle was stopped.

4.1.4 The Result of Reflection

The reflection was done by the researcher after analyzing the results of the observation and the students' reading comprehension test. It was done to know whether or not the proposed action in this action research could help the students to improve their participation in teaching and learning process and the students' reading comprehension achievement. The criteria of success were if 75% of the students got score at least 75 for the reading comprehension test and at least 75 % of the students were active.

The results of observation showed that the students who actively participated in the teaching and learning improved significantly from 73,9% in the second meeting to 90% in the third meeting and improved up to 100% in the fourth meeting. On average it could be calculated that the students' active participation was 87,9%. Therefore, the requirement that was at least 75% of the students were active in this activities by using TBLT, was fulfilled.

Further, in the second meeting, the researcher asked the students about the definition and how to use skimming and scanning strategy in reading activities, they could answer it well. Besides, they told that the use of this strategy could help them find the main idea and the specific information of the text. Meanwhile, in the third and fourth meetings for matching tasks, the students showed their enthusiasm during this activity because they never applied this task before. They could discuss both with their own group and other groups. In addition, they were not afraid to make mistakes to show their ideas.

Besides, the result of the students' reading comprehension achievement test showed that 8 or 35 % of 23 students in pre-test could achieve the standard score. In the post-test, there were 17or 81 % of 21 students could achieve the standard score. This result indicated that there was improvement of the students' reading comprehension achievement from 35% in the pre-test to 81 % in the post-test. Moreover, the success criteria of the students' reading comprehension achievement, that was at least 75 % of the students gained the standard score, was already achieved.

In conclusion, the result of the observation on the students' participation and their reading comprehension achievement in this research had shown the improvement and had achieved the standard criteria of this research successfully. Therefore, the cycle was stopped.

4.2   Discussion

`   After conducting the research about the use of TBLT to improve the eighth-grade students' participation and their reading comprehension achievement at junior high school, finally the researcher came to this discussion part. This research was aimed to improve the students' participation and their reading comprehension of Class VIII G. To fulfill the objectives, this classroom action research was conducted by using TBLT as the approach in the teaching and learning process.

The results of of this study indicated that TBLT has been successful to improve the students' participation from 73,9%, in the second meeting to 90% in

the third meeting and to 100% in the fourth meeting. In average, it was 87,9%. In addition, he students showed enthusiasm during the task group because they could discuss with their own group and other groups. They also said that they felt easier in doing the task and could actively participate during teaching and learning activities. It is in line with Wulandari's research finding (2017) which concluded that the students were motivated to learning in groups because they could learn and discuss from their friend. It could be a good opportunity for the students to interact with their friends and they could comprehend the text well. In line with the research results, Madhkan and Mousavi (2017) claimed that TBLT could motivate the students since the task demand the students to deal with the real task.

In addition, this study also found out that the implementation of TBLT could help the students improve their reading comprehension achievement. There were 17 or 81 % of 21 students could achieve the standard score in reading comprehension achievement test. It showed the improvement from the pre-test which just 8 or 35% students could achieve the standart score. The result was relevant with the research conducted by Setayesh and Marzban (2017) who reported that there was an improvement on the reading comprehension achievement after being treated by using TBLT.

The finding of this study were relevant to the results of some previous researchers in the same field. Wulandari (2013) found out that the use TBLT could make the students to minimize their difficulties in comprehending the text by using skimming and scanning strategy. Shabeni and Ghasemi (2014) also reported that TBLT was an effective way in teaching reading comprehension on Iranian learners. Besides the research that was conducted by Madhkan and Mousavi (2017) showed that TBLT had significantly positive effect rather than the traditional reading instruction in increasing learners' reading skill. They also mentioned that TBLT as efficacious, practical, and innovative teaching strategy at intermediate levels. Mubarok and Sofiana (2017) also found that the learners by applying TBLT had better achievement compared to those who treated under the conventional teaching reading strategy. They proved that TBLT had great effect on students' reading ability. Based on previous research results, TBLT had a

positive effect and it could improve students' reading comprehension achievement.

In conclusion, the finding of this research strengthened the theory that task-based language teaching (TBLT) could be used an alternative way for teaching and learning reading comprehension. It was proven by looking at the result from the pre-test, the action, and the post-test which significantly improved.
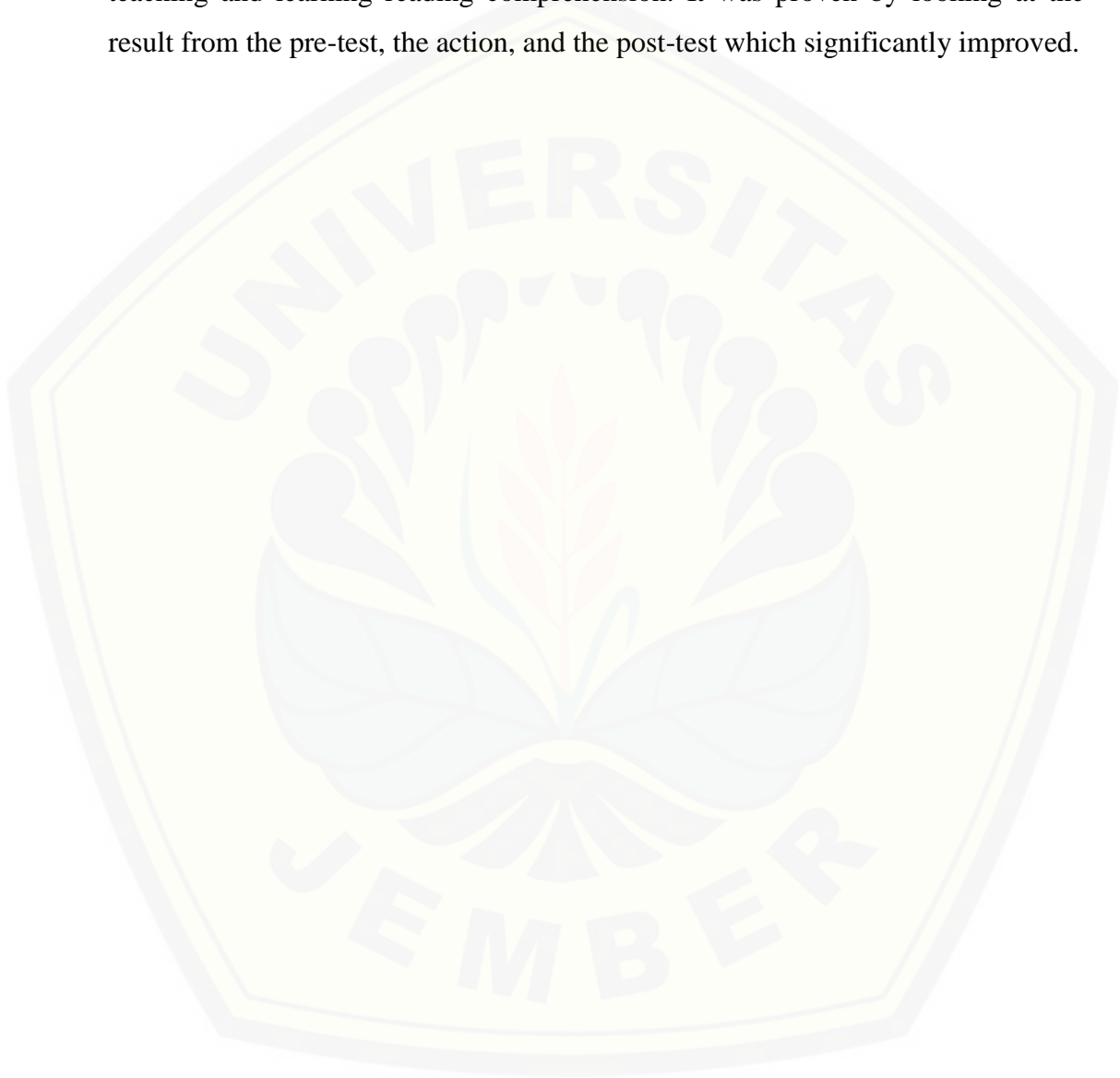
CHAPTER V
CONCLUSION AND SUGESSTIONS

This chapter presents the conclusion and the suggestions of this research. Each part is presented in the following sections.

5.1 Conclusion

Based on the results of data analysis and the discussion in the precious chapter, there were two points can be concluded as the following.

1. The implementation of TBLT could improve the eighth grade students' active participation in the teaching and learning process of reading comprehension at SMP Nurul Islam Jember. It was proved by the result of the observation that there was improvement in the percentage of the students' participation from the second meeting up to the fourth meeting. In addition, the average of the students' participation in the second meeting up to the fourth meeting was 87.9 %. Therefore, the successful criteria of the research dealing with the students' participation was achieved.

2. The implementation of TBLT could improve the eighth students' reading comprehension achievement SMP Nurul Islam Jember. It was proved by the results of the students' reading test that there was an improvement in the percentages of the students who achieved the passing grade from 35 % in the pre-test to 81 % in the reading comprehension post-test.

5.2 Suggestions

Since the implementation of TBLT could improve the students' participation and their reading comprehension achievement, the researcher proposed some suggestions to the English teachers and future researchers, as the following.

1. The English Teacher

Based on the result of this research, the English teacher is suggested to implement TBLT as the approach for teaching and learning activities to improve studens' participation and reading comprehension achievement. It was proved that this approach can help the English teacher to create enjoy learning environment and the students get involved directly during teaching and learning activities. Morever, the English teacher is suggested to understand the students' difficulties in teaching and learning activitied in order to select appropriate strategies and materials including the texts and tasks that will be used. In addition, the teacher can vary the activities and the tasks, since this approach provide many various tasks in order to prevent the students from getting bored,. Thus, the teaching and learning activities can be effective, and the students will improve their active participation and their reading comprehension achievement.

2. The Future Research

It is suggested for the next researcher to use this research result as the reference for further research which have the similar topic dealing with using TBLT in improving reading comprehension achievement and students' participation for different skills or different levels of the participants. In this research, there were few weaknesses for the example there were time limits because of COVID-19 pandemic, and some students also could not join the class because they did their duty for school organizations. Thus, the researcher needs to select the right time in order to get the optimum research result. Furthermore, it is also suggested for future researcher to apply various activities of TBLT by considering of the level of the students.

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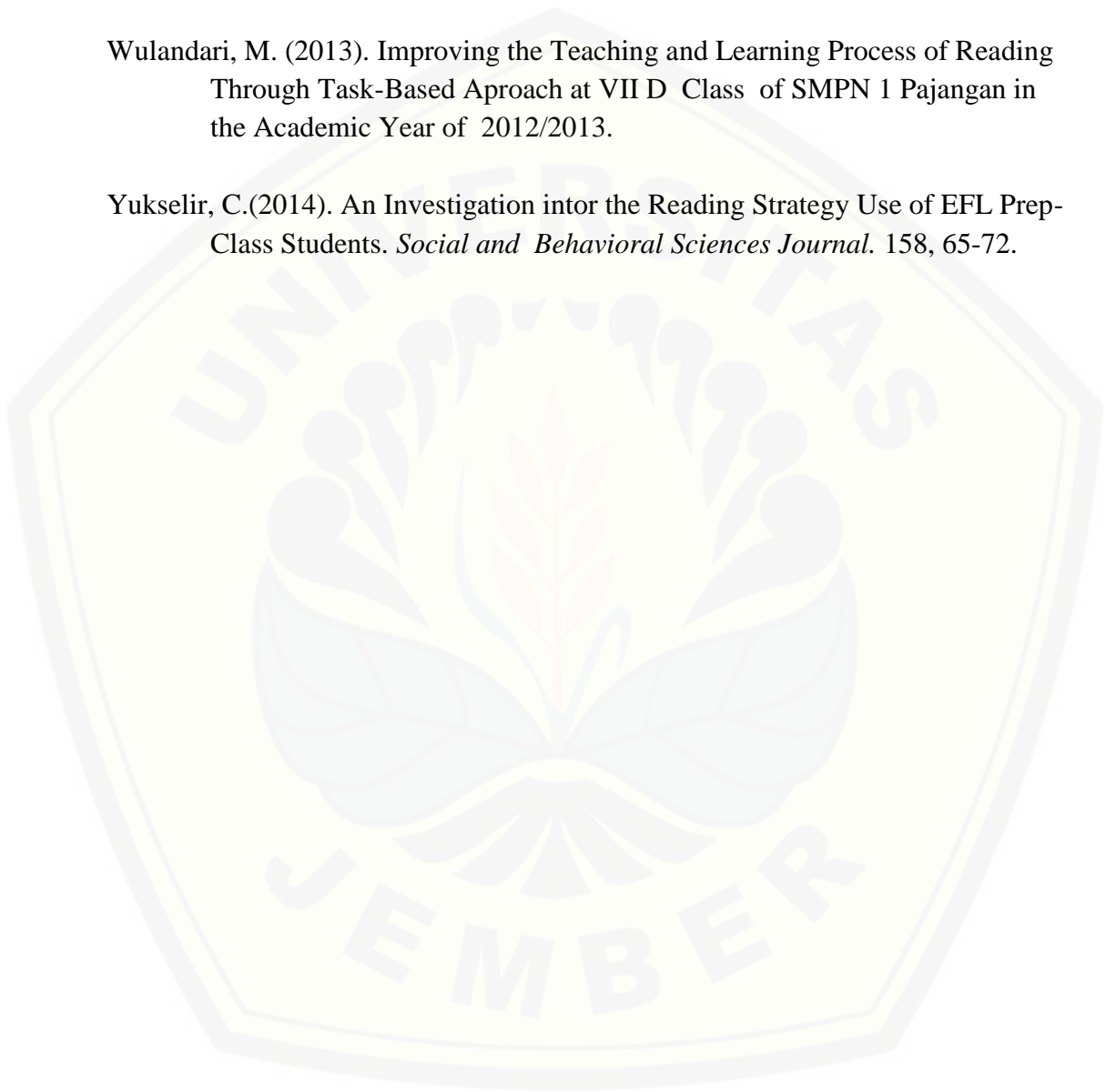
APPENDIX A

The Interview with The English Teacher guide

(The interview was done with the English teacher in Indonesian Language)

No	Question	Answer
1.	What curriculum is used at SMP Nuris Jember?	We use 2013 Curriculum
2.	How do you usually teach English especially reading activities?	I usually explain the material first, then I give them some a text from the internet or adapt for their textbook.
3.	What the problem do the students face the most in reading activities?	I think they were difficult in mastering vocabularies, when they were given a text,they tended to translate tit word by word, and they are also passive during teaching and learning activities.
4.	How do usually solve the problem? Or the way you taught English especially reading activities	I usually ask them to do the task by themselves and find the meaning of the vocabularies or sometimes we read the text and translate it together.
5.	How about the student's active participation? As we know that the role of the students in 2013 curriculum are students-centered.	Although the role of the students in 2013 curriculum are student-centered , but in fact , it is hard for us to apply it because the students remain silent during the activities so the teacher seems to be dominant in teaching and learning activities.
6.	How do you solve the problem?	I usually ask them to answer the

		question randomly or sometimes I call their name based on the attendance list and I will give them additional score.
7.	Have you ever use Task-Based Language Teaching Approach?	No, I have not.

Jember, 7th of February 2021
The English Teacher,

Anisah Nabila, S.Pd
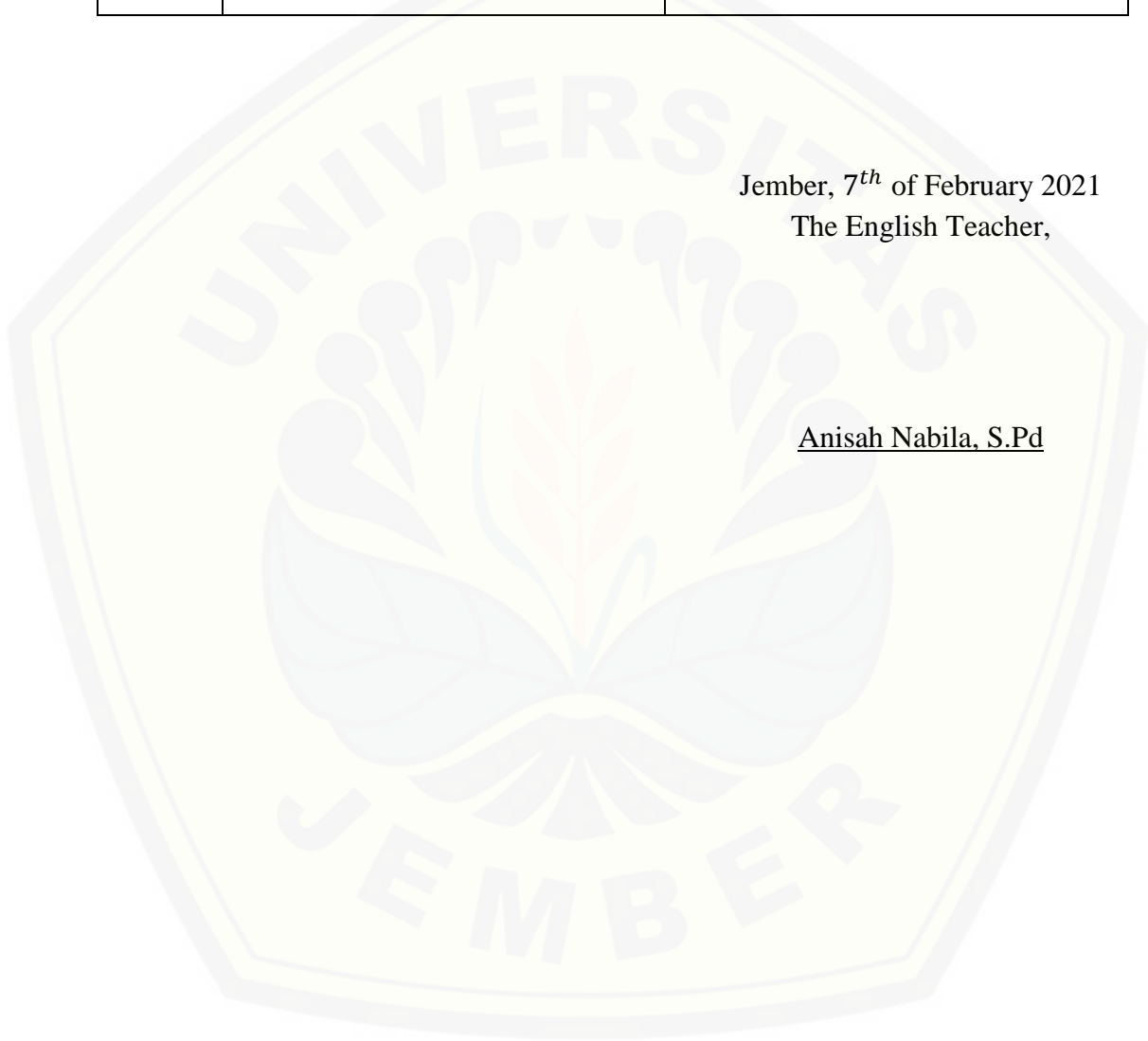
APPENDIX B

THE RESEARCH MATRIX

Title	Research Questions	Variables	Indicators	Data Resoucers	Research Method
Using Task-Based Language Teaching (TBLT) To Improve Junior High School Students' Participation and Reading Comprehension Achievement	1. How can the use of task-based language teaching (TBLT) improve the students' reading comprehension achievement?	1. **Independent Variable :** Using of Task-Based Language Teaching (TBLT) in Teaching Reading	1. Teaching reading by implementing The use of Task-Based Language Teaching (TBLT) : a. Giving some list words related to texts. b. Introducing the simple grammar c. Scanning and skimming strategies to find the general and spesific	1. **Research participants** : The class VIII G at SMP Nurul Islam Jember in the academic year 2020/2021 3. **Informant :** The English teacher of The class VIII G at SMP Nurul Islam Jember	1. **Researh design :** Classroom action research with the cycle model : 2. Recoinnaissance 3. Planing the action 4. Implementing the action 5. Obseving the action. 6. Reflecting 7. Revising the

	2. How can the use of task-based language teaching (TBLT) improve the students' participation in learning reading comprehension?	**2. Dependent Variable :** a. The students' reading comprehension achievement.	information of the text d. Matching the texts based on the pictures and texts provided a. The students' scores of reading test covering 1. Word comprehension 2. Sentence comprehension 3. Paragraph comperehension 4. Text comprehension		plan. (If needed) (Adapted from Kemmis and McTaggart (1988, as cited in Burn , 2010)). **2. Research participants :** The class VIII G at SMP Nurul Islam Jember in the academic year 2020/2021 **3. Data collection method :** a. Reading

| | | b. The students' participation | b. The students' active participation | | comprehesion test.
b. Obsevation Notes

4. Data collection method :
a. Reading comprehesion test.
b. Obsevation Notes

5. Data analysis method :
a. The formula of the students' reading comprehension |

					test : $S = \frac{R}{N}\text{x } 100\%$ **Notes :** S = The percentage of the total number of the students whose whose score is ≥ 75 R = The total number of the students whose scores ≥ 75 N = The total number of the students. (Purwanto, 2009, p. 112) b. Th formula of

					the students' active participation : $E = \frac{A}{N}x\ 100\%$ **Notes :** E = The percentage of the total number of the students who participated actively during teaching and learning proses of reading comprehension by using TBLT. R = The total

					number of the students who participated actively N = The total number of the students (Cohen *et al*, 2000, p. 326) The criteria of successful of this research if, at least 75% of the students got score ≥ 75 for reading comprehension and 75% of them are becoming active, the

					first cycle would be stopped. However, If less than 75% of the students got score $\leq$ 75 for reading comprehension and less than 75% of them are becoming passive, the researcher would do to the next cycle.

APPENDIX C

The Distribution of the Students in Pairs

No	Students' Initial Name
1	AJBF & LV
2	AAR & FAB
3	NEW & FL
4	MRD & MFDC
5	NA & TBS
6	BAAR & EMF
7	NWR & IKK & SM
8	TF & FAMK
9	MKH & EAPG
10	RR & ANF
11	MYA & ASAY
12	AF & SNF

Notes :

[red box] = the students who were absent but submitting the task

APPENDIX D

The Distribution of the Students in Groups

Group	Students' Initial Name
Group 1	TF, FL, NEW, & FAMK
Group 2	EMF, BAAR, MRD & MFDC
Group 3	AJBF, LV, NA, AAR, FAB, & TBS
Group 4	AF, IKK, SNF, NWR, MKH,& SM

APPENDIX E

The Observation Notes in the Second Meeting

NO	Students' Initials	Indicators					Frequency	Active	Passive
		1	2	3	4	5			
1	AAFZ	-	-	-	-	-	0		
2	AJBF	-	√	√	√	√	4	√	
3	ASAY	-	-	-	-	-	0		
4	ANF	-	-	√	√	-	2		√
5	AAR	-	√	√	√	√	4	√	
6	AF	-	-	√	√	-	2		
7	BAAR	-	-	-	-	-	0		√
8	EMF	√	-	-	-	-	1		√
9	EAPG	√	√	√	√	√	5	√	
10	FAB	-	√	√	√	√	4	√	
11	FL	-	√	√	√	√	4	√	
12	FAMK	-	√	√	√	√	4	√	
13	IKK	√	√	√	√	√	5	√	
14	LV	√	√	√	√	√	5	√	
15	MYA	-	-	-	-	-	0		√
16	MKH	√	√	√	√	√	5	√	
17	MFDC	√	√	√	√	√	5	√	
18	MRD	-	√	√	√	√	4	√	
19	NA	-	√	√	√	√	4	√	
20	NWR	√	√	√	√	√	5	√	
21	NEW	-	√	√	√	√	4	√	
22	RR	-	√	√	√	√	4	√	
23	SM	-	√	√	√	-	2		√
24	SNF	-	-	√	√	-	2		
25	TF	-	√	√	√	√	4	√	

26	TBS	-	-	√	√	-	2		√

Notes :

= the students who were absent

Indicators of students' participation :

1. The students asked the questions related to materials.
2. The students answered the questions related to materials.
3. The students did the task given by the teacher.
4. The students discussed with the their group.
5. The students applied the skimmig and scanning as well as matching strategy given by the researcher in reading activities.

These indicators were used to decide whether the students were active or passive during teaching and learning activities. The students were categorized The students were active if they could fulfill at least 3 indicators. Meanwhile, they were categorized as passive if they only fulfilled one or two indicators.

APPENDIX F

The Observation Notes for the Third Meetings

NO	Students' Initials	Indicators					Frequency	Active	Passive
		1	2	3	4	5			
1	AAFZ	-	-	-	-	-	0		
2	AJBF	√	-	√	√	√	4	√	
3	ASAY	-	-	-	-	-	0		
4	ANF	-	-	-	-	-	0		
5	AAR	-	√	√	√	√	4	√	
6	AF	-	-	√	√	√	3	√	
7	BAAR	-	-	√	-	√	2		√
8	EMF	-	√	√	-	√	3	√	
9	EAPG	-	-	-	-	-	0		
10	FAB	-	-	√	√	√	3	√	
11	FL	√	√	√	√	√	5	√	
12	FAMK	-	-	√	√	√	3	√	
13	IKK	√	√	√	√	√	5	√	
14	LV	-	√	√	√	√	4	√	
15	MYA S	-	-	-	-	-			
16	MKH	-	√	√	√	√	4	√	
17	MFDC	√	-	√	-	√	3	√	
18	MRD	-	√	√	-	√	3	√	
19	NA	-	-	√	√	√	3	√	
20	NWR	√	-	√	√	√	4	√	
21	NEW	√	-	√	√	√	4	√	
22	RR	-	-	-	-	-	0		
23	SM	-	-	√	√	√	3	√	
24	SNF	-	-	√	√	√	3	√	
25	TF	-	-	√	√	√	3	√	

26	TBS	-	-	√	-	√	2		√

Notes :

 = the students who were absent

Indicators of students' participation :

1. The students asked the questions related to materials.
2. The students answered the questions related to materials.
3. The students did the task given by the teacher.
4. The students discussed with the their group.
5. The students applied the skimmig and scanning as well as matching strategy given by the researcher in reading activities.

These indicators were used to decide whether the students were active or passive during teaching and learning activities. The students were categorized The students were active if they could fulfill at least 3 indicators. Meanwhile, they were categorized as passive if they only fulfilled one or two indicators.

APPENDIX G

The Observation Notes for The fourth Meeting

NO	Students' Initials	Indicators					Frequency	Active	Passive
		1	2	3	4	5			
1	AAFZ	-	-	-	-	-	0		
2	AJBF	√	√	√	√	√	5	√	
3	ASAY	-	-	-	-	-	0		
4	ANF	-	-	-	-	-	0		
5	AAR	-	√	√	√	√	3	√	
6	AF	-	√	√	√	√	4	√	
7	BAAR	-	√	√	-	√	3	√	
8	EMF	√	√	√	-	√	4	√	
9	EAPG	-	-	-	-	-	0		
10	FAB	√	√	√	√	√	5	√	
11	FL	-	√	√	√	√	4	√	
12	FAMK	-	√	√	√	√	4	√	
13	IKK	√	√	√	√	√	5	√	
14	LV	√	√	√	√	√	5	√	
15	MYA S	-	-	-	-	-	0		
16	MKH	-	√	√	√	√	5	√	
17	MFDC	-	√	√	-	√	3	√	
18	MRD	√	√	√	-	√	4	√	
19	NA	√	√	√	√	√	5	√	
20	NWR	-	√	√	√	√	4	√	
21	NEW	-	√	√	√	√	4	√	
22	RR	-	-	-	-	-	-	▯	
23	SM	-	√	√	√	√	4	√	
24	SNF	-	√	√	√	√	4	√	
25	TF	√	√	√	√	√	5	√	

| 26 | TBS | - | √ | √ | √ | √ | 4 | √ | |

Notes :

= the students who were absent

Indicators of students' participation :

1. The students asked the questions related to materials.

2. The students answered the questions related to materials.

3. The students did the task given by the teacher.

4. The students discussed with the their group.

5. The students applied the skimmig and scanning as well as matching strategy given by the researcher in reading activities.

These indicators were used to decide whether the students were active or passive during teaching and learning activities. The students were categorized The students were active if they could fulfill at least 3 indicators. Meanwhile, they were categorized as passive if they only fulfilled one or two indicators.

APPENDIX H

The Result of the Students' Reading Comprehension Test

NO	Students' Initials	M/F	Pre-test Score	Post-test Score	A	NA
1	AAFZ	M	65	70		√
2	AJBF	F	65	85	√	
3	ASAY	M				
4	ANF	M	65	60		√
5	AAR	F	80	95	√	
6	AF	F		75	√	
7	BAAR	M	75			
8	EMF	M	75	80	√	
9	EAPG	F	85			
10	FAB	F	65	85	√	
11	FL	M	60	85	√	
12	FAMK	M	70	85	√	
13	IKK	F	80	95	√	
14	LV	F	75	90	√	
15	MYA	M	65	90	√	
16	MKH	F	90	95	√	
17	MFDC	M	70	75	√	
18	MRD	M	65	65		√
19	NA	F	65	85	√	
20	NWR	F	65	85	√	
21	NEW	M	80			
22	RR	M	50			
23	SM	F	60	70		√
24	SNF	F		80	√	
25	TF	M	60	80	√	

| 26 | TBS | F | 55 | 80 | √ | |

Notes :

M = Male Students

F = Female Students

A = Achieving the standart score that is ≥ 75

NA = Not achieving the standart score that is ≤ 75

[red box] = the students who were absent

[yellow box] = the students who did not achieve the standart score (75)
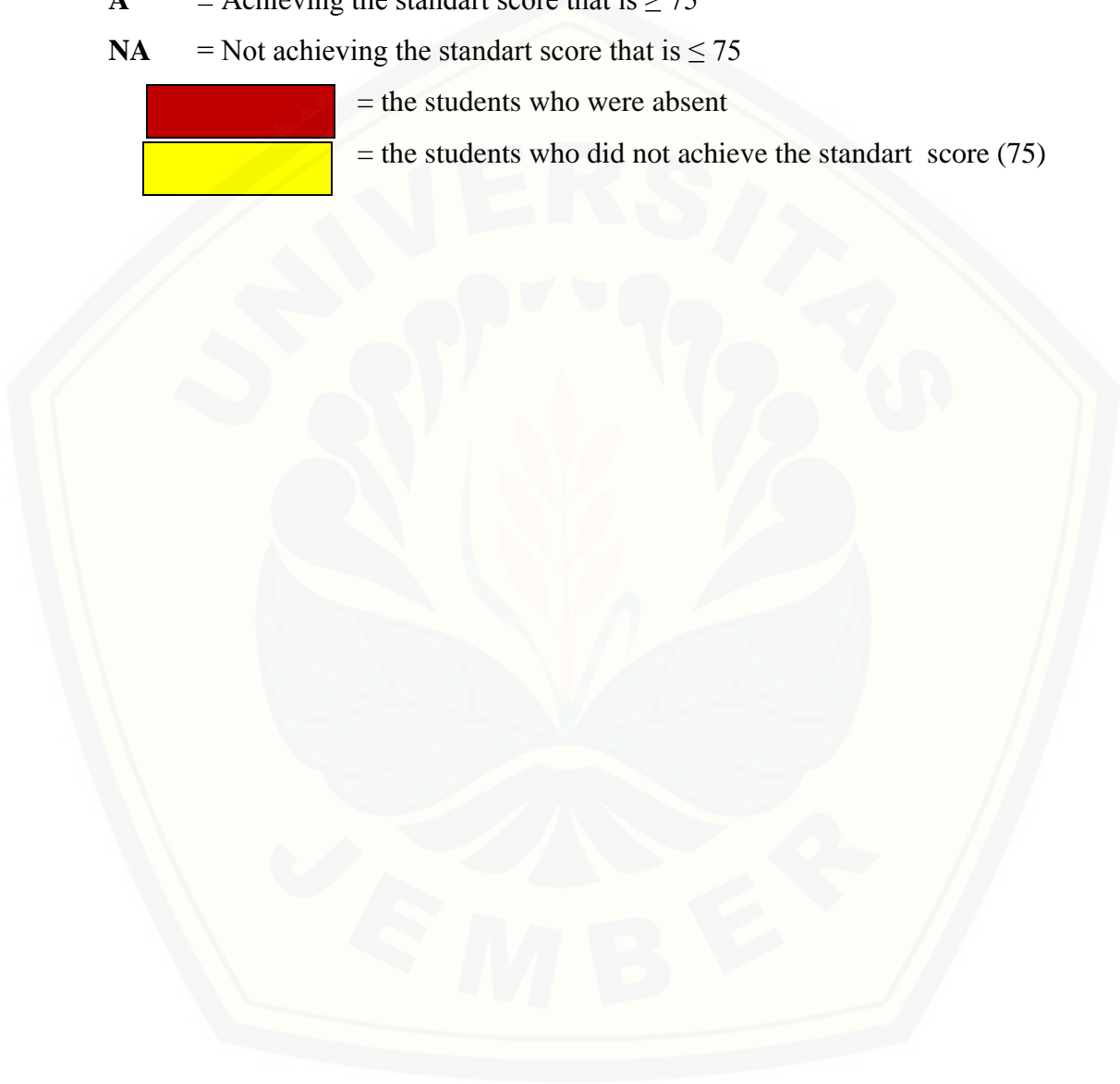
APPENDIX I

Pre-Test and Post-Test

Name :

Class   :

Answer the following questions below correctly by crossing a, b, c or d based on the text provided.

- **Text 1**

Bunaken National Marine Park

The Bunaken National Marine Park is located at the north of the island of Sulawesi, Indonesia. This marine park is made up of the mainland along the coast of Manado and five island : the Bunaken, Manado Tua, Siladen, Mantehage and Nain.

Bunaken is about 45-60 minutes by boat from Manado. It is amazing diving place in the world. The water of Bunaken National Marine Park is extremely deep (1.560 meters in Manado Bay). However, people can dive safely at Bunaken. The temperature is about 27°-29° Celcius. Divers can find corals, fish, spongers, clams, and other species in the water Bunaken has about kinds of corals and thousand of fish species

Bunaken Marine Park is such a treasure trove of biodiversity.

(Adopted from : Galileo Buku Pengayaan Bahasa Inggris untuk SMP/MTs VIII

Semester Ganjil Edisi Revisi 2017)

1. Where is Bunaken Bunaken National Marine Park located?
   a. In Manado Tua   c. Between Mantehage and Nain
   b. Around the wold   d. At the north of the Sulawesi Island.

2. The main idea of the first paragraph is?
   a. The Location of Bunaken National Park.
   b. The description of Island in Bunaken National Park.
   c. There are a lot of islands in Bunaken National Park.
   d. There are a lot of species in Bunaken National Park.

3. How is the water of Bunaken National Marine Park?

   a. Safe but hot   c. Deep and cold

   b.Deep and safe   d.Warm but shady

4. "People can dive <u>safely</u> at Bunaken." (Paragpraph 3)

   What is the antonym of the underlined word above

   a. Harmlessly   c. Carefully

   b. Dangerously   d. Beautifully

5. What is the purpose of the text above ?

   a. To describe about the Bunaken National Marine Park.

   b. To optimize the beauty of Bunaken National Marine Park.

   c. To retell about the Bunaken National Marine Park.

   d. To prohibit the Bunaken National Marine Park.

- **Text 2**

   Have you ever watch the cartoon movie "Kung Fu Panda"? The panda in the movie is described as a fat animal, love-noodle eater, and Kung Fu master. But the Panda that will be described below is not the Panda who can do Kung Fu like in that movie. Here is the description about Panda.

   Pandas are bear-like animal which originally live in center and western part of China. Pandas have distinguish features that make them different other species of bear. Pandas have white thick fur which covers all of their body with black eyes patches, ears, nose, legs, shoulders, and arms. Those black marks make Pandas unique and different.

   Like other species of bear, pandas have a big head, a short tail, ronded ears, and a long muzzle with a big nose. However, pandas' diet is totally different with other species of bear; in which they prefer bamboos than others. 90 % of pandas' diet consists of bamboos. That is why pandas have adapted their body to help them in eating bamboos. Pandas have a big jaw with tough muscles and strong molars to crush bamboos so they can extract the nutrients they need.

   (Adapted from : https://brainly.co.id/tugas/1479915)

6. The text mainly discusses about. ...

   a. Kungfu Panda Movie   c. Panda's favorite food

   b. Pandas.   d. Panda as a bear.

7. "Pandas have white thick fur which covers all of <u>their</u> body............'''
   (Paragraph 2) The underlined word refers to.........

   a. Bear   c. Animals

   b. Pandas   d. Features

8. "..........that make them <u>different</u> other species of bear.''
   The antonym of underlined word above.......

   a. various   c. alike

   b.colour   d.mixed

9. What is the main idea of the second paragraph.

   a. Pandas live in China.

   b. Pandas have special features that make them different from other species.

   c. Pandas prefer bamboos than other foods.

   d. Pandas have the same body as species bears.

10. What is the purpose of the text.

   a. To describe about Pandas   c. To retell about pandas activitie

   b. To amuse the reader.   d.To invite people to see Panda.

- **Text 3**

Bird Park

One of the most interesting places to visit in Singapore is the Bird Park. It is located in Industrial area in Singapore, called Jurong. The bird park is about twelve-kilometers from centre of the city, and it's easy to get there by bus or taxi.

It is one of the largest bird parks in. The bird are kept in large cages, and there are hundreds of beautiful birds from different parts of the world, including penguins, parrots, eagles, and ostriches. There is a lake in the park with a restaurant beside it. There is also a very large cage which you can walk in to get closer look at the bird..

It takes about two hours to see all the bird. You can walk around the park or ride on a bus. The best time to visit the park is in the early morning or late afternoon, when it is cooler.

(Adopted from : Galileo Buku Pengayaan Bahasa Inggris untuk SMP/MTs VIII

Semester Ganjil Edisi Revisi 2017)

11. "It is <u>located</u> in Industrial area in Singapore." (Paragraph 1).

What does the underlined word mean?

a.situated   c.conducted

b.held   d.performed

12. Which paragraph from the text above tell about the location of Bird Park ?

a. The first paragraph   c. The third paragraph

b. The second paragraph   d. The first and second paragraph

13. What is the main idea of the second paragraph?

a. The most interesting place in Singapore is the bird park.

b. There is a restaurant next to a large lake in the park.

c. There are hundreds of very beautiful birds in the cages.

d. The best time to visit in the afternoon.

14. Why do many people like to visit the bird park late in the afternoon?

a. They are busy working in the morning.

b. The weather is not hot in the afternoon.

c. The birds in the park are caged in the morning.

d. They live in many different parts of the world.

15. From the text above, we know that..

a. The Bird Park is a recommended place to visit

b. It is hard for people to get the Bird Park by bus or taxi.

c. The people can't visit the Bird Park in the early morning and late afternoon.

d. The Bird Park is largest place in the word

Chairul Tanjung is a successful businessman from Indonesia. He leads CT Corp which consists of three sub-holding companies: Mega Corp, Trans Corp, & CT Global Resources. These companies concern on financial services, media, retail, lifestyle, entertainment, as well as natural resources. Some of his businesses are Bank Mega, Carrefour, Trans TV, Trans 7, Trans Studio, etc.

Chairul Tanjung has a tall body, dark hair, slightly slanted eyes and brown skin like most of Indonesian. He was born on June 16, 1962. He has two children with his beloved wife Anita Ratnasari Tanjung.

Chairul has graduated from faculty of dentistry at University of Indonesia. Because of being economically disadvantaged, he began to do business from University. After graduation, he has established bigger businesses. In 2014, he was the 375th as one of the richest people in the world by Forbes.

(Adapted from :https://quizziz.com/admin/quiz/5e741f56ea07d8001b0bb532/ujia-nasional-bahasa-inggris-sma)

16. What is the topic of the text above?
    a. Chairul Tanjung   c.University of Indonesia
    b Trans TV   d. Businessman

17. These companies <u>concern on</u> financial services, media, retail, lifestyle, entertainment, as well as natural resources.
    What is the synonym of this the underlined word?
    a. Count on   c. Focus on
    b. Depend on   d. Look for

18. What is the main idea of the first paragraph...
    a. It tells about Chairul Tanjung's school
    b. It tells about the companies that are lead by Chairul Tanjung.
    c. It tells about Chairul Tanjung and his family.
    d. It tells about Chairul Tanjung's University

19. How old was Chairul Tanjung as one of the richest people in the world by Forbes.

a. 33years old   c. 43 years old

b. 42 years old   d. 52 years old

20. After graduation, <u>he</u> has established bigger businesses...” (Paragraph 3).

The underlined word refers to?

a. University of Indonesia   c. Chairul Tanjung

b. Business   d. Faculty of dentistry

Do the Best, May Allah Bless you

Key Answer

1.d	2.a	3.b	4.c	5.a	6.a	7.b	8.c	9.b	10.a
11.a	12.a	13.c	14.b	15.a	16.a	17.c	18. b	19.d	20.c

The Distribution of Multiple Choice

The Reading Indicators	Test Items	Total Items
Word Comprehension	4,8 11,17,20	5
Sentence Comprehension	1,3,7,14,19	5
Paragraph Comprehension	2,9,12,13,18	5
Text Comprehension	5,6,10,15,16	5
Total Items		20

APPENDIX J

LESSON PLAN 1

School	: SMP Nurul Islam Jember
Subject	: English
Class/Semester	: VIII/ 1
Academic Year	:2020-2021
Language Skill	: Reading
Text Type	: Descriptive Text
Theme	: Person, Animal and
Tourism Place	
Time Allocation	: 2 x 60 minutes

I. CORE COMPETENCE

KI : Menghargai dan menghayati ajaran agama yang dianutnya.

K2 : Menghargai dan mengahayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami dan menerapkan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalaam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

II. BASIC COMPTENSE AND INDICATOR

BASIC COMPTENSE	INDICATOR
3.4 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulis tentang	3.4.1 Identifying the description and social function of the descriptive text provided by the

orang/ binatang/ benda, sangat pendek dan sederhana.	teacher. 3.4.2 Identifying the generic structures and language features of descriptive text provided by the teacher.
4.5 Menangkap makna dalam teks deksriptif lisan dan tulis, sangat pendek dan sederhana.	4.5.1 Predicting the approriate meaning of the word in the descriptive text provided by the teacher. 4.5.2 Comprehending the meaning of the sentences in the descriptive text provided by the teacher. 4.5.3 Comprehending the general and detail informations of the descriptive text provided by the teacher. 4.5.4 Comprehending the information the descriptive text provided by the teacher.

III.   LEARNING OBJECTIVE :

From the indicators above, the students are able to :

3.4.1.1   Identify the description and social function of the descriptive text provided by the teacher correctly.

3.4.2.1   Identify the generic structures and language features of descriptive text provided by the teacher correctly.

4.5.1.1   Predict the approriate meaning of the word in the descriptive text provided by the teacher correctly.

4.5.2.1   Comprehend the meaning of the sentences in the descriptive text provided by the teacher correctly.

4.5.3.1   Comprehend the general and detail informations of the descriptive text provided by the teacher correctly.

4.5.4.1   Comprehend the information the descriptive text provided by the teacher correctly.

IV.   LEARNING MATERIAL

- Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.
- The Generic Structure of Descriptive Text

  Descriptive text has structure as below:

  Identification; identifying the phenomenon to be described.

  Description; describing the phenomenon in parts, qualities, or/and characteristics.
- The Language Feature of Descriptive Text
  1. Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim
  2. The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
  3. The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
  4. Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc….

- The Example of Descriptive Text

  Bromo is one of mountains in Java that is known around the world. As one of the special tourism places in Java, Bromo Mountain is not only rich of its natural beauty but also in harmony with the local people around it. In Bromo, the visitors can enjoy both the beauty of the nature and also the culture in that area because Bromo is not simply a mountain but also an important place for ritual ceremony of Hindu.	Identification
Located around 2,5 hours from Malang city, Bromo is one of active volcano mountain which is a part of the Bromo Tengger Semeru National park. The beauty of Bromo can be seen clearly from the top of Penanjakan Mountain which is close to Bromo and has higher level (2,770 meters). Bromo itself is only 2,392 meters. Even Bromo is not too high volcano mountain, but the history of the eruption was so dramatic. The sands around it which	Description

people called the sea of sands (segara wedi) are the proof that this mountain had ever been killing the life surrounded that area. The name of Bromo is taken from the name one of the God of Hindu, Brahma.

People of Tengger has a myth about that mountain that makes it has mystical nuance. But it is more than myth as long as people still believe that by creating Kasada festival every year, they express their gratitude to God in a symbolic way by throwing vegetables, cattle, and also money as an offering in the Bromo's crater

(Adopted from :
https://quizziz.com/admin/quiz/5fb00eef108238001ca24fc5/descriptive-text)

Exercise with the Teacher

Pay attention of the teacher's explanation and let's do the scanning and skimming strategy of this exercise below.

William Henry "Bill" Gates III is one of the richest & influential people. In 1975 together with his friend, Paul Allen, he co-founded Microsoft which became the world's largest PC software company. That is why his name exists in the list of world's wealthiest people by Forbes.

Bill Gates or Trey as his nickname was born on 28th October 1955 in Seattle, Washington, USA. By 2019, he is 64 years old. His hair as well as eye color is same, light brown. Bill Gates' weight is 64 kilograms with 177 centimeters height. With his wife named Melinda Gates, they have three children.

Besides being the best-known entrepreneur, Bill Gates is also known as a philanthropist. In 2000, he & his wife created Bill & Melinda Gates Foundation. It was identified as the world's wealthiest charitable foundation in 2013. Through this foundation, Bill Gates donates large amounts of money to many charitable organizations and scientific research programs.

Adopted from : https://englishcoo.com/contoh-descriptive-text-about-someone/

---

1. What is the topic of the text above?

    a. The entrepeneur   c. The philanthropist

    b. Bill Gates   d. Microsoft

2. "That is why his name exists in the list of world's <u>wealthiest </u>people by Forbes."

    What is the synonym of this the underlined word?

    a. Smartest   c.Richest

    b. Poorest   d.Healthiest

3. How old is Bill Gates in 2021 ?

    a. 66 years old   c. 67 years old

    b. 76 years old   d. 52 years old

4. What is the main idea of the second paragraph... about

    a. Bill Gates is as the one of the wealthiest and influental people in the world .

b. Bill Gates'personal identity and his family.

c. Bill Gates also is well-known as a philanthropist.

d. Bill Gates was born on 28th October 1955 in Seattle, Washington, USA.

5. ....Bill Gates is also known as a philanthropist. In 2000, <u>he & his</u> wife created Bill & Melinda Gates Foundation"

The underlined word refers to?

a. The entrepreneur   c.The philanthropist

b. Bill Gates' Wife   d. Bill Gates

V.   LEARNING METHOD

Approach   : Task-Based Language Teaching (TBLT)

Method   : Cooperative Learning

Technique   : Pre,While, and Post- reading activities.

Strategy   : Scanning and Skimming Strategy

VI.   MEDIA, INSTRUMENT AND LEARNING SOURCES

Media   : Microsoft power point

Instrument   : Laptop, LCD, white board, and marker

Learning sources :

- *http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php*
- *https://www.google.com/amp/s/gudangpelajaran.com/23-contoh-descriptive-text-lengkap-beserta-strukturnya-pengertian-ciri-ciri-dan-tujuan/amp-22/*

VII. TEACHING AND LEARNING ACTIVITIES

No	Teacher Activities	Students Activities	Time
1.	**Pra Activities**		
	a. Greeting to the students b. Praying before studying. c. Checking students attendance list. d. Stating the purpose of the research. e. Giving the exercise for pre-test.	a. Greeting to the teacher. b. Praying. c. Responding to the teacher's greeting d. Listening to the teacher's explanation e. Doing the pre-test.	45 Minutes
2.	**Main Activities**		
	• **Explaining the Materials** a. Stating the learning objectives b. Giving some leading questions c. Explaining the definition, structure, language features of the descriptive text and the definition and the	• **Explaining the Materials** a. Listening to the learning objectives and taking a note if it necessary. b. Answering the teacher's leading question c. Paying attention to the teacher's explanation.	10 Minutes

	implementation of skimming and scanning strategy. d. Answering the students' question related to the material and strategy.	d. Asking the questions related to material and strategy.	
	• **Modelling the Strategy** a. Dividing the students into a pair. b. Giving each pair an example of descriptive text and asking them to do the task in pair. c. Modelling the use of scanning and skimming strategy.	• **Modelling the Strategy** a. Gathering with their pair. b. Receiving the example of descriptive textand doing the task in pair. c. Following the teacher's instruction.	5 Minutes
	• **Doing the Task** a. Asking the students to do the task in a pair and using skimming and scanning strategy.	• **Doing the Task** a. Doing the task in a pair and using skimming and scanning	45 Minutes
	• **Discussing the Task**	• **Discussing the Task**	10

		a. Checking the answer of the task together in the class. b. Asking the other students to pay much attention for the need of discussion.	a. Checking their answer together. b. Paying much attention.	Minutes
3.		**Post Activities**		
		a. Giving feedback on the students' task. b. Guiding the students to draw a conclusion about today's lesson c. Parting the students	a. Paying attention b. Drawing a conclusion about today's lesson. c. Responding the parting.	5 Minutes

VIII. EVALUATION

Process Evaluation

Instrument : The observation checklist of the students' active participation

No	Students' Initial	Indicators				Frequency	Active	Passive
		1	2	3	4			

Note :

1. The students asked the questions related to materials.
2. The students answered the questions related to materials.

3. The students did the task given by the teacher.

4. The students discussed with the their group.

5. The students applied the skimmig and scanning as well as matching strategy given by the researcher in reading activities.

These indicators were used to decide whether the students were active or passive during teaching and learning activities. The students were categorized The students were active if they could fulfill at least 3 indicators. Meanwhile, they were categorized as passive if they only fulfilled one or two indicators.

Product Evaluation

The score of reading comprehension task will be formulated as follows :

$$\text{Score} = \frac{Correct\ answet}{Whole\ questions} \times 100$$

The English Teacher,

Jember, 10th of February 2021
The Researcher,

Anisah Nabila, S.Pd

Rainia Adina Winda Rosa
NIM 160210401076

Appendix 1

Answer the following questions below correctly by crossing a, b, c or d based on the text provided

- **Text 1**

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears.

Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called yojigen-pocket, or fourth- dimensional pocket. Doraemon's favorite food is dorayaki, a Japanese treat filled with red bean paste.

This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita.

(Adopted from https:/D/brainly.co.id/tugas/15566383)

1. What does the text mainly talk about?
    a. Doraemon   c. Robotic cats
    b. Fujiko Fujio   d. Nobita
2. From which country Daoraemon from?
    a. China   b.Japan   c.Thailand   d.Indonesia
3. "Doraemon possesses a <u>large</u> pocket that can produce many gadgets from the future. " (Paragpraph 2)
    What is the antonym of underlined word above?
    a. big   b. narrow   c. short   d. small   .
4. "This robotic cat has the tendency to panic during emergencies."
    (Paragpraph 3)
    What is the meaning of the sentence above?
    a. He has a magic pocket.   c. He is only a robotic cat.
    b. He gets panic easily.   d. He likes eating Dorayaki.
5. What is the main idea of paragraph 3?
    a. the strong of Daraemon   c. the favourite food of Doraemon

b. the weaknesess of Doraemon   d.The pocket of Doraemon

- **Text 2**

TIGER

Tigers are a wild animal. They are the biggest cat of their species. Male tiger can have weight at least 180-320 kilos and the female is 120- 180. so the female is more thin than the male.

They live in the jungle. They can run faster from a lion but they still slower than a cheetah. Tigers are carnivore They usually hunt in daylight. Their targets are deer, hogs, antelope and also mouse deer. the different between tiger is with other cats is their signature fur. they have stripes in their body. This stripes in natural use as camouflage to hunt in the jungle. they also have same function as finger print in human body. if you want to see a tiger, you have to go to the zoo because they are very dangerous in wild live.

(Adapted from: https://brainly.co.id/tugas/23059866)

6. "They are the biggest cat of their species. " (Paragraph 1)

   What is the antonym of the underlined word ?

   a. little   b.huge   c. short   d.long

7. What is the purpose of the text above ?

   a. to tell about tigers.

   b. to describe about tigers.

   c. to retell about tigers

   d. to announce about tigers.

8. What is the main idea the first paragraph ?

   a. It tells about the general information about tigers.

   b. It tells about the detail information about tiges.

   c. It tells about tigers are the wild animal.

   d. It tells about tigers live in the jungle.

9. What is the difference between tigers and other cats based on the text ?

   a. tigers have the finger print

    b. tigers are carnivore

c. other cats are bigger than tigers

d. the tigers have the stripes in their body.

10. The statements below are true based on the text above is ?

    a. the tiger can run faster than cheetah.

    b. the tiger usually eats leaves and grass.

    c. the male tiger is heavier than the female tiger.

    d. the tiger have the same fur color as other cats.

- **Text 3**

Pink Beach

Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara. The beach is called Pink Beach because the sand beach is pink.

The pink color of its beach is a mixture of white sand beach colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red body shell.

At Pink Beach, there are so many marine organisms. No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers.

(Adopted from: https://www.yuksinau.id/contoh-descriptive-text/)

11. Why do people say the beach as pink beach?

    a. Because the color of the sand is pink.

    b. Because the beach is Pantai Merah Muda.

    c. Because Pink Beach is located in Komodo Island.

    d.Because the beach mixture with amoeba that has a red bodyshell.

12. What does paragraph 2 tell about?

    a. It tells about people at Pink beach.

    b. It tells about Pink Beach location.

    c. It tells about how the beach has pink color.

    d.It tells about species in Pink beach.

13. What does paragraph 3 tell about?

    a. It tells about people at Pink beach.

    b. It tells about Pink Beach location.

    c. It tells about how the beach has pink color.

    d. It tells about species in Pink beach.

14. "..........this place is a <u>proper</u> spot for snorkeling and diving for sea sports lovers." (Paragraph 3)

    What is the synonym of the underlined word ?

    a. useful   c. luck

    b. appropriate   d. beautiful

15. What is the purpose of the text

    a. To invite people to visit Pink Beach.

    b. To amuse the reader about Pink Beach.

    c. To describe about Pink Beach.

    d. To announce about Pink Beach.

- **Text 4**

    Thomas Alva Edison was one of the greatest inventors of all time. He lived from 1847 until 1931. He was born in Milan, Ohio, in 1847. In 1854 his family moved to Port Huron, Michigan. When he was 12 he got very sick. As a result, he became partially deaf. He attended school for only three months there. So, his mother taught him reading, writing and arithmetic.

    In 1862, Edison saved a boy from being run over by a train. The boy's father operated a telegraph machine. As thanks, the father taught Edison how to operate the telegraph. Later, Edison made improvement to the telegraph.

    In 1876, Edison started the first industrial research laboratory at Menlo Park, New Jersey. One of his inventions is the long - lasting light bulb.

Thomas Alva Edison died in 1931. When he died all electric current in the country was turned off.

Although he did not have enough formal education and was deaf, he became a famous inventor. Once he said , " Genius is one percent inspiration and ninety-nine percent perspiration.

(Adopted from: http://devomaster15.blogspot.com/2015/02/contoh-teks-descriptive-thomas-alva.html?m=1)

16. " As a result, he became partially deaf." (Paragraph 1)

The underlined word refers to?

a.Milan 　　　　　　c. Thomas Alva Edison

b.Edison's Family 　　d. Inventors

17. What does paragraph 2 tell about?

a. Edison discovered the telegraph.

b. Edison made the improvement of the telegraph.

c. The Edison way saved the boy.

d.Edison was ran over by the train.

18. How old was Edison when he started the first industrial research laboratory at Menlo Park, New Jersey?

a. 28 years old 　　　c.38 years old

b.29 years old 　　　d.39 years old

19. "He attended school for only three months there''(Paragraph 3)

What is the meaning of the sentence above?

a. He out from his school after three months .

b. He was lazy because he just went to school for three months.

c. He will go to chool for three months.

d. He did not permit to study in his school.

20. From the text we can conclude that ?

a. Thomas Alfa Edison is father of the boy in paragraph 2.

b. Before being a great investor, Thomas Alfa Edison through ups and downs in life. c. Thomas Alfa Edison discovered the telegraph.

d. He attended the school only three years, because his mother would teach him in their home.

Key Answer

1.a	2.b	3.d	4.b	5.b	6.a	7.b	8.a	9.d	10.c
11.a	12.c	13.d	14.d	15.c	16.c	17.b	18. b	19.a	20.b

The Distribution of Multiple Choice

The Reading Indicators	Test Items	Total Items
Word Comprehension	2,3,6,14,16	5
Sentence Comprehension	4,9,11,18,19	5
Paragraph Comprehension	5,8,12,13,17	5
Text Comprehension	1,7,10,15,20	5
Total Items		20

APPENDIX K

LESSON PLAN 2

School   : SMP Nurul Islam

Subject   : English

Class/Semester : VIII/ II

Academic Year   : 2020-2021

Language Skill : Reading

Text Type   : Descriptive Text

Theme   : Animal and Tourism Place

Time Allocation : 2x60 Minutes

I. CORE COMPETENCE

KI : Menghargai dan menghayati ajaran agama yang dianutnya.

K2 : Menghargai dan mengahayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami dan menerapkan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalaam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

II. BASIC COMPTENSE AND INDICATOR

BASIC COMPTENSE	INDICATOR
3.3 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulis tentang orang/ binatang/ benda, sangat	3.3.1 Identifying the description and social function of the descriptive text provided by the teacher.

pendek dan sederhana.	3.3.2 Identifying the generic structures and language features of descriptive text provided by the teacher.
4.5 Menangkap makna dalam teks deksriptif lisan dan tulis, sangat pendek dan sederhana.	4.5.1 Predicting the approriate sentences in the descriptive text provided by the teacher orderly. 4.5.2 Comprehending the meaning of the sentences in the descriptive text provided by the teacher. 4.5.3 Comprehending the information the descriptive text provided by the teacher.

III.   LEARNING OBJECTIVE :

From the indicators above, the students are able to :

3.4.3.1   Identify the description and social function of the descriptive text provided by the teacher correctly.

3.4.4.1   Identify the generic structures and language features of descriptive text provided by the teacher correctly.

4.5.5.1   Predict the approriate sentences in the descriptive text provided by the teacher orderly.

4.5.6.1   Comprehend the meaning of the sentences in the descriptive text provided by the teacher corectly.

4.5.7.1   Comprehend the information the descriptive text provided by the teacher correctly.

IV.   LEARNING MATERIAL

- Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

- The Generic Structure of Descriptive Text

  Descriptive text has structure as below:

  Identification; identifying the phenomenon to be described.

  Description; describing the phenomenon in parts, qualities, or/and characteristics.

- The Language Feature of Descriptive Text

  5. Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim

  6.   The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.

  7.   The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.

8. Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc…

- The Example of Descriptive Text

Bromo is one of mountains in Java that is known around the world. As one of the special tourism places in Java, Bromo Mountain is not only rich of its natural beauty but also in harmony with the local people around it. In Bromo, the visitors can enjoy both the beauty of the nature and also the culture in that area because Bromo is not simply a mountain but also an important place for ritual ceremony of Hindu.	Identification
Located around 2,5 hours from Malang city, Bromo is one of active volcano mountain which is a part of the Bromo Tengger Semeru National park. The beauty of Bromo can be seen clearly from the top of Penanjakan Mountain which is close to Bromo and has higher level (2,770 meters). Bromo itself is only 2,392 meters.	Description

Even Bromo is not too high volcano mountain, but the history of the eruption was so dramatic. The sands around it which people called the sea of sands (segara wedi) are the proof that this mountain had ever been killing the life surrounded that area. The name of Bromo is taken from the name one of the God of Hindu, Brahma.

People of Tengger has a myth about that mountain that makes it has mystical nuance. But it is more than myth as long as people still believe that by creating Kasada festival every year, they express their gratitude to God in a symbolic way by throwing vegetables, cattle, and also money as an offering in the Bromo's crater

(Adopted from :

https://quizziz.com/admin/quiz/5fb00eef108238001ca24fc5/descripti ve-text)

V. LEARNING METHOD

Approach : Task-Based Language Teaching (TBLT)

Method : Cooperative Learning

Technique : Pre, Main, and Post- reading activities.

Strategy : The Matching Tasks

VI. MEDIA, INSTRUMENT AND LEARNING SOURCES

Media : Microsoft power point

Instrument : Laptop, LCD, white board, and marker

Learning sources :

- *http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php*

- *https://www.google.com/amp/s/gudangpelajaran.com/23-contoh-descriptive-text-lengkap-beserta-strukturnya-pengertian-ciri-ciri-dan-tujuan/amp-22/*

VII. TEACHING AND LEARNING ACTIVITIES

No	Teacher Activities	Students Activities	Time
1.	Pra Activities		
	a. Greeting to the students	a. Greeting to the teacher.	
	b. Praying before studying.	b. Praying.	
	c. Checking students attendance list.	c. Responding to the teacher's greeting.	
	d. Stating the learning objectives	d. Listening to the learning objectives and taking a note if it necessary.	15 Minutes
	e. Asking the students	e. Answering the	

		about what they have learned in the previous meeting. f. Reviewing the previous lesson.	teacher's question about about what they have learned in the previous meeting. f. Listening and reviewing the materials together	
2.		**Main Activities**		
	• **Modelling Matching Task** a. Explaining the implementation of matching tasks in reading activities. b. Answering the students' question related to the material and strategy. c. Dividing the students into a group consist of four until students d. Modelling the matching tasks	• **Modelling Matching Task s** a. Paying attention to the teacher's explanation. b. Asking the questions related to material and strategy. c. Making groups consists of four until five students. d. Paying attention to the teacher's explanation.		15 Minutes
	• **Doing the Task** a. Asking the students to do the matching task in groups	• **Doing the Task** **a.** Following the teacher's instruction.		45 Minutes
	• **Discussing the Answer**	• **Discussing the Answer**		40 Minutes

		a. After finishing this activity, the teacher asks the student to stick their work result around the classroom and dicuss with other groups	a. Stick their work result and their work result around the classroom and dicuss with other groups	
3.		**Post Activities**		
		a. Giving feedback on the students' task. b. Guiding the students to draw a conclusion about today's lesson c. Parting the students	a. Paying attention b. Drawing a conclusion about today's lesson. c. Responding the parting.	5 Minutes

H. EVALUATION

Process Evaluation

Instrument : The observation checklist of the students' active

participation

No	Students' Initial	Indicators				Frequency	Active	Passive
		1	2	3	4			

Note :

1. The students asked the questions related to materials.
2. The students answered the questions related to materials.
3. The students did the task given by the teacher.
4. The students discussed with the their group.
5. The students applied the skimmig and scanning as well as matching strategy given by the researcher in reading activities.

These indicators were used to decide whether the students were active or passive during teaching and learning activities. The students were categorized The students were active if they could fulfill at least 3 indicators. Meanwhile, they were categorized as passive if they only fulfilled one or two indicators.

Product Evaluation

The score of reading comprehension task will be formulated as follows :

$$\text{Score} = \frac{Correct\ answet}{Whole\ questions} \times 100$$

The English Teacher,

Jember, 10th of February 2021
The Researcher,

Anisah Nabila, S.Pd

Rainia Adina Winda Rosa
NIM 160210401076

Appendix 1

Students Worksheet for the First Group

Complete the tasks below using the sentence or picture provided and then

discuss it with your group. After you finish this, stick it in front of your class

This thing belongs to : ....about ....

No	Picture	Description
1.		
2.		Its beach called Pantai Kuta is the most popular beach in Bali.
3.		
4.		Tanah Lot that is gonna offer you another iconic place in Bali.

5.		
6.		You can see people using a barong mask and then will be dancing as good.

This thing belongs to : Animal about Lion

No	Picture	Description
1.		Lion is a wild animal. They have characteristic like brown colour. The characteristic between male and female lion is different.
2.		
3.		If the lion is female, its just like other big cat such as tiger and cheetah. It doesn't have motif or pattern like tiger or cheetah.
4.		

5.		The lion is a carnivore (meat eater) and a hunter.
6.		

Worksheet for the Second Group

Complete the tasks below using the sentence or picture provided and then

discuss it with your group. After you finish this, stick it in frontof your class

This thing belongs to : ....about ....

.No.	.Picture	Description
1.		
2.		It has mountainous rows and green hill so that the place is rich of natural tourism.
3.		

4.		One of the main parts of this funeral ritual is the slaughter of buffalo. The higher the degree of someone in the community, the more buffaloes to slaughter.
5.		
6.		There is also Kandore, which is a Toraja clothing suits with beaded ornaments to decorate the chest, bracelet, headband, and belt.

This thing belongs to : ....about ....

No	Picture	Description
1.		Elephants are the largest land animal in the world.
2.		
3.		They are herbivores. They eat grass, leaves, branches and fruit. They lift the food by one long nose called a trunk

4.		
5.		Their habitat is usually in the forest or in the zoo.
6.		

Students Worksheet for the Third Group
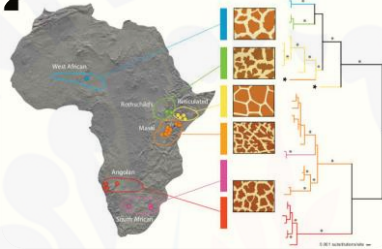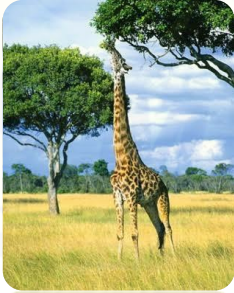
Complete the tasks below using the sentence or picture provided and then

discuss it with your group. After you finish this, stick it in front of your class

This thing belongs to : .... about ....

No	Picture	Description
1.	Raja Ampat Regency *Kabupaten Raja Ampat* *West Papua*	
2.		There are four main island in Raja Ampat those are Batanta, Misool, Salawati, and Waigeo.
3.		

4.		You're gonna see its crystal creal sea with thousands of fish, coral reefs, anda small islands.
5.		
6.		You can also spend your day by eating its unique meals such as sate ulat sagu, ikan bungkus, ikan bakar manokwari .

This thing belongs to : .... about ....

No	Picture	Description
1.		Giraffe is the tallest mammals in the world.
		When the giraffe walk and run, they move both legs on one side of their body and the both of legs on other side.

		Around his body, it has spotted patterns called "*Giraffa camelopardalis*" is its scientific name.

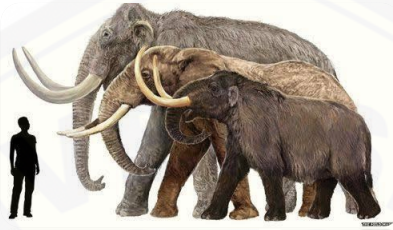**Students Worksheet for the First Group**

Complete the tasks below using the sentence or picture provided and then

discuss it with your group. After you finish this, stick it in frontof your class

This thing belongs to : Place about Bali

No	Picture	Description
1.		This island is been well-known around the world and one of islands in Indonesia.
2.		Its beach called Pantai Kuta is the most popular beach in Bali.
3.		Besides that, there are another interesting places in Bali such as Ubud that offers you natural attractions with rural atmosphere,
4.		Tanah Lot that is gonna offer you another iconic place in Bali.

5.		Some attraction like Barong Dancing is also can be seen in Bali.
6.		You can see people using a barong mask and then will be dancing as good.

This thing belongs to : Animal about Lion

No	Picture	Description
1.		Lion is a wild animal. They have characteristic like brown colour. The characteristic between male and female lion is different.
2.		Male lion has an unfurl fur around his head.
3.		If the lion is female, its just like other big cat such as tiger and cheetah. It doesn't have motif or pattern like tiger or cheetah.
4.		Lion run is so fast, they can catch their prey in a second counting. Lion is that fast to be hungry and full.

| 5. | | The lion is a carnivore (meat eater) and a hunter. |
| 6. | | Lion is a king of Jungle. Most of the animal will be scare with lion. Lion has big voice that make the animal shiver to hear that. |

Students Worksheet for the Second Group

Complete the tasks below using the sentence or picture provided and then

discuss it with your group. After you finish this, stick it in frontof your class

This thing belongs to : Place about Toraja

No	Picture	Description
1.		Toraja is one of beautiful places in Indonesia. It is located in South Sulawesi.
2.		It has mountainous rows and green hill so that the place is rich of natural tourism.
3.		In this place, you can see ancient traditions such like Rambu Solo.

		Rambu Solo is a funeral ceremony in the place.
4.		One of the main parts of this funeral ritual is the slaughter of buffalo. The higher the degree of someone in the community, the more buffaloes to slaughter.
5.		Traditional clothing of Toraja people referred to as Pokko 'dress for women, while for men is called Seppa Tallung.
6.		There is also Kandore, which is a Toraja clothing suits with beaded ornaments to decorate the chest, bracelet, headband, and belt.

This thing belongs to : Animal about Elephant

No	Picture	Description
1.		Elephants are the largest mammals animal in the world.
2.		They are from Asia and Africa.
3.		They are herbivores. They eat grass, leaves, branches and fruit. They lift the food by one long nose called a trunk

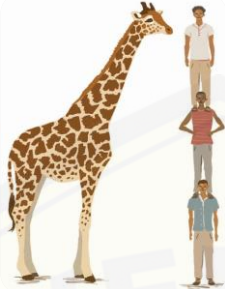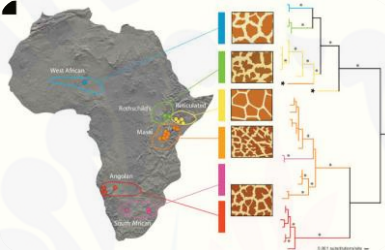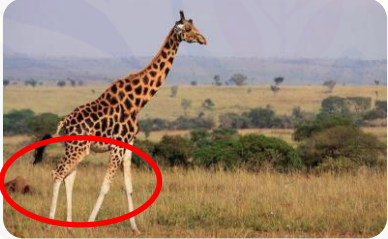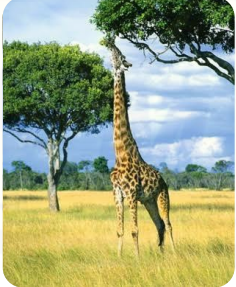|		
4.		An elephant has a big body with four legs. It has large but thin ears and small eyes. Its skin is grey and hairless. It has a short tail.
5.		Their habitat is usually in the forest or in the zoo.
6.		The elephants are strong animals. They can carry heavy loads

Students Worksheet for the Third Group

Complete the tasks below using the sentence or picture provided and then

discuss it with your group. After you finish this, stick it in frontof your class

This thing belongs to : Place about Raja Ampat

No	Picture	Description
1.	Raja Ampat Regency *Kabupaten Raja Ampat* *West Papua*	Raja Ampat is one of popular places in Papua, Indonesia. This place will show you an exotic view of Eastern Indonesia.
2.		There are four main island in Raja Ampat those are Batanta, Misool, Salawati, and Waigeo.
3.		Raja Ampat is well-known place for sea activities like free diving and snorkeling and it will offer you adorable and beautiful underwater views.

4.		You're gonna see its crystal creal sea with thousands of fish, coral reefs, anda small islands.
5.		Don't forget to take pictures when you come in Raja Ampat.
6.		You can also spend your day by eating its unique meals such as sate ulat sagu, ikan bungkus, ikan bakar manokwari .

This thing belongs to : Animal about Giraffe

No	Picture	Description
1.		Giraffe is the tallest mammals in the world.
		We can find them in central, eastern and southren Africa.
		When the giraffe walk and run, they move both legs on one side of their body and the both of legs on other side.
		The long neck and long legs help them to eat leaves from the tallest tree.

		Around his body, it has spotted patterns called "*Giraffa camelopardalis*" is its scientific name.
		On the top of its head, there are` a small "horns' or knobs to protect them when they are fighting.

APPENDIX L

The Sample of Students' Reading Comprehensiom Test Score of Skimming

and Scanning Strategy

(The Highest Score)

Name : Mayfi Kurnia H
Class : 8 G (Sains)

95

Answer the following questions below correctly by crossing a, b, c or d based on the text provided.

Bunaken National Marine Park

The Bunaken National Marine Park is located at the north of the island of Sulawesi, Indonesia. This marine park is made up of the mainland along the coast of Manado and five island : the Bunaken, Manado Tua, Siladen, Mantehage and Nain.

Bunaken is about 45-60 minutes by boat from Manado. It is amazing diving place in the world. The water of Bunaken National Marine Park is extremely deep (1.560 meters in Manado Bay). However, people can dive safely at Bunaken. The temperature is about 27°-29° Celcius. Divers can find corals, fish, spongers, clams, and other species in the water Bunaken has about kinds of corals and thousand of fish species

Bunaken Marine Park is such a treasure trove of biodiversity.

(Adopted from : Galileo Buku Pengayaan Bahasa Inggris untuk SMP/MTs VIII Semester Ganjil Edisi Revisi 2017)

1. Where is Bunaken Bunaken National Marine Park located?
   a. In Manado Tua   c. Between Mantehage and Nain
   b. Around the wold   d. At the north of the Sulawesi Island.
2. The main idea of the first paragraph is?
   a. The Location of Bunaken National Park.
   b. The description of Island in Bunaken National Park.
   c. There are a lot of islands in Bunaken National Park.
   d. There are a lot of species in Bunaken National Park.
3. How is the water of Bunaken National Marine Park?
   a. Safe but hot   c. Deep and cold
   b. Deep and safe   d. Warm but shady

a. various   c. alike
b. colour   d. mixed
9. What is the main idea of the second paragraph?
   a. Pandas live in China.
   b. Pandas have special features that make them different from other species.
   c. Pandas prefer bamboos than other foods.
   d. Pandas have the same body as species bears.
10. What is the purpose of the text.
   a. To describe about Pandas   c. To retell about pandas activitie
   b. To amuse the reader.   d. To invite people to see Panda.

Bird Park

One of the most interesting places to visit in Singapore is the Bird Park. It is located in Industrial area in Singapore, called Jurong. The bird park is about twelve-kilometers from centre of the city, and it's easy to get there by bus or taxi.

It is one of the largest bird parks in. The bird are kept in large cages, and there are hundreds of beautiful birds from different parts of the world, including penguins, parrots, eagles, and ostriches. There is a lake in the park with a restaurant beside it. There is also a very large cage which you can walk in to get closer look at the bird..

It takes about two hours to see all the bird. You can walk around the park or ride on a bus. The best time to visit the park is in the early morning or late afternoon, when it is cooler.

(Adopted from : Galileo Buku Pengayaan Bahasa Inggris untuk SMP/MTs VIII Semester Ganjil Edisi Revisi 2017)

11. "It is located in Industrial area in Singapore." (Paragraph 1).
    What does the underlined word mean?
    a. situated   c. conducted
    b. held   d. performed
12. Which paragraph from the text above tell about the location of Bird Park ?
    a. The first paragraph   c. The third paragraph

a. Harmlessly   c. Carefully
b. Dangerously   d. Beautifully
5. What is the purpose of the text above ?
   a. To describe about the Bunaken National Marine Park.
   b. To optimize the beauty of Bunaken National Marine Park.
   c. To retell about the Bunaken National Marine Park.
   d. To prohibit the Bunaken National Marine Park.

Have you ever watch the cartoon movie "Kung Fu Panda"? The panda in the movie is described as a fat animal, love-noodle eater, and Kung Fu master. But the Panda that will be described below is not the Panda who can do Kung Fu like in that movie. Here is the description about Panda.

Pandas are bear-like animal which originally live in center and western part of China. Pandas have distinguish features that make them different other species of bear. Pandas have white thick fur which covers all of their body with black eyes patches, ears, nose, legs, shoulders, and arms. Those black marks make Pandas unique and different.

Like other species of bear, pandas have a big head, a short tail, ronded ears, and a long muzzle with a big nose. However, pandas' diet is totally different with other species of bear; in which they prefer bamboos than others. 90 % of pandas' diet consists of bamboos. That is why pandas have adapted their body to help them in eating bamboos. Pandas have a big jaw with tough muscles and strong molars to crush bamboos so they can extract the nutrients they need.

(Adopted from : https://brainly.co.id/tugas/1479915)

6. The text mainly discusses about. ...
   a. Kungfu Panda Movie   c. Panda's favorite food
   b. Pandas.   d. Panda as a bear.
7. "Pandas have white thick fur which covers all of their body............"" (Paragraph 2)
   The underlined word refers to.........
   a. Bear   c. Animals
   b. Pandas   d. Features

b. The second paragraph   d. The first and second paragraph
13. What is the main idea of the second paragraph?
    a. The most interesting place in Singapore is the bird park.
    b. There is a restaurant next to a large lake in the park.
    c. There are hundreds of very beautiful birds in the cages.
    d. The best time to visit in the afternoon.
14. Why do many people like to visit the bird park late in the afternoon?
    a. They are busy working in the morning.
    b. The weather is not hot in the afternoon.
    c. The birds in the park are caged in the morning.
    d. They live in many different parts of the world.
15. From the text above, we know that..
    a. The Bird Park is a recommended place to visit
    b. It is hard for people to get the Bird Park by bus or taxi.
    c. The people can't visit the Bird Park in the early morning and late afternoon.
    d. The Bird Park is largest place in the word

Chairul Tanjung is a successful businessman from Indonesia. He leads CT Corp which consists of three sub-holding companies: Mega Corp, Trans Corp, & CT Global Resources. These companies concern on financial services, media, retail, lifestyle, entertainment, as well as natural resources. Some of his businesses are Bank Mega, Carrefour, Trans TV, Trans 7, Trans Studio, etc.

Chairul Tanjung has a tall body, dark hair, slightly slanted eyes and brown skin like most of Indonesian. He was born on June 16, 1962. He has two children with his beloved wife Anita Ratnasari Tanjung.

Chairul has graduated from faculty of dentistry at University of Indonesia. Because of being economically disadvantaged, he began to do business from University. After graduation, he has established bigger businesses. In 2014, he was the 375th as one of the richest people in the world by Forbes.

16. What is the topic of the text above?
    a. Chairul Tanjung   c. University of Indonesia
    b. Trans TV   d. Businessman
17. These companies concern on financial services, media, retail, lifestyle, entertainment, as well as natural resources.

What is the synonym of this the underlined word?

a. Count on   c. Focus on

b. Depend on   d. Look for

18. What is the main idea of the first paragraph...

  a. It tells about Chairul Tanjung's school

  b. It tells about the companies that are lead by Chairul Tanjung.

  c. It tells about Chairul Tanjung and his family.

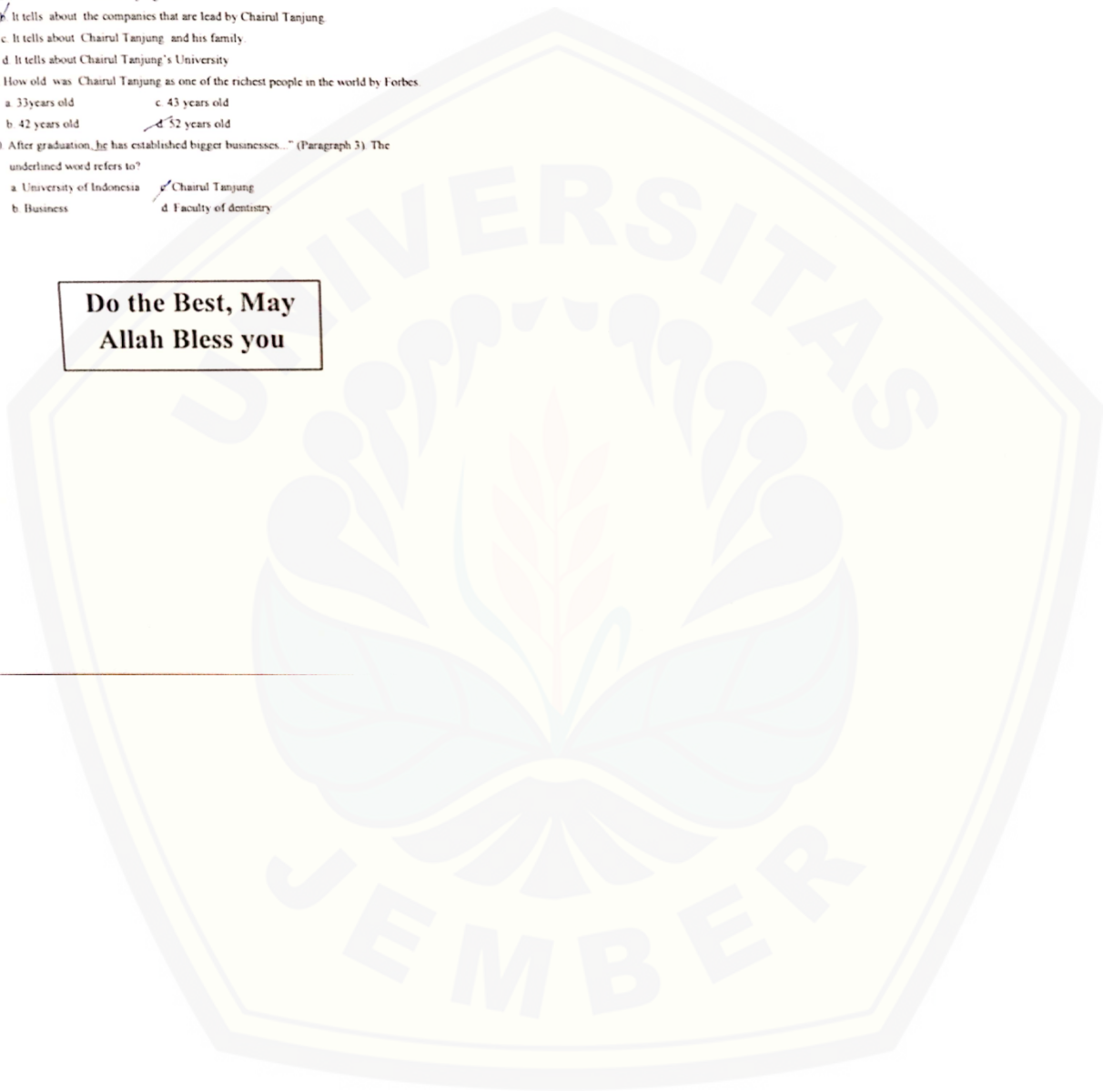 d. It tells about Chairul Tanjung's University

19. How old was Chairul Tanjung as one of the richest people in the world by Forbes.

  a. 33years old   c. 43 years old

  b. 42 years old   d. 52 years old

20. After graduation, he has established bigger businesses..." (Paragraph 3). The underlined word refers to?

  a. University of Indonesia   c. Chairul Tanjung

  b. Business   d. Faculty of dentistry

Do the Best, May Allah Bless you

126

APPENDIX M

The Sample of Students' Reading Comprehensiom Test Score of Skimming

and Scanning Strategy

(The Lowest Score)

Name : A. N. Fais
Class : VIII G

B : 12

60

Kyozeu

Answer the following questions below correctly by crossing a, b, c or d based on the text provided.

Bunaken National Marine Park

The Bunaken National Marine Park is located at the north of the island of Sulawesi,. Indonesia. This marine park is made up of the mainland along the coast of Manado and five island : the Bunaken, Manado Tua, Siladen, Mantehage and Nain.

Bunaken is about 45-60 minutes by boat from Manado. It is amazing diving place in the world. The water of Bunaken National Marine Park is extremely deep (1.560 meters in Manado Bay). However, people can dive safely at Bunaken. The temperature is about 27°-29° Celcius. Divers can find corals, fish, spongers, clams, and other species in the water Bunaken has about kinds of corals and thousand of fish species

Bunaken Marine Park is such a treasure trove of biodiversity.

(Adopted from : Galileo Buku Pengayaan Bahasa Inggris untuk SMP/MTs VIII Semester Ganjil Edisi Revisi 2017)

1. Where is Bunaken Bunaken National Marine Park located?
   a. In Manado Tua
   b. Around the wold
   c. Between Mantehage and Nain
   d. At the north of the Sulawesi Island.
2. The main idea of the first paragraph is?
   a. The Location of Bunaken National Park.
   b. The description of Island in Bunaken National Park.
   c. There are a lot of islands in Bunaken National Park.
   d. There are a lot of species in Bunaken National Park.
3. How is the water of Bunaken National Marine Park?
   a. Safe but hot
   b. Deep and safe
   c. Deep and cold
   d. Warm but shady
4. "People can dive safely at Bunaken." (Paragraph 3)
   What is the antonym of the underlined word above

a. Harmlessly
b. Dangerously
c. Carefully
d. Beautifully

5. What is the purpose of the text above ?
   a. To describe about the Bunaken National Marine Park.
   b. To optimize the beauty of Bunaken National Marine Park.
   c. To retell about the Bunaken National Marine Park.
   d. To prohibit the Bunaken National Marine Park.

Have you ever watch the cartoon movie "Kung Fu Panda"? The panda in the movie is described as a fat animal, love-noodle eater, and Kung Fu master. But the Panda that will be described below is not the Panda who can do Kung Fu like in that movie. Here is the description about Panda.

Pandas are bear-like animal which originally live in center and western part of China. Pandas have distinguish features that make them different other species of bear. Pandas have white thick fur which covers all of their body with black eyes patches, ears, nose, legs, shoulders, and arms. Those black marks make Pandas unique and different.

Like other species of bear, pandas have a big head, a short tail, ronded ears, and a long muzzle with a big nose. However, pandas' diet is totally different with other species of bear; in which they prefer bamboos than others. 90 % of pandas' diet consists of bamboos. That is why pandas have adapted their body to help them in eating bamboos. Pandas have a big jaw with tough muscles and strong molars to crush bamboos so they can extract the nutrients they need.

(Adopted from : https://brainly.co.id/tugas/1479915)

6. The text mainly discusses about. ...
   a. Kungfu Panda Movie
   b. Pandas.
   c. Panda's favorite food
   d. Panda as a bear.
7. "Pandas have white thick fur which covers all of their body............'" (Paragraph 2)
   The underlined word refers to.........
   a. Bear
   b. Pandas
   c. Animals
   d. Features
8. "..........that make them different other species of bear.''
   The antonym of underlined word above.......

a. various
b. colour
c. alike
d. mixed

9. What is the main idea of the second paragraph.
   a. Pandas live in China.
   b. Pandas have special features that make them different from other species.
   c. Pandas prefer bamboos than other foods.
   d. Pandas have the same body as species bears.
10. What is the purpose of the text.
    a. To describe about Pandas
    b. To amuse the reader.
    c. To retell about pandas activitie
    d. To invite people to see Panda.

Bird Park

One of the most interesting places to visit in Singapore is the Bird Park. It is located in Industrial area in Singapore, called Jurong. The bird park is about twelve-kilometers from centre of the city, and it's easy to get there by bus or taxi.

It is one of the largest bird parks in. The bird are kept in large cages, and there are hundreds of beautiful birds from different parts of the world, including penguins, parrots, eagles, and ostriches. There is a lake in the park with a restaurant beside it. There is also a very large cage which you can walk in to get closer look at the bird..

It takes about two hours to see all the bird. You can walk around the park or ride on a bus. The best time to visit the park is in the early morning or late afternoon, when it is cooler.

(Adopted from : Galileo Buku Pengayaan Bahasa Inggris untuk SMP/MTs VIII Semester Ganjil Edisi Revisi 2017)

11. "It is located in Industrial area in Singapore." (Paragraph 1).
    What does the underlined word mean?
    a. situated
    b. held
    c. conducted
    d. performed
12. Which paragraph from the text above tell about the location of Bird Park ?
    a. The first paragraph
    c. The third paragraph
    b. The second paragraph
    d. The first and second paragraph
13. What is the main idea of the second paragraph?
    a. The most interesting place in Singapore is the bird park.
    b. There is a restaurant next to a large lake in the park.
    c. There are hundreds of very beautiful birds in the cages.
    d. The best time to visit in the afternoon.
14. Why do many people like to visit the bird park late in the afternoon?
    a. They are busy working in the morning.
    b. The weather is not hot in the afternoon.
    c. The birds in the park are caged in the morning.
    d. They live in many different parts of the world.
15. From the text above, we know that..
    a. The Bird Park is a recommended place to visit
    b. It is hard for people to get the Bird Park by bus or taxi.
    c. The people can't visit the Bird Park in the early morning and late afternoon.
    d. The Bird Park is largest place in the word

Chairul Tanjung is a successful businessman from Indonesia. He leads CT Corp which consists of three sub-holding companies: Mega Corp, Trans Corp, & CT Global Resources. These companies concern on financial services, media, retail, lifestyle, entertainment, as well as natural resources. Some of his businesses are Bank Mega, Carrefour, Trans TV, Trans 7, Trans Studio, etc.

Chairul Tanjung has a tall body, dark hair, slightly slanted eyes and brown skin like most of Indonesian. He was born on June 16, 1962. He has two children with his beloved wife Anita Ratnasari Tanjung.

Chairul has graduated from faculty of dentistry at University of Indonesia. Because of being economically disadvantaged, he began to do business from University. After graduation, he has established bigger businesses. In 2014, he was the 375th as one of the richest people in the world by Forbes.

16. What is the topic of the text above?
    a. Chairul Tanjung
    b. Trans TV
    c. University of Indonesia
    d. Businessman
17. "These companies concern on financial services, media, retail, lifestyle, entertainment, as well as natural resources.

What is the synonym of this the underlined word?

a. Count on   c. Focus on

b. Depend on   d. Look for

18. What is the main idea of the first paragraph...

   a. It tells about Chairul Tanjung's school

   b. It tells about the companies that are lead by Chairul Tanjung.

   c. It tells about Chairul Tanjung and his family.

   d. It tells about Chairul Tanjung's University

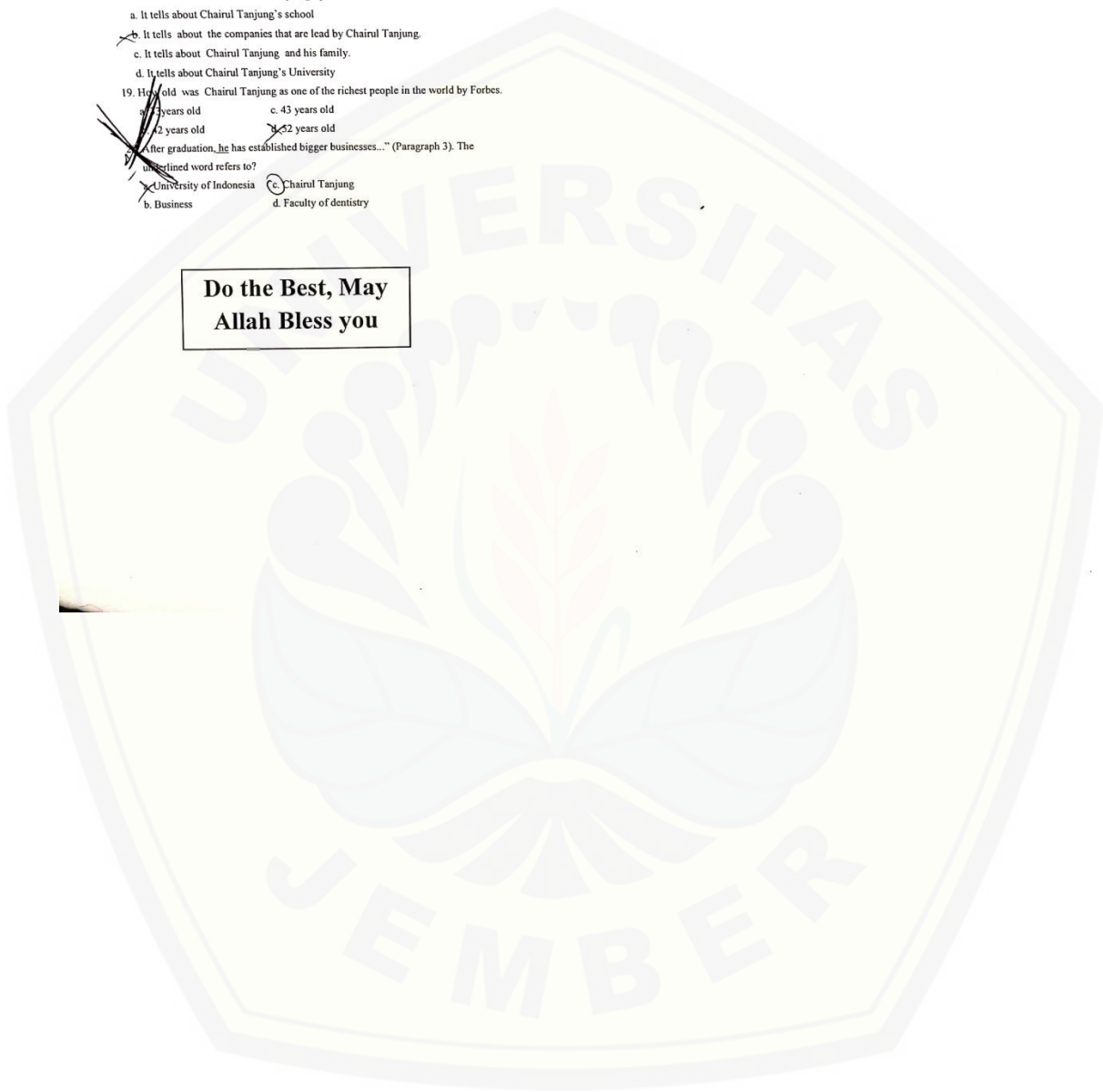19. How old was Chairul Tanjung as one of the richest people in the world by Forbes.

   a. 41 years old   c. 43 years old

   b. 42 years old   d. 52 years old

20. "After graduation, he has established bigger businesses..." (Paragraph 3). The underlined word refers to?

   a. University of Indonesia   c. Chairul Tanjung

   b. Business   d. Faculty of dentistry

Do the Best, May Allah Bless you

APPENDIX N

The Sample of Students' Reading Comprehensiom Test Score of the

Matching Task

This thing belongs to Animal about lion

No	Picture	Description
1.		Lion is a wild animal. They have characteristic like brown colour. The characteristic between male and female lion is different.
2.		Male lion has an unfurl fur around his head.
3.		If the lion is female, its just like other big cat such as tiger and cheetah. It doesn't have motif or pattern like tiger or cheetah.
4.		Lion run is so fast, they can catch their prey in a second counting. Lion is that fast to be hungry and full.
5.		The lion is a carnivore (meat eater) and a hunter.
6.		Lion is a king of Jungle. Most of the animal will be scare with lion. Lion has big voice that make the animal shiver to hear that.

Kelompok 9
Anggota:-Ananda fitriyah   - Nadia Wardatur Rohmah
       - Inggit Kenya Kaliana   - Meyfi Kurnia Hidayah
       - Stty Nur Fadila   - Siti Maftuhah

3

Appendix 1

Students Worksheet for the First Group

Complete the tasks below using the sentence or picture provided and then discuss it with your group. After you finish this, stick it in front of your class

This thing belongs to : ...Place...about ...Bali...

No	Picture	Description
1.		This island is been well-known around the world and one of islands in Indonesia.
2.		Its beach called Pantai Kuta is the most popular beach in Bali.
3.		Besides that, there are another interesting places in Bali such as Ubud that offers you natural attractions with rural atmosphere,
4.		Tanah Lot that is gonna offer you another iconic place in Bali.
5.		Some attraction like Barong Dancing is also can be seen in Bali.
6.		You can see people using a barong mask and then will be dancing as good.

Kelompok 5 :
1. Abidah Januarika B. F
2. Lena Valentine
3. Nabila Attahra
4. Aisyah Adelliya R.
5. Paradisa Alya B.
6. Tinta benina S.

APPENDIX O

The Letter of Research Permission from the Dean of Faculty of Teacher Training and Education

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon: (0331)- 330224, 334267, 337422, 333147 * Faximile: 0331-339029
Laman: www.fkip.unej.ac.id

Nomor   : 127/UN25.1.5/LT/2021   **0.8 JAN 2021**
Lampiran :
Hal   : Permohonan Izin Penelitian

Yth. Kepala Sekolah

SMP Nurul Islam

Di Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini:

1. Nama   : Rainia Adina Winda Rosa

   NIM   : 160210401076

   Judul   : Using Task-Based Language Teaching (TBLT) to Improve Junior High School Students' Participation and Reading Comprehension Achievement

   Jurusan   : Bahasa dan Seni

   Program Studi : Bahasa Inggris

2. Nama   : Ega Diestyah

   NIM   : 160210401024

   Judul   : An Analysis of Flouting Cooperative Principle of the Classroom Interaction Recorded in Video between Teacher and Students

   Jurusan   : Bahasa dan Seni

   Program Studi : Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di sekolah yang Saudara pimpin pada bulan Januari – Februari 2021. Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan I,

Prof. Dr. Suratno, M.Si.
NIP. 196706251992031003

APPENDIX P

The Statement Letter of Accomplishing the Research from the Principal of

SMP Nurul Islam Jember

SEKOLAH MENENGAH PERTAMA NURIS JEMBER
(Terakreditasi " A ")
NSS : 204 052 403 156
Jl. Pangandaran 48 Antirogo - Sumbersari - Jember 68125 Telp. 0331 324946
Email : nurissmp@gmail.com

SURAT PERNYATAAN
Nomor: 398.1/SMP-U.NI.Jbr/P/II/2021

Yang bertanda tangan di bawah ini:

Nama	: H. Rahmatulloh Rijal, S.Sos.
Jabatan	: Kepala Sekolah

Dengan ini menerangkan bahwa:

Nama	: Rainia Adina Winda Rosa
NIM	: 160210401076
Jurusan	: Bahasa dan Seni
Program Studi	: Bahasa Inggris

Adalah benar telah melakukan penelitian dalam rangka penulisan skripsi yang berjudul: *"Using Task-Based Language Teaching (TBLT) to Improve Junior High School Students' Participation and Reading Comprhension Achievement"* pada tanggal 14 - 28 Januari 2021, yang bersangkutan juga telah membahas materi hasil penelitiannya dengan kami.

Atas perhatiannya kami ucapkan terimakasih.

Jember, 1 Februari 2021
Kepala Sekolah

Rahmatulloh Rijal, S. Sos.