

LAPORAN PENELITIAN MANDIRI



IMPROVING THE ABILITY OF READING FOR ACADEMIC PURPOSES THROUGH TASK BASED LEARNING

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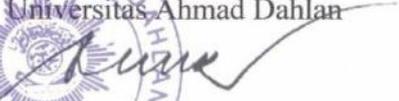
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ABSTRACT

Reading is a compulsory subject in Faculty of Literature, Culture and Communication Ahmad Dahlan University. The emphasis is on academic reading. So far, the English achievement of students in this faculty. The low achievement may be caused by (1) low input quality, (2) the weakness of English basic ability, (3) unrelevant syllabus, (4) the conventional of learning method, and (5) students' attitude toward the difficulty of English. Starting from the problems and the causes mention above, the writer proposes a solution, that is learning English reading academic by using TBL. The problems of the research are (1) Can the use of TBL improve the achievement of academic reading of Faculty of Literature, Culture and Communication Ahmad Dahlan University? If yes, how far is the improvement?, (2) How is the study intensity of the students while the lecturers teach them by using TBL?, (3) What are the benefit and the weakness of TBL method toward the learning of academic reading in Faculty of Literature, Culture and Communication Ahmad Dahlan University?.

This research is a classroom action research which was done in Faculty of Literature, Culture and Communication Ahmad Dahlan University from 8th May 2013 up to 31th December 2013. This classroom action research was done by a three cycles performed by (1) planning, (2) preventative steps of performance, (3) observation, and (4) reflection. Each cycle had five times meeting. To get the data researcher did some activities such as observing, interviewing, asking for fullfilling form, giving test, giving questioner, and analyzing document. Data resource triangulation and method triangulation were used to know the validity of the investigation technique. Informant review was also used in data validity test. Reliability estimation to guarantee realibility of data was found by test and observation. To analyze the data researcher used the result of observation which was reflected and the learning result the students which was achieved. The technique of analyzing the data was descriptive statistic technique and critical analysis to know the improvement of the situation in detail and precisely according to the improving of the treatment in each cycle.

The result shows the application of TBL can improve the achievement of English academic reading of the students of Faculty of Literature, Culture and Communication Ahmad Dahlan University in some aspect and dimensions, such as (1) aspects of reading ability, (2) aspects of RAP, and (3) aspects of English:

vocabulary, grammar, and pronunciation, and improving the dimensions of (1) attitude, (2) profesionalism, (3) motivation and interest, (4) communication, (5) ability of cooperation, colaboration, socialization, sharing ideas, opinion, and suggestion, (6) discipline and timing value ability, (7) reading analysis ability, (8) TBL and its processes can be used as an emotional medium. How far is the improvement can be described as follow: the result of pre-test increased (1st cycle is 57,41, 2nd cycle is 62,41, and 3rd cycle is 66,62) and the result of post-test increased (1st cycle is 65,22, 2nd cycle is 66,27, and 3rd cycle is 75,30). The result of learning also increased, cognitive aspect is 89,19% (33-37 students got the score above (66). Affective aspect is 89,19%. Psycomotor aspect is 91,89% (34 students got good score above 4). The improvement of students learning intensity such as (1) students interest in learning English, (2) learning enthusiasm, (3) responsibility toward doing the tasks, (4) learning result on cognitive, affective, and psycomotor aspects, (5) speaking effort in English, (6) using time effectively, (7) professionalism awarness, (8) social attude and socialization, (9) leadership, model, and moral value. The weakness are (1) need a long time, (2) must be done at that moment, and moral value. The weakness are (1) need a long time, (2) must be done at that moment together, (3) the result of doing the tasks must be collected at the sama time together, (4) making the weak students become lazy, bored, desperate, and mysterious passanger of success, (5) task is not well and right done, (6) all the answers are not well discussed, (7) egoism makes others emotional, (8) the use of dictionary conliscates learning time, (9) the difficulty of sharing idea becomes discussion blocks, (10) ashamed becomes communication blocks, (11) making bad atmosphere and not so relax.

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Arliva Ristingrum. 2016. *“The Effectiveness of Task Based Language Teaching in Improving Third Grade Students’ Reading Ability in SMP 2 Pajangan”* Thesis.

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ABSTRACT

This research was conducted to find out the effectiveness of Task Based Language Teaching to teach reading for third grade students in SMP 2 Pajangan. It answers the question whether there is a significant difference in the students' reading comprehension between the students who are taught by using Task Based Language Teaching and the students who are taught by using conventional method.

The subjects of the reasearch were the third grade students of SMP 2 Pajangan. There were 28 students in 9A as the experimental group, and 28 students in 9B as the control group. The research instruments was English reading test. The pre-test given before the treatment and the post-test given after the treatment. The data were analyzed by using SPSS program. Before pre-test and post-test were given, there were normality test and homogeneity test.

The analysis showed that students' reading score of the experimental group higher than students' reading score of the control group. The frequency of students' reading comprehension using TBLT was higher than students' reading comprehension using conventional method. The mean of the experimental group is 21.07 in good category with maximum score 28. And the mean of control group is 16.03 in fair category with maximum score 20. The frequency of students' reading comprehension using TBLT is 82.15% while 17.85% students who were under the mean value. And the frequency of students' reading comprehension using conventional method is 25% while 75% students who were under the mean value. There was a significant difference the frequency of students' reading skills 57.15% between frequency of students' reading comprehension by using Task Based Language Teaching and by using a conventional teaching method. It means, there is significant difference in achievement between teaching using TBLT and using conventional method. Hence, TBLT is more effective than conventional method to teach reading to third grade students. And it can concluded that TBLT is effective to teach reading and to improve students' reading comprehension to third grade students of SMP 2 Pajangan.

Key Words: Research, Effectiveness, Teaching, Reading Comprehension, TBLT.

CHAPTER I

INTRODUCTION

A. Background of the study

Increasing the English learners' ability is very important. It can be done continuously by developing the four language skills: speaking, listening, reading, and writing activities. The important factor in learning English is that students are active in the communication activities in class. Another factor is from the teacher's ability in teaching English to the students. To develop the students' English skill, the teacher teaches the materials clearly, the teacher decides what tasks that can facilitate learning activities, and proceeds to focus on what topic can be employed to ensure students' participation in English activities in the classroom.

Increasing and improving the quality of English learners through the teaching and learning English is very important. It is to support the students' four language skills: speaking, listening, writing, and reading. Elizabeth and Rao (2007: 4) stated that the objectives of teaching and learning English to children are (a) to understand English with ease when spoken at normal speed, (b) to speak English correctly and fluently with proper stress and intonation, (c) to read English with comprehension and reasonable speed, (d) to write neatly and correctly at reasonable speed, to enjoy simple poems in

English, (e) to acquire knowledge of the element of English for practical command of the language, and (f) to translate common English words, phrases and sentences into their functional equivalent in mother tongue.

Every child starts learning English in different age. Having had knowledge of English, it is expected that the children can attend the class actively and understand the materials explained by the teacher. The main problem in understanding English is the lack of vocabulary. In junior high school, teachers should give a lot of attention to the students in learning English vocabulary in the class. Paul (2003: 286) stated that young children learn language better than older ones; children learn better than adults. Children are easier to absorb new vocabulary though they are easy to forget too, so it is necessary to repeat the lesson all the time.

Looking at the phenomena above, the teacher should create new ideas of various teaching technique and learning strategies to avoid boring situation in the class and make the students interested in the teaching and learning process, so that they are not easy to forget the materials that they have learnt. Many teaching techniques have ever been applied using such as games, song, card, etc. It is not easy to teach English you the students. It may be caused by the students themselves, such as they do not have strong motivation, such as they are afraid and bored to study English; they have limited time in learning English lesson, and the lack practice in real situation.

One of language skills related to English is reading comprehension. The students have to know words because without knowing those words they

will find words in learning reading comprehension. Therefore, the words are very important and the students have to learn reading comprehension. The major principle is that the students are able to develop their reading mastery. In developing reading skill, words have an important role in improving English and in teaching reading. It can be stated that teaching reading to the junior high school students is necessary. To develop their reading mastery, the teacher should choose appropriate methods and materials, so the students are interested in learning reading. The learning materials can be taken from the students' daily life or something around them. When the students learn a foreign language for the first time, the students may feel anxious and strange. It can make them confused in learning reading comprehension.

As one of the four language skills, reading is really important for students of junior high school since they will face the final examination in which the students deal mostly with texts during the test in that exam. For such a reason, they are demanded to have abilities to understand many kinds of texts such as descriptives, procedures, narratives, recounts, and reports either formally or informally. They are also expected to be able to get the message of the texts. Indeed, they need reading comprehension skills so that they can do the test on the final examination well.

In fact, a research on reading comprehension in Indonesia has revealed that students comprehension on reading is low and far from satisfactory. Most of the students in junior high schools have not reached their understanding on reading. As a result, their scores on final examination

are not really good. That is why it is important for students to have good comprehension in reading, so that they can pass the final examination successfully.

In the teaching of reading comprehension, the children sometimes are bored with the method used by a teacher. The teacher gives verbal explanation of most material. The teacher often gives an examination intended to know how far they absorb the previous materials. They have limited time and less practice in real situation and have no efforts and are lazy to open dictionary. It happens because they have a low motivation in learning reading comprehension. When the teacher gives the students exercises they always asked to the teacher because they do not have enough memory without reading their notes. The students always depend on their teacher to solve their problems without trying to solve their problems themselves.

Nowadays, the goal of education in Indonesia are the scores in National Examination. Most of the questions in National Examination are based on the texts. So, reading is the one of skills that must be mastered by the third grade student of junior high school. Thus, the students must have good reading ability to achieve the high score. And the teacher should have interesting methods or strategies in teaching reading.

The students of SMP 2 Pajangan especially third grade students have low motivation in reading. It is reflected by their incapability in finding the main idea. They also get difficulties in getting meanings of difficult words. Besides, students cannot relate the information from one paragraph to

another. Sometimes, they just read a text and when they have to tell about the text, they know nothing. It means that students do not know exactly how to comprehend texts. Consequently, they get nothing in reading as they find difficulty in grasping the information of texts.

That students' inability to comprehend texts is caused by some factors as the following. First, the students are not interested and motivated in the teaching and learning process. Instead of doing the activity on reading, they spend their time talking to their friends in the classroom. When the teacher asks them some questions orally about a text being discussed, they keep quiet or answer the questions unseriously. Sometimes, they also come late in the class. Second, the teacher uses conventional method in teaching reading. However, the activities during the teaching and learning process reflect that the method has not been done maximally. Instead of letting the students be active in the teaching and learning process, he dominates the whole session. As a result, there is a lack of interaction between the teacher and students . The students are not given a chance to contribute a lot to share their knowledge in the teaching and learning process. The teaching activity is also boring as the teacher controls the classroom and the activity fully. The last, there is a fact that group work is rarely conducted by the teacher. The students usually do the activity individually. They do not want to have discussion with other students because they are not accustomed to that. When they have difficulties in comprehending a text, they tend to be silent. They are reluctant to discuss the text with their friends.

As a matter of facts, there must be suitable method for teaching reading in which students can explore their idea to achieve their reading comprehension. Achieving good comprehension in reading is not a simple thing. It requires the use of strategies. One of the strategies that can be applied is Task Based Language Teaching abbreviated as TBLT. By applying TBLT, all students can be accustomed with the task. Considering the problems above and the advantages of applying TBLT as a technique in improving students' reading comprehension, the researcher feels necessary to conduct research on improving students' reading comprehension using TBLT in SMP 2 Pajangan. It is also expected by the researcher that TBLT can give a good impact on the students' reading comprehension.

B. Identification of the problem

There are some factors that affect students in comprehending the text. Those factors may come from the teacher, the students, and the technique being used by the teacher. The first problem comes from the teacher. The teacher does not give attention to what students need in reading. He just gives the materials and asks students to answer the questions without giving guidance to comprehend the text. The teacher also does not try to build interaction with the students. It makes the students feel bored and do not enjoy the lesson. Furthermore, the teacher rarely conducts collaborative work for the students. He usually lets the students do activities individually.

The second problem is derived from the students. The students' vocabulary mastery is still low. As a consequence, they get difficulty in interpreting the meanings of the difficult words. The students are also incapable of finding the main idea. They are not able to find the detail information of a text. Besides, the students do not have motivation in reading as it is reflected by their behavior in the class. They often lay their head down on the table. When the teacher asks them to read a text, they just look at the text and do other activities like having a chat with their friends or playing with their pens. They are very noisy in the classroom and do not pay attention toward the teacher's explanation. Obviously, those can be obstacles for their comprehension in reading.

The last problem is the technique that is used by the teacher. The technique that is used by the teacher is often inappropriate with the situation of the classroom or the condition of the students. The teacher dominates the whole session of the lesson as he talks to the students in most of the time of the teaching and learning process. He does not give a chance to the students to share knowledge. He rarely lets the students have discussion with other students and give a chance to the students to ask questions.

C. Limitation of the problem

In reference to the background of the study and identification of the problem, this research focus on the approach that is TBLT. The reason for the limitation is that the approach can be crucial case in reaching students'

reading comprehension. Furthermore, TBLT is seen as an effective technique to teach reading comprehension. It also has not ever been used by the teachers of SMP 2 Pajangan as a approach in teaching reading. In light of this view, this research will conduct study to find out the effectiveness of TBLT to teach reading for third grade students in SMP 2 Pajangan.

D. Formulation of the problem

From the identification and limitation of the problem above, the problem is formulated as follows: is there any significant difference in third grade students' reading comprehension between the students' who are taught by using TBLT and those who are taught by using conventional method?

E. Objectives of the study

In line with the formulation of the problem, the objectives of the study are stated as follows:

1. To find out is there any difference in students' reading comprehension between the students who are taught by using TBLT and the students who are taught by using conventional method.
2. To find out whether the use of TBLT is effective to improve the third grade students' reading comprehension in SMP 2 Pajangan.

F. Significance of the Study

It is hoped that this research is useful for the readers. This research has some theoretical and practical benefits as follows:

1. Theoretical Benefit

- a. This research gives some information to the readers or other researchers who want to know and analyze the methods of teaching language (especially English).
- b. It can be a reference for everyone who wants to conduct a research about teaching reading comprehension.
- c. It can be a reference for students about strategies that can be used to overcome the problems in learning reading comprehension.
- d. It can be a reference for everyone about the importance of knowledge in the teaching and learning process.

2. Practical Benefit

- a. The teacher knows the effectiveness of Task Based Language Teaching as an approach in teaching reading at third graders of junior high school and helps the students in do the task. It also provides the variation ways of teaching to improve the students reading ability.
- b. The teachers are also expected to develop and increase their creativity in teaching reading and apply a teaching aid to motivate their students to write.
- c. The result can help the students to find the way of learning reading comprehension.
- d. The result of this study will be useful for teachers to improve their teaching method, especially improving their method in teaching reading comprehension in the classroom activities.

- e. It will be useful for the teachers to find out the best solution in teaching reading comprehension.
- f. The result of this study will be useful for teachers to improve their knowledge in teaching reading comprehension.

CHAPTER II

THEORETICAL REVIEW

A. Review of Relevant Studies

The research conducted by Nazenin Ruso (2013) entitled “*The Influence of Task Based Learning on EFL Classrooms*” shows that implementing a TBL approach in EFL classes creates variety for the students. Moreover it enhances their learning, since TBL tasks encourage student involvement and lead to significant improvements regarding their language performance. The research participants suggest that they do not like teacherdirected lessons where they cannot find enough opportunities to express themselves in the target language.

The research conducted by Mahdieh Shafipoor (2015) entitled “*Taskbased Language Teaching in General English Classrooms: A Case Study in Engineering Faculties in Iran*” shows that the first experimental group received task-based instruction and for the second experimental group, tasktrusted teaching approach was applied. The results of the data analyses turned out that task-trusted teaching approach was superior to task-based teaching in teaching reading to EFL learners.

The research conducted by Hui-Ling Tu (2014) entitled “*Implicit and Explicit Teaching of English Speaking in EFL Classroom*” shows that Communicative competence expects language learners to use their L2 for

different purposes; to vary language usage based on setting or participants; to produce various textual forms; and, to communicate despite limited vocabulary. This expectation creates practical opportunities for task-based language teaching (TBLT) utilizing pair work, role play or group work, and project work activities to facilitate Communicative Language Teaching (CLT) through cognitively demanding situations. TBLT is characterized by classroom language activities which engage learners and derive overall language skills improvement from the cognitive process such as problemsolving (for example: listing, classifying, and sequencing). Certain types of classroom activity may generate individual speaking or group interaction in an EFL classroom setting. One such activity “Lost on the Moon”, adapted from the popular “N.A.S.A. Survival” task-based survival game, is suggested for students to reach consensus and encompasses active participation essential to group cohesion in a hypothetically hostile environment.

The research conducted by Mohammad Bagher Shabani (2014) entitled “*The Effect of Task Based Language Teaching (TBLT) and Contentbased Language Teaching (CBLT) on the Iranian Intermediate ESP Learners’ Reading Comprehension*” shows that the researcher used independent samples t-test and paired samples t-test to analyze the collected data. The data analysis using paired samples t-test showed that teaching reading comprehension in both group was influential. The data analysis using independent samples t-test revealed that the subjects in TBLT group performed better on the reading comprehension post-test than CBLT group. It

means that TBLT has been more effective than CBLT in teaching reading comprehension to Iranian ESP learners.

The research conducted by Thaweesak Chooma (2013) entitled "*The Influence of Task Based Language Teaching (TBLT) for English Reading Comprehension*" shows that the ability of English skills has played an important role of reading. As the result of this, the Thai government, especially academic institutions have awaked. Therefore, this study investigated the effect of TBL to enhance English reading skills for Thai undergraduate students. The hypotheses of English reading abilities were tested by using an English reading test and self-assessment form. According to the score analyses, the mean scores of the learners' English reading abilities on the pre-test and post-test were compared. This study indicated that the mean score of the post test was higher than the mean scores of the pre-test significantly. From the survey of the students' attitudes on TBL, it could be found that use of task-based learning could motivate students to learn and make them to be happy with their learning because of Task-based learning. However, the content was not suitable for their level, the teacher must analyze the curriculum and students' need.

B. Theoretical Review

It is mentioned in the previous chapter that the aim of this study is to find out the effectiveness of Task Based Language Teaching to teach reading.

Thus, in this chapter will describes some related theories on reading comprehension and Task Based Language Teaching that will support this study.

1. Teaching and Learning English

Teaching is necessary to do. It is expected that it can help the students in achieving new knowledge and experiences during the process of teaching. Besides that, the teaching process is conducted to improve the students' competence through the appropriate activities related to English. To get success in the teaching process, the teachers should prepare first their competence and appropriate materials. The purpose is to make the students get the lesson and they can learn the materials excellently and successfully.

The teaching of English language to the students is necessary. It is conducted to make the students understand more English and they are able to practice it in every activity both at school and at home. Elizabeth and Rao (2006: 4) said that the general objectives of teaching English are four-fold namely, to develop listening comprehension, speaking ability, reading comprehension, and writing ability. Based on this statement, it can be stated that the objective of teaching and learning English is to develop the students' four language skills; they are speaking, listening, reading, and writing. In speaking, the students try to be active in developing their communicative skills in the classroom activities. In listening, the students try to understand the conversations or utterances. In

reading, the students try to understand the main idea and schematic structure of the texts. In writing, the students try to write sentences or paragraphs grammatically.

Teaching and learning are important activities conducted together in the classroom. Brown (1995: 7) cited Kimble and Garnezy's opinion

teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand". Based on this statement, teaching is a process of helping someone or students to learn and develop their skills and knowledge through the activities in the classroom that are supported by the teacher's instructions. The objectives of teaching are guiding in the study of something, providing with knowledge, and causing to know or understand the subject matter that is being learn by the students.

Hornby (1995: 1225) states that teaching is to show somebody how to do something so that they will be able to do it themselves. Based on this statement, teaching is an activity that is done by someone to give information to the students because they are able to do it themselves. It means that teaching is done to help the students to learn some subject matters through some activities of learning. The teaching process consists of activities that are done together between the teachers and students.

According to Brown (1995: 151), in teaching activities there are procedures that includes an opening statement or activity as a warm up, a set of activities and techniques which have considered appropriate proportions of time for whole-class work, small-group and pair work, teacher and students talk and the closure in the end of activity. Based on

the statement above, in the other word, there are three phase technique in the procedures of teaching activities, they are pre teaching that include an opening statement and activity as a warm up, while teaching that include a set of activities and technique in considered appropriate proportion of time for whole-class work, small-group and pair work, teacher and students talk. In the last phase of activity, there is post teaching that includes the closure.

Learning is an activity to gain knowledge or skill by studying, from experiencing, from being taught (Hornby, 1995: 671). Based on the statement, it can be said that learning is an activity conducted to get knowledge. To get good knowledge, the students should study hard and experience the processes of learning continuously.

Brown (2001: 175) cited Kimble and Garmezy's opinion learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. According to them, the components of learning are as follows:

- a. Learning is acquisition or "getting".
- b. Learning is retention of information or skill.
- c. Retention implies storage systems, memory, and cognitive organization.
- d. Learning involves active, conscious focus on and acting upon events outside or inside the organism.

- e. Learning is relatively permanent but subject to forgetting.
- f. Learning involves some forms of practice, perhaps reinforced practice.
- g. Learning is a change in behavior.

Elizabeth and Rao (2006: 4) adds that the psychology of language learning tells that the four basic skills namely listening, speaking, reading, and writing, reinforce each other, and even if a single skill is to be developed some amount of emphasizes on other skills is beneficial. Based on this statement, it can be stated that the teaching and learning of language in the classroom aim to improve and increase the students' language skills namely listening, speaking, reading, and writing.

Increasing and improving the quality of English learners through the teaching and learning English is very important. It is to support the students' four language skills; they are speaking, listening, writing, and reading. Elizabeth and Rao(2006:4) state that the objectives of teaching and learning English to children are stated as follows:

- a. To understand English with ease when spoken at normal speed.
- b. To speak English correctly and fluently with proper stress and intonation.
- c. To read English with comprehension and reasonable speed.
- d. To write neatly and correctly at reasonable speed.
- e. To enjoy simple poems in English.
- f. To acquire knowledge of the element of English for practical command of the language.
- g. To translate a common English words and phrases and sentences into their functional equivalent in mother tongue
- h. To develop an interest in English.

In the teaching and learning process, the teacher is the main centre of the teaching. Harmer (2002: 57) also discussed many roles of teacher.

- a. Teacher is as controller. That means when teachers act as controllers they are in charge of the class and of the activity taking place in a way that is substantially different from a situation where students are working and their own in groups.
- b. Teacher is as organizer. One of the most important roles that teacher performs is organizing students to do various activities. This often involves giving the students information and finally closing things down when it is time to stop.
- c. Teacher is as assessor. One of the things that students expect from their teachers is an indication of whether or not they are getting their English right.
- d. Teacher as prompter means that teacher should hold back and let them work things out for themselves, or, instead, „nudge“ them forward in a discreet and supportive way.
- e. The teacher as participant means that many times teacher might want to join in an activity not as a teacher, but also as a participant in their own right.
- f. Teacher is as resource. However, the students may still have need of their teacher as a resource. And then, teacher is as tutor and as observer. That means, when students are working on longer projects, teacher can act as a tutor, working with individuals or small groups, pointing them in directions they have not yet thought of taking.

Nunan (1992: 92) said that :

teaching English involves three areas of knowledge. The first is mechanics (pronunciation, grammar, and English): using the right words in the right order with the correct pronunciation, the second is functions (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required, and the third is social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account that is speaking to whom, in what circumstances, about what and for what reason.

According to Nunan, in the teaching of English, sometimes the teacher gives students reward but not often to do it. Physical rewards consist of three parts. They are stated below:

a. Reward

Reward means giving something to somebody because they have done something good, worked hard, worth doing, and satisfying.

Reward can make children motivated to study hard and creative for study. But it is also bad for children because they will be dependent on the reward to do something. The use of reward is not effective to check the ability of the children because they just try to get the reward or good score not to get the knowledge. Every teacher may use the reward to appreciate the students to be better in giving rewards. The teacher should be wise so that it will not make distinction among students.

b. Praise

Praise is a word that indicates an approval of education for somebody or someone. It can create interesting motivation of the children. Giving praise to children will show appreciation of the teacher to the students. There are some disadvantages for giving the praise; it can make break the student's concentration to their work if the teacher only uses the performance of other pupils as basis for judging achievement. The teacher must be careful in giving praise to children. He must determine suitable time to do it and know whether it is needed by students or not.

c. Punishment

There are some punishments physical punishment and unphysical punishment. Punishment has bad effects when teacher give to children. They feel rejected and resentful. They have negative image because the punishment can make the children afraid and make less self – confident of children. There are some factors that make children have bad behavior:

- 1) They do not understand an activity
- 2) The activity is boring
- 3) The lesson is too difficult or too easy
- 4) They need more attention

Based on the objectives above, it can be said that the teaching and learning English need to be conducted effectively in the class so that the students are able to improve their English skill. The students' improvement can be seen from the teaching and learning activities developed in the class, such as activities in reading, speaking, listening, and writing. The students will not only learn about the language but they will learn to use language. So, if students mastery in one skill, it can be supported for the other skill.

2. Reading Comprehension

Reading is an activity conducted to get factual information. In this activity, the readers should understand about what they have read and they can catch the point of the reading text itself. Moreover, to understand

what they have read, the readers should master many skills and abilities. Firstly, they could understand the vocabulary and find the point of the text presented. Secondly, they should know how is closely related to the structure of the target language. The last is that they should be able to organize the ideas. If they have been able to get it, it means that they have gotten the most important information from the written language.

The activity is done by the readers as they want to get information and knowledge from the text. In the process of getting information and knowledge, the readers try to connect what they read in the form of written language to what they have already known about the text. Making sense of a text is done by understanding meaning of words and sentences. Reading can also be defined as the process in which readers learn something from what they read and involve it in academic context as a part of education (Grabe, 2009: 5). Learning happens when there is a change in mind from an unknown thing to the known one. As reading is included in learning, the readers try to grasp the texts being read by interpreting, synthesizing, evaluating, and selecting the important information.

Grabe (2009: 15) states that reading is the strategic process in that a number of the skills and processes used in reading call for effort on the part of the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match

comprehension output to the reader goals. Comprehension can be defined as the process of constructing meaning from a connected text involving the word knowledge (Pang, 2003: 14). By having such skill, the readers combine their background knowledge with the additional information from a text, draw the meaning of words, and connect it to construct meaning.

Snow (2002: 11) defines reading comprehension as the process of extracting and constructing meaning involving the written language. Reading comprehension as the use of strategies in reading in retrieving information and constructing meaning of texts done by the readers.

Strategies that are used by the readers may be different from one another (Johnson, 2008: 110). It depends on the readers' aim in reading comprehension. Hence, reading comprehension can be defined as the process in which the readers construct meaning from a text being read connected to the background knowledge they have.

Brown (2001: 301) cited Mark Clarke and Sandra Silberstein's opinion:

research has shown that reading is only incidentally visual. More information is contributed by the readers than by the print on the page. That is, readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign it membership to an appropriate group of concepts already stored in their memories. skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world.

Reading is the skill conducted to know and understand the development of the second language in the written forms. It also can be

said as the interactive process between the author and the readers. It means that the readers can get knowledge, information, experience and message written by the author in the reading texts. According to Sparta, Pulverness, and William (2005: 21) reading is one of the four language skills; reading, writing, listening, and speaking. It is a receptive skill, like listening. This means that it involves responding to text, rather than producing it. Based on this statement, reading is one of language skills that helps the readers understand the language of the texts at words level, respond to text, and produce it.

In addition, according to Adams (1985: 10) reading is much more than recognizing words on a page. Based on this statement, it can be mentioned that reading is an activity done to recognize words on the reading texts. The readers can learn and understand the words after they are reading some texts and they can memorize those words as the new vocabularies that they have not known before. To understand those words, the readers, of course, should use them in the other language skills in English, such as speaking, listening, and writing.

In the teaching and learning process, reading has some macro and micro skills that help the teacher improving his or her knowledge in teaching reading to the students in the classroom. So, the teaching of reading has some micro skills if it is applied in the teaching and learning process. Song Sketches (2013, par 5) quotes Brown's opinion there are also macro skills in reading comprehension. There are list of macroreading skills for comprehension:

- 1) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- 2) Recognize the communicative functions of written texts, according to form and purpose.
- 3) Infer context that is not explicit by using background knowledge.
- 4) From described events, ideas, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 5) Distinguish between literal and implied meanings.
- 6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- 7) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

According to Brown (2000: 307), micro skills of oral communication are as follows:

- 1) Discriminate among the distinctive graphemes and orthographic pattern of English.
- 2) Retain chunks of language of different lengths in short-term memory.

- 3) Process writing at an efficient rate of speed to suit the purpose.
- 4) Recognize a core of words, and interpret word order patterns.
- 5) Recognize grammatical word classes (nouns, verbs, adjectives, and adverbs), systems (example: tense, agreement, pluralization, patterns, rules, and elliptical forms).
- 6) Recognize that a particular meaning may be expressed in different grammatical forms.
- 7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
- 8) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- 9) Recognize the communicative functions of written texts, according to form and purpose.
- 10) Infer context that is not explicit by using background knowledge.
- 11) Infer links and connections between events, ideas, etc., deduce causes and effects, detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 12) Distinguish between literal and implied meanings.
- 13) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

14) Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse makers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

Micro skills for reading comprehension above are meant as the procedures that can be applied by the teachers in teaching reading and the procedures that can be implemented in the teaching activities in order the students can achieve and increase their reading skills. Based on the micro skills of reading comprehension above, the students can develop and use a battery of reading strategies such as scanning and skimming, detecting discourse makers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

To conclude, reading is one of language skill conducted by the students to recognize and comprehend the development of the second language in the written forms. The students can learn and understand the words after they are reading some texts and they can memorize those words as the new vocabularies that they have not known before. From reading texts, the students can also understand the schematic structure and linguistic features. So, reading requires to be conducted as a need to improve and increase the students' knowledge.

3. The Process of Reading Comprehension

As it is mentioned above, reading comprehension is the process of getting knowledge and information by using comprehension skills connected with the prior knowledge of the reader. Understanding the process of reading is closely related to the way how the readers construct meaning from a text. The ways of constructing meaning may be vary based on the readers' reference.

According to Hudson (2007: 33-57) and Brown (2001: 298-299), there are three types of reading processes. Those are presented below:

a. Bottom-up processing

Bottom-up processing views the process of reading as phonemic units. The readers construct meanings by scanning from letters to letters. It is continued by recognizing the words from one to another. The process is furthered by associating among phrases, clauses, and sentences. Finally, it is processed into phonemic units representing lexical meaning and attains some comprehension of the text. This process mainly focuses in a linear processing which allows the readers' ability in recognizing words into mental lexicon. It concerns more in the way the readers read a text than that of comprehend it.

b. The top-down processing

In top-down processing, the process of reading is seen as the process happened inside of the readers. The readers involve their knowledge of syntax and semantic to create meaning of a text (Goodman cited in Hudson, 2007: 37). On the beginning of the process, the readers make some prediction of the text. It is followed by taking samples which will be confirmed or not to the predictions having made. These are the process in which meanings are created by transforming the text. In the end of the process, the readers do some correction on the predictions. The top-down processing, indeed, takes the background knowledge of the readers as the most important thing in reading.

c. Interactive processing

Interactive processing points the process of reading as the interaction between the information of a text with the readers' prior knowledge. This process combines the two previous processing i.e. the bottom-up and top-down processing. As the process of reading happen, the readers arouse what they have on their background knowledge connected with the written information in the text. So, in interactive process, the readers both recognize words and predict the implied information in creating meaning.

From the discussion above, it can be concluded that there are three types in the process of reading. Those are bottom-up processing dealing with recognizing the words, top-down processing using the readers'

background knowledge, and interactive processing combining words recognition and background knowledge of the readers. Those approaches help the readers in reading comprehension.

4. Principles in teaching reading comprehension

It is mentioned that teaching reading is not as simple as it might be. Pointing at the previous discussion, the teacher cannot directly just teach reading to the students by giving texts and asks them to understand it. There are some principles which have to be considered by the teacher. As it is proposed by Harmer (1998: 70-71), there are six principle in teaching reading. Those are described as follows:

- a. The teacher needs to understand that reading is not a passive skill.

Reading is an active activity. When the readers read a text, they must do other activity, not just read a text at glance. It means that the teacher does not merely ask the students to read a text, but he or she has to make them realize that the reading is not passive skill. It includes the understanding of words meaning, the arguments stated in the text, and working out with the arguments whether they agree or not.

- b. The teacher has to make the students enjoy reading the passage.

To make students interested in reading is important. When the students do not enjoy reading, they will get nothing from it. It is

different from when they are interested in what they are reading, they will get more benefits. They can get more knowledge and new information from the text they are reading.

- c. The teacher needs to encourage the students in responding the content of a reading text, not just to the language being used in the text.

Understanding language is also a part of comprehending a text. However, it is not the common thing in reading comprehension. The students have to be accustomed to understand, respond to the meaning of the text, and express their feelings about the topic of the text. That is why it becomes the responsibility of the teacher to encourage them to do that.

- d. The teacher should emphasize that prediction is a major factor in reading.

Prediction is one of the strategies in reading comprehension. Before the students come into the text, they can do prediction by looking at the title of the text. The title sometimes gives clues at what the text is about. By doing this, the students will actively start to the process of reading. Indeed, the teacher should give clues to make the students comprehend the text easily.

- e. The teacher has to match the tasks to the topic.

Tasks are one of ways to check the ability of the students in comprehending a text. Good tasks are those that are suitable for the topic being discussed. Tasks can be made by questions, puzzle, or

activity. In this case, the teacher has to consider choosing or creating the right tasks for the students.

- f. The teacher should exploit reading texts to the full.

Exploiting reading texts to the full means that the teacher does not ask the students to read a text and then move to another activity having no relation to the text. However, the teacher should cover all the things that the students can work out with the text. The teacher has to discuss the text fully, study the language, give additional tasks to the students.

5. Problems in Teaching Reading Comprehension

Teaching reading is a part of the activity in teaching English that must be done by the teacher. Like teaching other skills of English, teaching reading cannot be said as easy. In teaching reading comprehension, there are some factors that make reading comprehension difficult. First, the students have low motivation in reading. They feel bored when the teacher ask them to do the task from their activity book. It is the big problem in teaching reading because the students do not want to read the text, they just wait their friends' answer. They get nothing in reading class.

The second problem comes from the teacher, the cannot know exactly the students' prior knowledge (National Research Council, 2003: 62). Although the teacher has taught some materials which are related to the topic that will be discussed, she or he cannot make sure that all the students can understand the material well. It becomes a serious problem

in teaching reading comprehension as prior knowledge is very important to the students' reading comprehension.

Another problem that might be faced by the teacher is that teachers feel that finding the best method and strategies to teach the students is quite difficult. It is because they face students with different characteristics and level of intelligence. In fact, the method and strategies chosen by the teacher may affect the students in achieving their reading comprehension. That is why suitable methods and strategies are needed to conduct by teachers in teaching reading comprehension.

From the explanation above the TBLT use as the strategies in teaching reading comprehension. The tasks will influence the students in comprehending a text. The good and suitable tasks of reading, the students will engage in reading and comprehension can be achieved easily. Indeed, appropriate tasks and texts help students in understanding texts.

6. Strategies for Reading Comprehension

Reading is one of language skills that should be learnt by the students. It gives lots of advantage for the students. One of the advantages is that the students get information from what they are looking for it. Besides that, the students can master new vocabularies they do know and use them in daily life. Therefore, reading should be taught successfully.

The purpose is to make the students get knowledge. According to Brown (2000: 306), there are ten such strategies, each of which can be practically applied to classroom technique.

- a. Identify the purpose in reading. Based on this statement, the teacher asks the students to identify the purpose of reading, so that the students understand what they are looking for.
- b. Use graphemic rules and patterns to aid in bottom-up. Based on this statement, to minimize the students' difficulties in understanding the reading text, the students should try to conclude the contents of the text in the forms of spoken and written English.
- c. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels). Based on this statement, the teacher helps the students' efficiency by reading a few silent reading rules.
- d. Skim the text for main ideas. Based on this statement, the teacher asks the students to skim or read quickly to get information in a whole text. The purpose of skimming is to predict the purpose of passage and the main idea of the text.
- e. Scan the text for specific information. Based on this statement, the teacher asks the students to read quickly to search some particular piece of information in the text. The students will get specific information without reading the whole text.

- f. Use semantic mapping or clustering. Based on this statement, one of strategies to understand the text is by using semantic mapping to help the students to provide some orders.
- g. Guess when you aren't certain. Based on this statement, the teacher asks the students to guess the meaning of words, grammatical relationship, and content messages. It is conducted to help the students understand the content of the text.
- h. Analyze vocabulary. Based on this statement, one of way to understand the text is by analyzing the difficult words or English vocabulary and then try to guess the whole meaning.
- i. Distinguish between literal and implied meanings. Based on this statement, the students sometimes find some difficulties in understanding meanings of reading texts because the texts cannot be interpreted by attending to its literal.
- j. Capitalize on discourse markers to process relationship. Based on this statement, one of ways that can be done by the students to understand the text is by signaling relationship among ideas as express through phrases, clauses, and sentences.

7. Types of Classroom Reading Performance

According to Brown (2000: 312) variety of reading performance in the language classroom is derived more from the variety of text to which you can expose students than from the variety of overt of

performance. Based on this statement, it can be concluded that variety of reading performance in the language classroom is derived more from the variety of text to which it can be exposed by the students than from the variety of overt of performance.

Brown (2000: 312) stated that there are three types of classroom reading performance. They are beginning, intermediate, and advanced level. At the beginning and intermediate levels, oral readers can:

- a. serve as an evaluative check on bottom up processing skills
- b. double as a pronunciation check, and
- c. serve to add some extra student participation if you want to highlight a certain short of a reading passage.

For advanced levels, usually only advance can be gained by reading orally. As a rule of thumb, you want to use oral reading to serve these three purposes because the disadvantages of too much oral reading can easily come into play:

- a. oral reading is not very authentic language variety
- b. while one student is reading, others can easily lose attention (for be silently rehearsing the next paragraph)
- c. it may have the outward.

Based on this statement, it can be stated that there are three types of classroom reading performance. They are beginning, intermediate, and advanced level. At the beginning and intermediate levels, oral readers can serve as an evaluative check on bottom up processing skills, double as a pronunciation check, and serve to add some extra student

participation if you want to highlight a certain short of a reading passage. For advanced levels, usually only advance can be gained by reading orally. There are three purposes disadvantages of too much oral reading can easily come into play they are oral reading is not very authentic language variety, while one student is reading, others can easily lose attention (for be silently rehearsing the next paragraph), and it may have the outward.

8. Teaching reading comprehension

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning (Brown, 2000: 7). Guidance is done by leading the students to do activities in the effort of getting knowledge. The teacher can help the students in gaining the knowledge by giving facilities such as tasks. By giving these tasks, it means that the teacher let the students study by themselves. To make the teaching and learning process runs well, the teacher needs to set a good situation for the students to learn. In setting a good condition, the teacher must consider a classroom method or technique that is used as this can influence in the way she or he manages the class.

Based on the definition above, teaching reading comprehension can be defined as a guidance that is done by the teacher to make learners reach their reading comprehension on texts using a certain technique. The teacher can lead the learners to understand a text by using some strategies

on reading comprehension (Pang, 2003: 14). By using certain strategies, students are also guided to find the main idea and detail information of the text.

In conclusion, teaching reading comprehension is an activity which is done by the teacher to give opportunities for students to comprehend texts by using certain strategies. In teaching reading comprehension, the teacher has to consider which strategies that suit to the learners' need, the texts and the condition of the class during the teaching and learning process. It is because different comprehensions texts need different reading comprehension strategies (Pang, 2003: 14).

9. Assessing reading comprehension

Assessment is measurement done by the teacher to know how far the students have already understood about the materials that have been discussed. In teaching reading comprehension, assessment is aimed to know how far the students comprehend texts. The teacher usually gives a test to assess the students' ability. In assessing the students' reading comprehension, the teacher may refer to some techniques for tests. There are some techniques that can be used by teachers (Anderson, 2000: 206-232). Some of them as follow:

- a. Integrative tests

These tests are designed to obtain a much more general idea of how well students read a text.

b. The cloze test and gap-filling tests

Cloze test are constructed from a collected text arranged by applying the random deletion procedure for words. The words deleted are between five and twelve. Meanwhile, gap-filling test does not use random deletion, but it uses rational deletion. The words which are deleted represent the idea to what the whole sentence.

c. Multiple-choice techniques

It is a common technique usually done by teachers in assessing reading comprehension. This technique allows the students to choose the right answer from some possible answers given.

d. Matching techniques

This technique allows the students to match two sets of components. For example, the testers match the title with paragraphs.

e. Dichotomous techniques

This technique allows the testers to choose the two possible answers given for example true and false. The students have to choose one of those two choices.

f. Short-answer techniques

Short-answers technique is constructed by giving questions requiring a brief response in a few word. It is possibly used to interpret and to see whether the students have really understood the specific information of the text.

g. The summary test

This technique allows the students to summarize the main idea of each paragraph of the whole text.

10. Task Based Language Teaching (TBLT)

TBLT is actually an approach of teaching learning process. It is highly recomend because pupils will be strongly trigered to do the task and being usual with the materials. TBLT was popularized by N. Prabhu while working in Bangalore, India. Prabhu noticed that his students could learn language just as easily with a non-linguistic problem as when they were concentrating on linguistic questions. Jack C. Richards (2003: 223) stated that Task Based Language Teaching refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. Noer Doddy (2014: 2) cited Krashen's opinion

in task-based lessons included below our aim is to create a need to learn and use language. The tasks will generate their own language and create an opportunity for language acquisition. If we can take focus away from form and structures we can develop our students ability to do things in English. That is not to say that there will be no attention paid to accuracy, work on language is included in each task and feedback and language focus have their places in the lesson plans.

a. Characteristics of TBLT

- 1) Students are encouraged to use language creatively and spontaneously through tasks and problem solving
- 2) Students focus on a relationship that is comparable to real world activities
- 3) The conveyance of some sort of meaning is central to this method
- 4) Assessment is primarily based on task outcome
- 5) TBLT is student-centered

Task-Based Language Teaching (TBLT) is the latest trend in SLL approaches. Although it has produced very positive results in certain contexts (for example small class sizes of immigrant children), like every method that has preceded it, TBLT is also revealing its weaknesses.

Broady (2006: par 3) notes that TBLT may not provide sufficient "Interaction Opportunities." Bruton (2005: par 7) identifies other concerns:

- 1) There is no acquisition of new grammar or vocabulary features
- 2) Everything is left to the teacher
- 3) Not all students are or will be motivated by TBLT
- 4) Some students need more guidance and will not or cannot

‘notice’ language forms (grammar) or other elements of accuracy

- 5) Students typically translate and use a lot of their L1 rather than the target language in completing the tasks.

b. Approaches to task-based language teaching

There are three main approaches to TBLT, which are Long's (1985), Skehan's (1998), and Ellis's (2003). The list below taken from Ellis (2009: par 4) categorizes these three approaches to TBLT according to five characteristics:

- 1) the provision of opportunities for natural language use
- 2) learner-centredness
- 3) focus-on-form
- 4) the kind of task
- 5) the rejection of traditional approaches to language teaching (for example: PPP)

c. Principles of Task Based Language Teaching

David Nunan (2004: 35-38) establishes seven principles that are the basic foundations of the instructional sequence of tasks. They are stated below:

1) Scaffolding

The teacher or the researcher should provide a supporting framework or material within which the learning can take place. At the beginning of learning process, the learners are not expected to produce their own new language forms. The teacher should know when to remove the framework so that the learner can do it independently. If he removes it earlier before the learners are ready, the entire process will be collapsed.

2) Task dependency

In this frame work the learners first engage themselves in the receptive and slowly they should move on to productive tasks. In other words, within one lesson, one task should move on to develop further tasks, and the tasks should be built upon the ones that are already over.

3) Recycling

The learners usually will not reach the goal of learning one hundred percentage as soon they encounter a particular item for the first time. They require a course of time to develop and also they need to do it in repeated exercises before they achieve it. This recycling allows them to remember and recall what they learnt so far and it provides opportunities to do particular language items after some intervals.

4) Active Learning

It is believed that learners do learn truly when they involve themselves actively when they do something by themselves. It is called as experiential learning where the tasks provide them the experience of doing it. The learners should be allowed to participate in various opportunities to engage themselves and have a lot of practice. This kind of practice removes their inhibitions and they will be doing the work rather than the teachers unlike traditional classrooms.

5) Integration

If the learners do the activities in an active way that is not adequate for their learning. They should be aware of what they learn or the language forms they are learning and they should be able to relate them to communicative function and their meaning. Actually they should be provided with key factors regarding how to integrate their items of language and how to operate them.

6) Reproduction to Creation

Usually, the learners learn and produce what they are given as models. In a way, they will be successful in attaining it. But they should not stop there by simply reproducing what they have seen or heard. They should be encouraged to create new ways to use the linguistic forms or items. They are allowed to move from the level of reproduction to creation of their own ways.

7) Reflection

The learners should not stop producing linguistic forms on their own but they have to go forward to assess their learning process. They should reflect how they have done it and they should be given opportunity to assess their learning by feedback questions.

d. Basic foundation for task based language teaching

The basic foundation for TBLT is identifying and defining what are real world tasks and pedagogical tasks. Everyday life events and situations are known as real world tasks, few examples are: collecting new information, writing an article, interviewing and

booking. David Nunan describes the three macro functions which Michael Halliday defined “three macro functions”. Halliday describes that:

people do three things with language. Firstly language is used to exchange goods and services. This is transactional or service macro function. Secondly language is used to socialize with others. This is interpersonal or social macro function and thirdly language is used for enjoyment. This is aesthetic macro function(1985:19).

In order to make the learners involve in learning situations it is required to change the real world tasks into pedagogical tasks. They are arranged in a sequence or series from practice to final active one.

Nunan (1992: 12) says:

1) “Rehearsal rationale” is a pedagogical task.

For example, the task was to write a resume and exchange it with his partner. Then the student has to find suitable choices from the advertisement column in the newspaper and compare the choices with the partner. The task is designed in such a way that it gives practice to do the activities of the real world such as how to apply for a job, attend the interview, or introduction. Apart from the activities the students will be given a lot of input from the teacher as to how to tackle such situations in real life. Except a few, other activities or tasks are related to real life.

Activities such as problem solving, interviews, simulations, enacting or role-plays are very interesting and motivating to the students. But the main objectives of the tasks are not to give

drilling in behavioral practice outside, rather to make their learning skills use the language in all situations. In this kind of activation tasks, students move from simply memorized and reproducing language items to use the language skills by applying the known familiar words and expressions to the given contexts.

2) Pedagogical task is “activation rationale”

Krashen describes:

The task-based language teaching aims at communicative involvement in pedagogical tasks and second language acquisition. Language acquisition is a sub conscious process in which the conscious teaching of grammar is unnecessary”. Krashen says that “language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning” (Krashen and Terrell, 1983: 55).

From this it is evident that exercises or activities based on form are not only important but also the natural way of learning should initiate a learner to learn.

Form-based work in TBLT is presented as skills which are known as „enabling skills“. As the name indicates the enabling skills are created to enable the language skills to enhance the knowledge which will provide facilities which will result in genuine communication. According to David Nunan (2004: 22) frame works of enabling skills are divided into two kinds:

- a) Language exercises
- b) Communicative activities

11. Teaching Reading Using Task Based Language Teaching

Teaching reading comprehension for students of Junior High Schools, as it mentioned, becomes a challenge for the teacher. It cannot be said as an easy job. Before teaching them such kind of reading, the teacher has to consider to the technique or strategies that are used to teach students' reading comprehension. There are many available strategies that can be chosen by the teacher. One of them is using TBLT.

TBLT is strategies which use task as the core of learning process. By using TBLT, students can work in peer or in groups. Meanwhile, the task takes role as the monitor and guidance. It is the teacher activities to choose and use the effective model or strategy for the classroom. Burnes cited Jenkinsons' opinion (1985:22) states that teachers and their students can gain much from the systematic organization of new information that comprises a good model. Besides providing a teacher with an explanation of the process involved and educational model provides knowledge into how students learn and how teacher can best facilitate in teaching and learning process. A good model gives a teacher a sound for making a decision about which strategy to use, select reading materials, and which procedures will provide for the students to learn. Good theory leads to good practice and good strategy to make the teacher and students are able to achieve the goal in teaching reading and learning process

In teaching reading comprehension using TBLT, there are some steps which have to be noticed by the teacher.

- a. The teacher introduces the strategies to the students. Introduction is done by presenting the task that are conducting in reading comprehension.
- b. The teacher explains the activities. It is done so that the students can really understand what they done on their reading activities.
- c. The teacher divides the students into groups. Each group consists of three, four, or five students. This aims to make students work collaboratively and help one another in understanding a text.
- d. After that, there has to be a student who is responsible for his or her group to guide and lead the other members of the group in the process of reading comprehension (Scruggs and Mastropieri, 2010: 208). Each group has to present what has been discussed with their own group.

C. Hypothesis

Based on the explanation can be concluded the hypothesis of this research is “There is a significant difference in reading comprehension of third grade students of SMP 2 Pajangan who are taught by using TBLT and those who taught by using conventional method”.

CHAPTER III

RESEARCH METHOD

A. Type of Research

The type of the research study is a quasi-experimental research. The design used is intact group design, which involves a group of students who belong to the experimental group and that who belong to the control group.

B. Research Design

This research is classified into experimental research. Gay (1987: 200) states that the experimental research is guided by a hypothesis (or several hypotheses) that states an expected relationship between two or more variables. An experiment is conducted to support or disconfirm this experimental hypothesis. The experimental research has been put to various uses in solving educational problems. Blankenship(2010: 57) argues that the experimental research applies two types of variables. These variables are called independent variables and dependent variables, and they are always used in experimental studies.

There is a pre-test before the treatment is given to experimental group. A post-test is after the treatment.

Table 1
Experimental design of the research

Group	Pre-test	Treatment	Post-test
Experimental group (Class 9A)	O ₁	X ₁	O ₂
Control group (Class 9B)	O ₁	X ₂	O ₂

(Adopted from McMillan, 2001:342)

Note:

O₁ : Pre-test

O₂ : Post-test

X₁ : Teaching reading using TBLT

X₂ : Teaching reading without TBLT

C. Subject of the Research

The subject of the research are class 9A and 9B students of SMP 2 Pajangan school in academic year 2016/ 2017 semester one. Class 9A consists of 28 students act as experimental group. This class will teach by using Task Based Language Teaching. Class 9B consists of 28 students act as control group. This class will teach by using conventional method. The students of those classes have many problems in studying reading, so this situation appropriate to do this research.

D. Object of the Research

Object of this research is reading skill of SMP 2 Pajangan. This research conduct to find out the effectiveness of TBLT in teaching reading. How effective the TBLT to teach reading? It will be the object on this research.

E. Research Instruments

The instruments are based on the syllabus and the standard of competencies and the basic competencies of English lesson in reading skill in SMP 2 Pajangan. Suharsimi (2002: 136) states that instrument is facilities that a researcher uses to collect the data, so that the result of this research will be accurate, complete and systematic. The variations of research instruments are test, check, list, questioner, guidance of interview, guidance of observation, etc.

Instrument that used in this research to collect the data is a reading comprehension test. The students in SMP 2 Pajangan in reading skill thought observation orientation consist of some factors which are related to their reading skill, such as: test for types of the text, test for the vocabulary, test for the main idea, the meaning of the word, and complete the passage. The type of the test was multiple choices test. The test mostly based on the text.

The blue print of reading test was stated at the following table. This test based on the blue print of national examination. The test explore the students' reading comprehension. Two or three number of item based on a text.

Table 2
The blue print of reading test

Cognitive Levels	Indicators	Numbers of Item
Identifying communicative purpose	Students are able to determine communicative purpose of the text appropriately.	1, 10, 13, 24
Determining certain information	Students are able to specify certain information about the text.	2, 5, 14, 15
Cognitive Levels	Indicators	Numbers of Item

Concluding explicit information	Students are able to determine the explicit information from the text	3, 6, 21, 26
Analysing general description	Students are able to determine general description of the text appropriately	4, 7
Identifying main idea	Students are able to determine the main idea of the text	8
Analysing detail information	Students are able to determine detailed information of the text appropriately	9, 16, 20, 25
Identifying certain information	Students are able to specify certain information about the text.	11
Determining the meaning of word	Students are able to determine the meaning of words in the text appropriately	12, 18, 22, 27
Concluding the moral value	Students are able to determine moral value of the text appropriately	17
Determining the reference word	Students are able to determine the meaning of reference word in the text appropriately	19, 23
Determining appropriate word	Students are able to determine the appropriate word to complete the passage	28, 29, 30

F. Validity and Reliability of the Instrument

1. Validity Test

The validity of an instrument mainly questions whether the available instrument can measure what it intends to measure (Arikunto, 2006: 168). To get more evidence about the validity of the test, item validity as a kind of empirical validity, the writer used Pearson's Product Moment Formula. If the score of r_{xy} was above r_{table} , the item was valid.

The validity test used SPSS 20.00 for Windows.

2. Reliability Test

The reliability of an instrument describes of extents to which an instrument can consistently measure what is being measured from time to time. The technique of measuring the reliability of the instrument in this research is the computation of the Alpha Cronbach formula. The reliability test used SPSS 20.00 for Windows.

G. Data Collecting Technique

The data collected by using a test, namely pre-test and post-test. The result of the test will be measured to find out the effectiveness of using TBLT in teaching reading. In collecting data there are two steps, it will be conducted namely pre-test, and post-test.

1. Pre-test

A pre-test was given before any teaching. By giving this pre-test the researcher wanted to compare its scores to the post-test scores which would be given after the treatment has been done. The pre-test is completed before the treatment.

2. Post-test

The post-test was given after treatment; it was given to the experimental group and control group. Creswell (2008: 301) states that a post-test is a measure on some attribute that is assessed for participants in an experiment after treatment. The purpose of giving post-test is to measure the effectiveness of using TBLT in teaching reading.

H. Research Setting

1. Place

This research was conducted in SMP 2 Pajangan. It is located in Pajangan Triwidadi Pajangan Bantul.

2. Time

This research begins from observation, gathering data, and given the pre-test and the post-test. These activities were explained and happened structurally by the time of research. This research conduct on October – December 2016.

Table 3
Time Schedule of the Research

No.	Date	Activity
1.	18 – 19 October 2016	Introduction
2.	25 – 26 October 2016	Pre test
3.	1 – 23 November 2016	Doing research
4.	29 – 30 November 2016	Post test
5.	5 – 9 December 2016	Collecting and analyzing data

I. Data Analyzing Technique

Simple statistical formula was used to compare the result of the pre-test and post-test in this research. The data analyzed by using analysis of covariance (ANCOVA). Analysis of covariance is a method to analyze the difference between dependent variable and experimental groups after counting the measurement of beginning test or other relevant variable measurement test.

Smolkowski (2011: 675) states that an Ancova is the alternative to gain scores, focuses on differences between the treatment groups at post-test while holding constant pre-test differences. To compare two or more regression lines to each others, the analyzing of Ancova is calculated by using SPSS Computer Program.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings of the Research

This sub-section describes the data of independent and dependent variables based on tests that were conducted for the third grade students of SMP 2 Pajangan, especially class 9A consisting of 28 students as the experiment class and class 9B consisting of 28 students as the control class. The independent variable was Task Based Language Teaching and the dependent variable was the students' reading comprehension skills. The result of descriptive and inferential analysis is stated below.

1. Validity and Reliability of the Instruments

a. Validity of the Instrument

In this study, the validity of the instrument was described in details as the most essential characteristics of a good test. A test is valid if it measures what it is intended to measure. To describe the validity of instrument, this study used Pearson's Product Moment by using SPSS 20.0 for Windows. The items were valid if the value of correlation was higher than t_{table} at the significance level 5%. The coefficient significance of t_{table} for $n = 28$, $\alpha = 5\%$ was 0.374.

The instruments were required to analyze and to recognize its validity, whether the test was valid or invalid. Based on the result of Pearson's Product Moment by using SPSS 20.0 for Windows, the

values of correlation for each item were > 0.374 ($n = 28, \alpha=5\%$), it could be concluded that all items were valid.

b. Reliability of the Instrument

Reliability of the instrument was meant as a method used to know how far the instruments present the similar result to the object that was measured. In this study, the researcher used Cronbach's Alpha. Reliability coefficient should up to 0.60 to confirm that the test was reliable. The reliability of the instrument was recognized by the result of statistical analysis by using SPSS 20.0 for Windows. The result showed that the reliability coefficient of test by using Cronbach's Alpha was 0.903. The result of reliability can be seen at the following table.

Table 4
The score of Reliability of the Instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
.903	30

2. Descriptive Analysis

a. The Students' Reading Comprehension Skills by Using Task Based Language Teaching

To describe the result of this variable, the researcher used the result of the statistical analysis processed by using SPSS 20.0 for Windows. Therefore, this dependent variable could be analyzed by using the results of the descriptive statistics computation to describe the minimum and maximum scores, mean and standard deviation. The

result of the descriptive statistics computation of the students' reading comprehension skill by using Task Based Language Teaching is stated below.

Table 5
The Result of Descriptive Analysis of Students' Reading Comprehension Skills by Using Task Based Language Teaching

Statistics		
Mapping		
N	Valid	28
	Missing	0
Mean		21.0714
Std. Error of Mean		.53088
Median		20.0000
Mode		19.00
Std. Deviation		2.54602
Variance		6.482
Range		14.00
Minimum		14.00
Maximum		28.00
Sum		590.00

Table 5 above describes the result of descriptive statistic computation by using SPSS 20.0 for Windows. In this variable, the ideal mean and standard deviation were needed because they would explain the result of this variable. From the descriptive statistics, the mean score was 21.07, standard deviation 2.55, minimum score was 14, and maximum score was 28.

The reading comprehension test consisted of 30 questions with four options, so the ideal maximum score was 30, the chance score

was $\frac{30}{4} = 7.5$, ideal mean was $\frac{30+7.5}{2} = 18.75$, ideal standard deviation

was $\frac{30-18.75}{3} = 3.75$.

Based on the statistic above, it can be made a normal curve distribution to six scales as follows:

26.25 – 30.00	= excellent
22.50 – 26.25	= very good
18.75 – 22.50	= good
15.00 – 18.75	= fair
11.25 – 15.00	= poor
7.50 – 11.25	= very poor

Based on the result of statistical analysis, the mean value of the students' reading comprehension skills by using Task Based Language Teaching was 21.07. This score was in scale between 18.750 – 22.50 in good category. It could be stated that the category of students' reading comprehension skills by using Task Based Language Teaching was good category. It could be stated that the category of students' reading comprehension skills by using Task Based Language Teaching was good category. It was supported by the score distribution of students' reading comprehension skills by using Task Based Language Teaching at the following table.

Table 6
The Score Distribution of Students' Reading Comprehension Skills by Using Task Based Language Teaching

No	Interval	F	%	Interpretations
1.	26.25 – 30.00	5	17.86%	82.15%
2.	22.50 – 26.25	6	21.43%	
3.	18.75 – 22.50	12	42.86%	
4.	15.00 – 18.75	3	10.71%	17.85%

5.	11.25 – 15.00	2	7.14%
6.	7.50 – 11.25	0	0.00%
Total		28	100%

Based on Table 6, it showed that the frequency of students' reading comprehension skill by using Task Based Language Teaching was 82.15% while 17.85% students who were under the mean value. This frequency is supported by the mean and standard deviation scores. Based on the results of descriptive analysis, it is known that the ideal mean of data of students' reading comprehension skill by using Task Based Language Teaching was 21.07 and the empirical mean was 14.89, while the ideal standard deviation was 3.25 and the empirical standard deviation was 2.55. Based on these scores, the empirical standard deviation 2.55 was lower than the ideal standard deviation 3.75, it means that the data was homogenous.

b. The Students' Reading Comprehension Skill by Using Conventional Teaching Method

To describe the result of this variable, the researcher used the result of the statistical analysis processed by using SPSS 20.0 for Windows. Therefore, this dependent variable could be analyzed by using the results of the descriptive statistic computation to describe the minimum and maximum scores, Mean and Standard Deviation. The result of the descriptive statistic computation is stated below.

Table 7
The Result of Descriptive Analysis of Students' Reading Comprehension Skills by Using Conventional Method

Statistics		
Conventional		
	Valid	28
N		0
	Missing	
Mean		16.0357
Std. Error of Mean		.51422
Median		15.0000
Mode		15.00
Std. Deviation		2.51913
Variance		6.346
Range		9.00
Minimum		11.00
Maximum		20.00
Sum		449.00

Table 7 above describes the result of descriptive statistic computation by using SPSS 20.0 for Windows. In this variable, the ideal mean and standard deviation were needed because they would explain the result of this variable. From the descriptive statistic, the mean score was 16.03, standard deviation was 2.52, minimum score was 11, and maximum score was 20.

The reading comprehension test consisted of 30 questions with four options, so the ideal maximum score was 30, the chance score was $\frac{30}{4} = 7.5$, ideal mean was $\frac{30+7.5}{2} = 18.75$, ideal standard deviation was $\frac{30-18.75}{3} = 3.75$. Based on the statistic above, it can be made a normal curve distribution to six scales as follows:

26.25 – 30.00	= excellent
22.50 – 26.25	= very good
18.75 – 22.50	= good
15.00 – 18.75	= fair
11.25 – 15.00	= poor
7.50 – 11.25	= very poor

Based on the result of statistical analysis, the average score of the students' reading comprehension skills by using conventional teaching method was 16.03. This score was in the scale between 15.00 – 18.75 in fair category. It could be stated that the category of students' reading comprehension skill by using conventional teaching method was fair. It was supported by the score distribution of students' reading comprehension skills by using conventional method at the following table.

Table 8
The Score Distribution of Students' Reading Comprehension Skills by Using Conventional Method

No	Interval	F	%	Interpretations
1.	26.25 – 30.00	0	0.00%	25.00%
2.	22.50 – 26.25	0	0.00%	
3.	18.75 – 22.50	7	25.00%	
4.	15.00 – 22.50	8	28.57%	75.00%
5.	11.25 – 15.00	9	32.14%	
6.	7.50 – 11.25	4	14.29%	
Total		28	100%	

Based on Table 8, it showed that the frequency of students' reading comprehension skill by using conventional method was 25.00% while 75.00% students who were under the mean value. This

frequency is supported by the mean and standard deviation values. Based on the results of descriptive analysis, it is known that the ideal mean of data of students' reading comprehension skill by using conventional method was 14.75 and the empirical mean was 16.03, while the ideal standard deviation was 3.125 and the empirical standard deviation was 2.52. Based on these scores, the empirical standard deviation 2.52 was lower than ideal standard deviation 3.75, it means that the data were homogenous.

3. Inferential Analysis a. Normality Test

Normality test was used to know whether the test was normal or not. The normality test was used to find out the value of significance between the independent and dependent variable. In this study, the researcher used One-Sample Kolmogorov-Smirnov Test. The result was stated at the following table.

Table 9 Result of Normality Test

One-Sample Kolmogorov-Smirnov Test

		Mapping	Conventional
N		28	28
Normal Parameters ^{a,b}	Mean	21.0714	16.0357
	Std. Deviation	2.54602	2.51913
	Absolute Positive	.199	.210
Most Extreme Differences		.199	.101
	Negative	-.144	-.210
Kolmogorov-Smirnov Z		.954	1.029
Asymp. Sig. (2-tailed)		.328	.280

a. Test distribution is Normal.

b. Calculated from data.

The result of statistics analysis computation by using OneSample Kolmogorov-Smirnov Test showed that the significant level of students' reading comprehension skills by using Task Based Language Teaching was 0.328 and the significant level of students' reading comprehension skills by using conventional teaching method was 0.280. The values of significance of both variables were > 0.05 , so the results of the test could be said normal.

b. Homogeneity Test

Test of homogeneity aims to know whether or not the scores of the one group have homogeneous variance with the score of other group. In this research, homogeneity of sample or population is the important assumption to analyze the data. Therefore, to know the homogeneity of variance, the writer did the homogeneity test of sample. In this research used F test. The result of F test was stated at the following table.

Table 10
The Result of Linearity Test

No.	Variable	Df	F Obs	F table	Sig.	Note
1.	Students' reading comprehension skills by using Task Based Language Teaching	47	0.068	4.045	0.796	Homogenous

2.	Students' reading comprehension skills by using conventional method					Homogenous
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The result of statistical analysis computation by using F test between students' reading comprehension skill by using Task Based Language Teaching and students' reading comprehension skills by using conventional method shows that score of $F_{observed}$ was $0.068 < F_{table} 4.045$ and the significant score $0.796 > 0.05$, so that those data were homogenous.

c. Hypothesis Testing

The hypothesis testing was conducted to find out the difference between of the students' reading comprehension skills by using Task Based Language Teaching and students' reading comprehension skills by using conventional method variable. In this study, the hypothesis testing used t-test. The result of t-test was stated below.

Table 11
The Result of Hypothesis Testing by Using t-test

Variable	Df	t_{obs}	t_{table}		Significance
			5%	1%	
$X_1 \rightarrow X_2$	55	2.812	2.016	2.693	0.007

Based on the result of statistical analysis, the score of $t_{obs} = 2.812 > t_{table\ 5\%} 2.016$. It can be stated that there was a positive and significant difference between the students' reading comprehension skill by using Task Based Language Teaching and students' reading comprehension skill by using conventional teaching method.

B. Discussions

1. The Students' Reading Comprehension Skills by Using Task Based

Language Teaching

Based on the result of statistical analysis, the mean value of the students' reading comprehension skills by using Task Based Language Teaching was 21.07. This score was in scale between 18.75 – 22.50 in good category. It could be stated that the category of students' reading comprehension skills by using Task Based Language Teaching was good category.

Based the analysis, it showed that the frequency of students' reading comprehension skill by using Task Based Language Teaching was 82.15%, while 17.85% students who were under the mean value. This frequency is supported by the mean and standard deviation scores. Based on the results of descriptive analysis, it is known that the ideal mean of data of students' reading comprehension skill by using Task Based Language Teaching was 14.89 and the empirical mean was 21.07, while the standard deviation was 3.25 and the empirical standard deviation was

2.55. Based on these scores, the empirical standard deviation 2.55 was lower than the ideal standard deviation 3.75, it means that the data was homogenous.

Task Based Language Teaching is strategies which use task as the core of learning process. By using Task Based Language Teaching, students can work in peer or in groups. Meanwhile, the task takes role as the monitor and guidance. It is the teacher activities to choose and use the effective model or strategy for the classroom. Jenkinson (1972) in Burnes (1985: 22) states that teachers and their students can gain much from the systematic organization of new information that comprises a good model. Besides providing a teacher with an explanation of the process involved and educational model provides knowledge into how students learn and how teacher can best facilitate in teaching and learning process. A good model gives a teacher a sound for making a decision about which strategy to use, select reading materials, and which procedures will provide for the students to learn. Good theory leads to good practice and good strategy to make the teacher and students are able to achieve the goal in teaching reading and learning process.

The statement above was supported by the research conducted by Nazenin Ruso (2013) showing that implementing a TBL approach in EFL classes creates variety for the students. Moreover it enhances their learning, since TBL tasks encourage student involvement and lead to significant improvements regarding their language performance. The

research participants suggest that they do not like teacher-directed lessons where they cannot find enough opportunities to express themselves in the target language.

2. The Students' Reading Comprehension Skill by Using Conventional

Method

Based on the result of statistical analysis, the average score of the students' reading comprehension skills by using conventional teaching method was 16.03. This score was in the scale between 15.00 – 18.75 in fair category. It could be stated that the category of students' reading comprehension skill by using conventional teaching method was fair.

Based the analysis, it showed that the frequency of students' reading comprehension skill by using conventional method was 25%, while 75% students who were under the mean value. This frequency is supported by the mean and standard deviation values. Based on the results of descriptive analysis, it is known that the ideal mean of data of students' reading comprehension skill by using conventional method was 14.75 and the empirical mean was 16.03, while the ideal standard deviation was 3.125 and the empirical standard deviation was 2.52. Based on these scores, the empirical standard deviation 2.52 was lower than ideal standard deviation 3.75, it means that the data were homogenous.

3. The Effectiveness of Task Based Language Teaching to Teaching

Reading Comprehension

Based on the result of statistical analysis, the score of $t_{obs} = 2.812 > t_{table\ 5\%} = 2.016$. It can be stated that there was a positive and significant difference between the students' reading comprehension skill by using Task Based Language Teaching and students' reading comprehension skill by using conventional teaching method. The difference can be seen from the mean value of the students' reading comprehension skills by using Task Based Language Teaching and students' reading comprehension skill by using conventional teaching method.

Table 12
The Comparison Scores of the Students' Reading Comprehension Skill by Using Task Based Language Teaching and Conventional Method

Group Statistics					
	Value	N	Mean	Std. Deviation	Std. Error Mean
Score	TBLT	28	21.0714	2.54602	.53088
	Conventional	28	16.0357	2.51913	.51422

Based on the Table 12, it showed that the mean value of students' reading comprehension skills by using Task Based Language Teaching was 21.07 and the mean value of students' reading comprehension skills by using conventional teaching method was 16.03. Based on those mean values, it can be said that the students' reading comprehension skills by using Task Based Language Teaching was better than the students' reading comprehension skills by using conventional teaching method, so the use of Task Based Language Teaching was effective to improve the students'

reading comprehension skills.

It is supported by the frequency of students' reading comprehension skills that is above the ideal mean. The frequency of students' reading comprehension skills by using Task Based Language Teaching that is above the ideal mean was 82.15%, while the frequency of students' reading comprehension skills by using conventional teaching method that was above the ideal mean was 25%. It means that there was improvement of students reading skills 57.15% by Task Based Language Teaching than the teaching of reading comprehensions by using conventional teaching method.

Based on the score of standard deviation, the empirical standard deviation students' reading comprehension skills by using Task Based Language Teaching was 2.55 and the empirical standard deviation students' reading comprehension skills by using Task Based Language Teaching was 2.52. Those empirical standard deviations were lower than the ideal standard deviation 3.75, it means that students' reading skills were getting more homogenous by the implementation of Task Based Language Teaching.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Having finished analyzing and discussing students' reading comprehension before and after treatment by using Task Based Language Teaching, there are some conclusions which are in line with the problems. They are explained as follows:

1. The mean value of the students' reading comprehension skills by using Task Based Language Teaching method was 21.07 in scale between 18.750 – 22.50 in good category. The frequency of students' reading comprehension skill by using Task Based Language Teaching was 82.15%, while 17.85% students who were under the mean value.
2. The average score of the students' reading comprehension skills by using conventional teaching method was 16.03 in the scale between 15.00 – 18.75 in fair category. It could be stated that the category of students' reading comprehension skill by using conventional teaching method was good. Based the analysis, it can be seen that the frequency of students' reading comprehension skill by using conventional method was 25%, while 75% students who were under the mean value..
3. Based on the result of statistical analysis, the score of $t_{obs} = 2.812 > t_{table 5\%} = 2.016$. It can be stated that there was a positive and significant difference between the students' reading comprehension skill by using Task Based

Language Teaching and students' reading comprehension skill by using conventional method. This improvement is caused by the facts that the students were able to recognize the text completely, were able to comprehend the text, find

the main idea, and find the meaning of the reference word or meaning of word.

Students also able to differentiate several texts with the same genre and topic.

B. Suggestions

The suggestions are addressed to the students of English language department, English language teacher, and school.

1. To the Students of English Language Department

It is suggested that the students require working hard and seriously to improve and develop their reading comprehension. They should study continually not only at school but also at home.

2. To the English Language Teachers

The English teachers are suggested to teach English by using different teaching strategies. It is conducted to make students interested in learning reading comprehension.

3. To the School

Teaching English can build up the students' reading comprehension. Therefore, the school should develop an additional policy to improve the teaching process. It means that the English teachers may occasionally conduct teaching English.

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APPENDIC ES

SILABUS

Unit Kerja : SMP NEGERI 2 PAJANGAN Mata Pelajaran : BAHASA
INGGRIS

Kelas : IX (Sembilan)

Semester : GASAL

Tahun Pelajaran : 2016 / 2017



SILABUS

BAHASA INGGRIS KELAS IX

Standar Kompetensi : Mendengarkan

1. Memahami makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dalam konteks kehidupan sehari-hari.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik Penilaian	Bentuk Instrumen	Contoh Instrumen		

Dasar	Pembelajaran	Pembelajaran	Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Contoh Instrumen	Waktu	Belajar
keraguan.	intonation Ungkapan baku of course certainly I am not sure	percakapan yang berkaitan dengan materi Mengidentifikasikan gambit-gambit yang digunakan dalam percakapan Menjawab percakapan yang berkaitan dengan percakapan yang didengarkan						
Karakter siswa yang diharapkan: Dapat dipercaya (<i>Trustworthines</i>) ➤ Rasa hormat dan perhatian (<i>respect</i>) ➤ Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>)								
1.2 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal	Percakapan memuat ungkapan berikut: - <i>I beg your pardon?/Pardon?</i> - A. <i>I've</i>	<ul style="list-style-type: none"> ▪ Tanya jawab tentang berbagai hal terkait tema / topik dan ungkapan terkait materi. ▪ Mengembangkan kosa kata terkait 	Merespon ungkapan meminta pengulangan Merespon ungkapan menunjukan perhatian	Tes tulis Tes tulis	Isian singkat Merespon Ungkapan	<i>Listen to the dialogue and complete the sentences.</i> <i>Listen to the expression and give</i>	2 x 40 menit	Bahanbahan rekaman (cassette, CD, VCD) Script

(bersosialisasi) pendek sederhana	<i>got good</i>					<i>your</i>		
Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik Penilaian	Bentuk Instrumen	Contoh Instrumen		

<p>secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari yang melibatkan tindak tutur berikut meminta pengulangan, menunjukkan perhatian, dan menyatakan kekaguman.</p>	<p><i>news!</i> <i>B. Tell me more about it.</i> - <i>A. What a beautiful day!</i> <i>B. It is. Shall we go to the beach ?</i> Tata Bahasa <i>more, less</i> <i>What a ...!</i> Kosakata Kata terkait tema dan jenis teks Ungkapan baku - <i>Pardon?</i></p>	<p>tema / topik yang dipilih. Tanya jawab menggunakan ungkapan-ungkapan terkait materi. Mendengarkan percakapan yang menggunakan ungkapan terkait materi. Menjawab pertanyaan tentang isi percakapan. Merespon ungkapan yang diucapkan guru.</p>	<p>Merespon ungkapan menyatakan kekaguman</p>	<p>Tes tulis</p>	<p>Lisan PG</p>	<p><i>response</i> <i>Listen to the expression and choose the right answer</i></p>	<p>percakapan Buku teks yang relevan</p>
<p>Karakter siswa yang diharapkan: Dapat dipercaya (<i>Trustworthines</i>) ➤ Rasa hormat dan perhatian (<i>respect</i>) ➤ Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>)</p>							

Standar Kompetensi : Mendengarkan

- Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk procedure dan report untuk berinteraksi dalam konteks kehidupan sehari-hari

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik Penilaian	Bentuk Instrumen	Contoh Instrumen		
		tema / topik tertentu. Menjawab pertanyaan tentang isi teks						
Karakter siswa yang diharapkan: Dapat dipercaya (<i>Trustworthines</i>) ➤ Rasa hormat dan perhatian (<i>respect</i>) ➤ Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>)								

	- Kata terkait tema dan jenis teks' Ungkapan baku pass me.... Please	service Mendengarkan rekaman teks monolog berbentuk <i>procedure/report</i> Menjawab pertanyaan yang berkaitan dengan teks monolog <i>procedure/report</i> yang didengarkan	Mengidentifikasi tujuan komunikatif teks monolog berbentuk <i>procedure/report</i>			carefull y! Complete the sentences! Based on the text you hear		resep masakan, manual)
Karakter siswa yang diharapkan: Dapat dipercaya (<i>Trustworthines</i>) ➤ Rasa hormat dan perhatian (<i>respect</i>) ➤ Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>)								

Standar Kompetensi : Berbicara

- Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dalam konteks kehidupan sehari-hari.

Kompetensi	Materi	Kegiatan	Indikator	Penilaian	Alokasi	Sumber
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Dasar	Pembelajaran	Pembelajaran	Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Contoh Instrumen	Waktu	Belajar
3.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari yang melibatkan tindak tutur: meminta dan memberi kepastian dan mengungkapkan dan menanggapi	<p>Percakapan singkat memuat ungkapan-ungkapan: A. <i>Are you sure ?</i> B. <i>I am. It is confirmed.</i></p> <p>A. <i>Well... I am not sure.</i> B. <i>Don't worry.</i></p> <p>Tata Bahasa - It is ... (adj + to inf) - I am (Certainly) Kosakata - kata terkait tema dan jenis teks</p>	<ul style="list-style-type: none"> ▪ Tanya jawab menggali kosakata terkait topik/tema yang dipelajari Menjawab / merespon ungkapan-ungkapan terkait materi Mendengarkan percakapan yang menggunakan ungkapan yang telah dipelajari ▪ Menjawab pertanyaan tentang isi percakapan ▪ Melakukan 	<ul style="list-style-type: none"> ▪ Bertanya dan menjawab tentang meminta dan memberi kepastian ▪ Bertanya dan menjawab tentang mengungkapkan dan menanggapi keraguan 	Tes lisan	<i>Performance</i>	<i>Create a dialogue based on the given situation and perform it in front of the class!</i>	4 x 40 menit	<p>Buku text yang relevan</p> <p>Gambar - gambar terkait tema</p> <p>Benda benda sekitar</p>

Kompetensi	Materi Pembelajaran	Kegiatan	Indikator	Penilaian	Alokasi	Sumber
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Dasar		Pembelajaran	Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Contoh Instrumen	Waktu	Belajar
keraguan.	Spelling, stress, intonation Ungkapan baku - Believe me! - Unbelievable!	percakapan berdasarkan situasi yang diberikan						
Karakter siswa yang diharapkan: Dapat dipercaya (<i>Trustworthines</i>) ➤ Rasa hormat dan perhatian (<i>respect</i>) ➤ Tekun (<i>diligence</i>)								

<p>3.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari yang</p>	<p>Percakapan singkat memuat ungkapan berikut: - I beg your pardon? /Pardon? - A. I've got good news! B. Tell me more about It! - A. What a beautiful day! B. It is. Shall we go to the beach? Tata Bahasa - More, less.....</p>	<p>Tanya jawab menggali kosa kata terkait topik / tema yang dipelajari. Tanya jawab menggunakan ungkapan terkait materi. Mendengarkan percakapan menggunakan ungkapan terkait. Menjawab pertanyaan</p>	<ul style="list-style-type: none"> ▪ Bertanya dan menjawab tentang meminta pengulangan ▪ Bertanya dan menjawab tentang menunjukkan perhatian ▪ Bertanya dan menjawab tentang menyatakan kekaguman 	<p>Unjuk kerja</p>	<p>Uji petik berbicara a Bermain peran</p>	<p><i>Create a dialogue based on the role cards and perform it in front of the class!</i></p>	<p>4 x 40 menit</p>	<p>Buku teks yang relevan Gambar - gambar terkait tema Benda benda sekitar</p>
Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik Penilaian	Bentuk Instrumen	Contoh Instrumen		
<p>melibatkan tindak tutur: meminta pengulangan, menunjukkan perhatian, dan menyatakan kekaguman.</p>	<p>- what a..... ! Kosa kata Kata terkait tema dan jenis teks Ungkapan baku pardon?</p>	<p>tentang isi percakapan. Bermain peran melakukan percakapan.</p>						

Karakter siswa yang diharapkan:

- Dapat dipercaya (*Trustworthines*)
- Rasa hormat dan perhatian (*respect*)
- Tekun (*diligence*)

Standar Kompetensi : Berbicara

4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk procedure dan report untuk berinteraksi dalam konteks kehidupan sehari-hari.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik Penilaian	Bentuk Instrumen	Contoh Instrumen		

<p>4.1. Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari.</p>	<p>Teks fungsional/pendek</p> <ul style="list-style-type: none"> - Surat Pribadi - Brosur <p>Ciri kebahasaan teks fungsional / pendek</p> <ul style="list-style-type: none"> - Surat pribadi - Brosur <p>Tata Bahasa</p> <ul style="list-style-type: none"> - Simple Past - Future Tense - Simple Present <p>Kosa kata</p> <ul style="list-style-type: none"> - Kata terkait tema dan jenis teks <p>Ungkapan baku</p>	<ul style="list-style-type: none"> ▪ Tanya jawab tentang berbagai hal terkait jenis teks fungsional pendek yang akan dibahas. ▪ Mengidentifikasi berbagai informasi dalam teks. ▪ Membuat draft jenis teks fungsional: <ul style="list-style-type: none"> - Surat Pribadi - Brosur 	<ul style="list-style-type: none"> ▪ Menjawab secara lisan berbagai pertanyaan tentang isi teks yang didengar ▪ Menyampaikan secara lisan berbagai informasi yang terdapat dalam <ul style="list-style-type: none"> a. Surat pribadi b. brosur 	<p>Tes Lisan</p> <p>Tes Lisan</p>	<p><i>Performance</i></p> <p><i>Performance</i></p>	<p><i>Retell the letter to your friend</i></p> <p><i>Tell your friend what the brochure about</i></p>	<p>4 x 40 menit</p>	<ul style="list-style-type: none"> ▪ Buku teks yang relevan Gambar-gambar yang terkait tema ▪ Bendabenda elektronik Ruang multi media.
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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik Penilaian	Bentuk Instrumen	Contoh Instrumen		

	- What a pity ? - Get well soon							
Karakter siswa yang diharapkan: Dapat dipercaya <i>(Trustworthines)</i> Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								
4.2. Mengungkap kan makna dalam monolog pendek sederhana dengan menggunaka n ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan	<ul style="list-style-type: none"> ▪ Teks monolog berbentuk <i>procedure</i> dan <i>report</i>. ▪ Ciri kebahasaan teks monolog <ul style="list-style-type: none"> - Procedure - Report Tata Bahasa <ul style="list-style-type: none"> - Simple Present - Present Continuous - Imperratives Kosa kata <ul style="list-style-type: none"> - Kata terkait tema dan jenis teks 	<ul style="list-style-type: none"> ▪ Tanya jawab tentang salah satu alat multi media (HP, <i>computer</i>, Tv, radio) ▪ Membuat kalimat perintah/pernyataan berdasarkan gambar kegiatan. Misal: <ul style="list-style-type: none"> - <i>Press the menu button</i> - <i>Sellect the number of contact</i> Tanya jawab tentang cara mengoperasikan- nya (<i>how to make a call, how to operate computer, dsb</i>)	Melakukan monolog pendek dalam bentuk <i>procedure/ report</i>	Unjuk kerja	Uji petik berbicara	Please tell us how to send sms using your HP (alternati ve <i>lain boleh dipilih</i>) Observe a certain kind of things you like best and report it to the class	4 x 40 menit	<ul style="list-style-type: none"> ▪ Buku teks yang relevan ▪ Gambar- gambar yang terkait tema ▪ Bendabenda elektro nik Ruang multi media

sehari-hari dalam teks berbentuk <i>procedure</i> dan <i>report</i> .	Ungkapan Baku	menggunakan gambitgambit tertentu						
Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik Penilaian	Bentuk Instrumen	Contoh Instrumen		

berbentuk <i>procedure</i> dan <i>report</i> .		teks	dalam teks					
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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik Penilaian	Bentuk Instrumen	Contoh Instrumen		

	Langkah retorika - teks procedure (<i>purpose materialsteps</i>) - teks report (<i>identification-description</i>) Spelling, stress, <i>intonation</i>	prosedur Tujuan komunikatif Bahan yang diperlukan Cara melakukan/membuat sesuatu Langkah retorika teks <i>procedure/report</i> Ciri kebahasaan teks prosedur Membaca nyaring dengan ucapan dan intonasi yang tepat	berbentuk <i>procedure/report</i> Membaca nyaring teks berbentuk <i>procedure/report</i>					TV
5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima untuk	Makna gagasan dan tekstual dalam teks fungsional - Surat pribadi - Brosur Ciri kebahasaan teks fungsional	Tanya jawab tentang berbagai hal terkait tema/topik/jenis teks yang akan dibaca. Membahas kosa kata dan ungkapan yang digunakan dalam teks yang akan dibaca.	Mengidentifikasi makna yang terdapat teks fungsional pendek; - Surat Pribadi - Brosur Mengidentifikasi ciri kebahasaan teks fungsional	Tes Tulis Tes lisan	Pilihan ganda Isian singkat	<ul style="list-style-type: none"> ▪ <i>Choose the best option, a, b, c or d based on the text.</i> ▪ <i>Complete the sentences</i> 	4 x 40 menit	Buku teks yang relevan. Contoh teks fungsional : - iklan. - pengumuman
Kompetensi	Materi	Kegiatan	Indikator	Penilaian		Alokasi	Sumber	

Dasar	Pembelajaran	Pembelajaran	Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Contoh Instrumen	Waktu	Belajar
<p>berinteraksi dalam konteks kehidupan sehari-hari.</p> <p>5.3. Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk <i>procedure</i> dengan ucapan, tekanan dan intonasi yang berterima.</p>	<p>- Surat pribadi</p> <p>- iklan</p> <p>Spellin</p> <p>g,</p> <p>Stress,</p> <p>intonation</p>	<ul style="list-style-type: none"> ▪ Membaca teks fungsional pendek Menjawab pertanyaan tentang isi teks. ▪ Menyebutkan jenis teks yang dibaca dan tujuan komunikatifnya. ▪ Menyebutkan ciri-ciri kebahasaan teks yang dibaca. ▪ Membaca nyaring 	<p>pendek,</p> <p>- Surat Pribadi</p> <p>- Brosur</p> <p>Membaca nyaring</p> <p>Mengidentifikasi informasi yang berhubungan dengan bacaan tentang prosedur</p> <p>Menjawab pertanyaan pertanyaan berdasarkan bacaan</p> <p>Membuat ringkasan</p>	Tes lisan	Membaca nyaring	<p><i>based on the text.</i></p> <p><i>Read the text aloud</i></p>		<p>uman.</p> <p>- pesan singkat</p> <p>Gambar yang relevan</p>
<p>Karakter siswa yang diharapkan:</p> <p>➤ Dapat dipercaya (<i>Trustworthines</i>)</p> <p>➤ Rasa hormat dan perhatian (<i>respect</i>)</p> <p style="text-align: center;">Tekun (<i>diligence</i>)</p>								

Standar Kompetensi : Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk procedure dan report untuk berinteraksi dalam konteks kehidupan sehari-hari.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik Penilaian	Bentuk Instrumen	Contoh Instrumen		

<p>6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari.</p>	<p>Kalimat sederhana</p> <ul style="list-style-type: none"> - imperatives - simple present - <i>Permohonan</i> <p>Teks fungsional pendek:</p> <ul style="list-style-type: none"> - surat pribadi - brosur <p>Langkah retorika</p> <ul style="list-style-type: none"> - surat pribadi - brosur <p>Tanda baca, spelling</p>	<ul style="list-style-type: none"> ▪ Tanya jawab berbagai hal terkait tema / topik / jenis teks yang akan dibahas. ▪ Mengamati contoh- contoh teks fungsional pendek terkait materi. ▪ Menyebutkan ciri-ciri, tujuan komunikatif dari teks. ▪ Menulis kalimat pendek dan sederhana menggunakan unsur bahasa yang diperlukan. ▪ Menulis teks 	<ul style="list-style-type: none"> ▪ Menulis kalimat pendek dan sederhana ▪ Menulis teks fungsional pendek dan sederhana 	<p>Tes Tulis</p> <p>Tes Tulis</p>	<p>Uraian</p> <p>Uraian</p>	<ul style="list-style-type: none"> ▪ Write simple sentences based on the picture given. ▪ Write a letter based on the situation ▪ Write a letter to your uncle telling him that you want to spend holiday in his town. 	<p>4 x 40 menit</p>	<ul style="list-style-type: none"> ▪ Buku teks yang relevan Buku resep bahasa Inggris ▪ Gambargambar tentang cara-cara melakukan /membuat sesuatu ▪ Gambar terkait tema ▪ Realia
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Kompetensi	Materi	Kegiatan	Indikator	Penilaian	Alokasi	Sumber
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Dasar	Pembelajaran	Pembelajaran	Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Contoh Instrumen	Waktu	Belajar
		fungsional pendek berdasarkan konteks.				Write a simple brochure attracting people to a certain place		
Karakter siswa yang diharapkan: Dapat dipercaya <i>(Trustworthines)</i> Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>)								

<p>6.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi</p>	<ul style="list-style-type: none"> ▪ kalimat acak dari teks <i>procedure/report</i> teks monolog pendek berbentuk <i>procedure/report</i> ▪ Tata Bahasa <ul style="list-style-type: none"> - Simple Present - Present Continuous - Imperatives ▪ Kosa kata <ul style="list-style-type: none"> - kata terkait tema dan jenis 	<p>Review berbagai hal tentang teks <i>procedure / report</i></p> <ul style="list-style-type: none"> - Tujuan komunikatif - Langkah retorika - Ciri kebahasaan <ul style="list-style-type: none"> ▪ Mengembangkan kosakata dan kalimat terkait topik/jenis teks <i>procedure</i> ▪ Menyusun kalimat acak berdasarkan urutan gambar 	<p>Menyusun kalimat acak menjadi teks yang padu berbentuk <i>procedure/report</i></p> <p>Menulis essay berbentuk <i>procedure/report</i></p>	<p>Tes tulis</p> <p>Tes tulis</p>	<p>Menyusun kalimat</p> <p>Uraian</p>	<p><i>Rearrange the following jumbled sentences in a good order.</i></p> <p><i>Write a procedure text telling how to operate a computer</i></p>	<p>6 x 40 menit</p>	<ul style="list-style-type: none"> ▪ Buku teks yang relevan ▪ Buku resep bahasa Inggris ▪ Gambargambar tentang cara-cara Gambar terkait tema ▪ Realia
Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik Penilaian	Bentuk Instrumen	Contoh Instrumen		

dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>procedure</i> dan <i>report</i> .	teks Spelling, Tanda baca	Menulis teks <i>procedure/ report</i> berdasarkan perintah yang diberikan				<i>Write a report on a certain kind of thing or place around you.</i>		
Karakter siswa yang diharapkan: ➤ Dapat dipercaya (<i>Trustworthines</i>) ➤ Rasa hormat dan perhatian (<i>respect</i>))								
Tekun (<i>diligence</i>)								

Mengetahui
Kepala Sekolah

HARJIMAN, S.Pd

Pajangan, 1 November 2016

Guru Bahasa Inggris

ARLIVA RISTININGRUM, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP NEGERI 2 PAJANGAN

Kelas / Semester : IX (Sembilan) / Gasal

Mata Pelajaran : Bahasa Inggris

Alokasi waktu : 4 × 40 menit (2 x pertemuan)

Standar Kompetensi

Membaca

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *procedure* dan *report* untuk berinteraksi dalam konteks kehidupan sehari-hari. **Kompetensi Dasar**

5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari.

A. Tujuan Pembelajaran

- ❖ Pada akhir pembelajaran, siswa dapat:
 1. Menentukan topik-topik yang dibicarakan dalam teks
 2. Menentukan ide pokok dalam teks
 3. Memahami kata-kata sukar dalam teks
- ❖ Karakter siswa yang diharapkan:
 1. Dapat dipercaya (*trustworthines*)
 2. Rasa hormat dan perhatian (*respect*)
 3. Tekun (*diligence*)

B. Materi Pembelajaran

- ❖ Procedure teks
- ❖ *Grammar Practice*
 1. Simple present
 2. Conjunction (next, and, then, after that, first, second, finally)
- ❖ *Communication Practice*

Penjelasan kegiatan, cara membuat makanan C.

Metode Pembelajaran *three-phase technique*

D. Langkah-Langkah Pembelajaran

Pertemuan pertama dan kedua

No.	Kegiatan	Waktu
1.	Kegiatan Pendahuluan <ul style="list-style-type: none">➢ <i>Apersepsi</i><ul style="list-style-type: none">▪ Tanya jawab tentang procedure text▪ Menjelaskan tentang metode yang akan digunakan➢ <i>Motivasi</i><ul style="list-style-type: none">▪ Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa.	15 menit

2.	<p>Kegiatan Inti</p> <ul style="list-style-type: none"> ➤ Eksplorasi <ul style="list-style-type: none"> ▪ Membagi siswa menjadi beberapa kelompok (satu kelompok terdiri dari empat siswa) ▪ Membagikan teks procedure kepada setiap kelompok ▪ Menunjuk salah satu siswa untuk bertanggung jawab di setiap kelompok ▪ Meminta siswa untuk berdiskusi dalam kelompok mencari ide pokok, kata-kata sulit, konjungsi dalam teks tersebut ▪ Meminta siswa untuk membagikan atau mempresentasikan hasil diskusi di depan kelas ➤ Elaborasi <ul style="list-style-type: none"> ▪ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna; ▪ Memfasilitasi peserta didik melalui pemberian tugas untuk memunculkan gagasan baru baik secara lisan maupun tertulis; ▪ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut; ➤ Konfirmasi <ul style="list-style-type: none"> ▪ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik, ▪ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber, ▪ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan, ▪ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa ▪ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan 	50 menit
3.	<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> ▪ bersama-sama dengan peserta didik membuat rangkuman/simpulan pelajaran; ▪ melakukan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram; ▪ memberikan umpan balik terhadap proses dan hasil pembelajaran; ▪ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas 	15 menit

	individual maupun kelompok sesuai dengan hasil belajar peserta didik; menyampaikan rencana pembelajaran pada pertemuan berikutnya.	
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E. Sumber Belajar

1. Buku teks yang relevan
2. Internet

Pajangan, 30 September 2016

Mengetahui,
Kepala Sekolah

Guru Bahasa Inggris

HARJIMAN, S.Pd

ARLIVA RISTININGRUM, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP NEGERI 2 PAJANGAN

Kelas / Semester : IX (Sembilan) / Gasal

Mata Pelajaran : Bahasa Inggris

Alokasi waktu : 4 × 40 menit (2 x pertemuan)

Standar Kompetensi

Membaca

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *procedure* dan *report* untuk berinteraksi dalam konteks kehidupan sehari-hari. **Kompetensi Dasar**

5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari.

A. Tujuan Pembelajaran

- ❖ Pada akhir pembelajaran, siswa dapat:
 1. Menentukan topic-topik yang dibicarakan dalam teks
 2. Menentukan ide pokok dalam teks
 3. Memahami kata-kata sukar dalam teks
- ❖ Karakter siswa yang diharapkan:
 1. Dapat dipercaya (*trustworthines*)
 2. Rasa hormat dan perhatian (*respect*)

3. Tekun (*diligence*)

B. Materi Pembelajaran

- ❖ Procedure teks
- ❖ *Grammar Practice* Simple present
Generic structure of report text
- ❖ *Communication Practice*
Penjelasan kegiatan, animals

Metode Pembelajaran *three-phase technique*

D. Langkah-Langkah Pembelajaran

Pertemuan ketiga dan keempat

No.	Kegiatan	Waktu
1.	Kegiatan Pendahuluan <ul style="list-style-type: none">➤ <i>Apersepsi</i><ul style="list-style-type: none">▪ Tanya jawab tentang report text▪ Tanya jawab tentang report text dan descriptive text▪ Menjelaskan tentang metode yang akan digunakan➤ <i>Motivasi</i><ul style="list-style-type: none">▪ Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa.	15 menit

No.	Kegiatan	Waktu
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2.	<p>Kegiatan Inti</p> <ul style="list-style-type: none"> ➤ Eksplorasi <ul style="list-style-type: none"> ▪ Membagi siswa menjadi beberapa kelompok (satu kelompok terdiri dari empat siswa) ▪ Membagikan teks report kepada setiap kelompok ▪ Menunjuk salah satu siswa untuk bertanggung jawab di setiap kelompok ▪ Meminta siswa untuk berdiskusi dalam kelompok mencari ide pokok, kata-kata sulit, informasi tertentu dalam teks tersebut ▪ Meminta siswa untuk membagikan atau mempresentasikan hasil diskusi di depan kelas ➤ Elaborasi <ul style="list-style-type: none"> ▪ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna; ▪ Memfasilitasi peserta didik melalui pemberian tugas untuk memunculkan gagasan baru baik secara lisan maupun tertulis; ▪ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut; ➤ Konfirmasi <ul style="list-style-type: none"> ▪ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik, ▪ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber, ▪ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan, ▪ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa ▪ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan 	50 menit
3.	<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> ▪ bersama-sama dengan peserta didik membuat rangkuman/simpulan pelajaran; ▪ melakukan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram; ▪ memberikan umpan balik terhadap proses dan hasil pembelajaran; ▪ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas 	15 menit
No.	Kegiatan	Waktu

	individual maupun kelompok sesuai dengan hasil belajar peserta didik; menyampaikan rencana pembelajaran pada pertemuan berikutnya.	
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E. Sumber Belajar

1. Buku teks yang relevan
2. Internet

**Mengetahui,
Kepala Sekolah**

HARJIMAN, S.Pd

Pajangan, 30 September 2016

Guru Bahasa Inggris

ARLIVA RISTININGRUM, S.Pd

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMP NEGERI 2 PAJANGAN
Kelas / Semester : IX (Sembilan) / Gasal
Mata Pelajaran : Bahasa Inggris
Alokasi waktu : 2 × 40 menit (1 x pertemuan)

Standar Kompetensi

Membaca

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *short message* untuk berinteraksi dalam konteks kehidupan sehari-hari. **Kompetensi Dasar**

5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari.

A. Tujuan Pembelajaran

- ❖ Pada akhir pembelajaran, siswa dapat:
 1. Menentukan topic-topik yang dibicarakan dalam teks
 2. Memahami bentuk dari short message
 3. Memahami kata-kata sukar dalam teks
- ❖ Karakter siswa yang diharapkan:
 1. Dapat dipercaya (*trustworthines*)
 2. Rasa hormat dan perhatian (*respect*)
 3. Tekun (*diligence*)

B. Materi Pembelajaran

- ❖ Procedure teks
- ❖ *Grammar Practice* Simple present
Contoh dari short message
- ❖ *Communication Practice* Penjelasan kegiatan

C. Metode Pembelajaran *three-phase technique*

D. Langkah-Langkah Pembelajaran

Pertemuan kelima

No.	Kegiatan	Waktu
1.	Kegiatan Pendahuluan ➤ <i>Apersepsi</i> <ul style="list-style-type: none"> ▪ Tanya jawab tentang short message Tanya jawab tentang short message ▪ Menjelaskan tentang metode yang akan digunakan ➤ <i>Motivasi</i> <ul style="list-style-type: none"> ▪ Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa. 	15 menit

No.	Kegiatan	Waktu
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2.	<p>Kegiatan Inti</p> <ul style="list-style-type: none"> ➤ Eksplorasi <ul style="list-style-type: none"> ▪ Membagi siswa menjadi beberapa kelompok (satu kelompok terdiri dari empat siswa) ▪ Memberikan contoh short message didepan kelas ▪ Menunjuk salah satu siswa untuk bertanggung jawab di setiap kelompok ▪ Meminta siswa untuk berdiskusi dalam kelompok mencari contoh dari short message, mengidentifikasi bagian dan ciri-ciri dari short message. ▪ Meminta siswa secara bergantian untuk membagikan atau mempresentasikan hasil diskusi di depan kelas ➤ Elaborasi <ul style="list-style-type: none"> ▪ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna; ▪ Memfasilitasi peserta didik melalui pemberian tugas untuk memunculkan gagasan baru baik secara lisan maupun tertulis; ▪ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut; ➤ Konfirmasi <ul style="list-style-type: none"> ▪ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik, ▪ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber, ▪ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan, ▪ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa ▪ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan 	50 menit
3.	<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> ▪ bersama-sama dengan peserta didik membuat rangkuman/simpulan pelajaran; ▪ melakukan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram; ▪ memberikan umpan balik terhadap proses dan hasil pembelajaran; 	15 menit
No.	Kegiatan	Waktu

	<ul style="list-style-type: none"> ▪ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik; ▪ menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	
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E. Sumber Belajar

1. Buku teks yang relevan
2. Internet

Pajangan, 30 September 2016

Mengetahui,
Kepala Sekolah

Guru Bahasa Inggris

HARJIMAN, S.Pd

ARLIVA RISTININGRUM, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP NEGERI 2 PAJANGAN

Kelas / Semester : IX (Sembilan) / Gasal

Mata Pelajaran : Bahasa Inggris

Alokasi waktu : 2 × 40 menit (1 x pertemuan)

Standar Kompetensi

Membaca

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *narrative* untuk berinteraksi dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

- 5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari.

A. Tujuan Pembelajaran

- ❖ Pada akhir pembelajaran, siswa dapat:
 1. Menentukan topic-topik yang dibicarakan dalam teks
 2. Menentukan ide pokok dalam teks
 3. Memahami kata-kata sukar dalam teks
- ❖ Karakter siswa yang diharapkan:
 1. Dapat dipercaya (*trustworthines*)
 2. Rasa hormat dan perhatian (*respect*)
 3. Tekun (*diligence*)

B. Materi Pembelajaran

- ❖ Procedure teks
- ❖ *Grammar Practice* Simple past tense
Generic structure of narrative text
- ❖ *Communication Practice*
Penjelasan kegiatan, legend, fable

C. Metode Pembelajaran *three-phase technique*

D. Langkah-Langkah Pembelajaran

Pertemuan keenam

No.	Kegiatan	Waktu
1.	Kegiatan Pendahuluan <ul style="list-style-type: none">➢ <i>Apersepsi</i><ul style="list-style-type: none">▪ Tanya jawab tentang narrative text▪ Menjelaskan tentang metode yang akan digunakan➢ <i>Motivasi</i><ul style="list-style-type: none">▪ Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa.	15 menit

No.	Kegiatan	Waktu
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2.	<p>Kegiatan Inti</p> <p>➤ Eksplorasi</p> <ul style="list-style-type: none"> ▪ Membagi siswa menjadi beberapa kelompok (satu kelompok terdiri dari empat siswa) ▪ Membagikan teks narrative kepada setiap kelompok ▪ Menunjuk salah satu siswa untuk bertanggung jawab di setiap kelompok ▪ Meminta siswa untuk berdiskusi dalam kelompok mencari ide pokok, kata-kata sulit, informasi tertentu dalam teks, nilai moral dalam cerita tersebut ▪ Meminta siswa untuk membagikan atau mempresentasikan hasil diskusi di depan kelas <p>➤ Elaborasi</p> <ul style="list-style-type: none"> ▪ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna; ▪ Memfasilitasi peserta didik melalui pemberian tugas untuk memunculkan gagasan baru baik secara lisan maupun tertulis; ▪ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut; <p>➤ Konfirmasi</p> <ul style="list-style-type: none"> ▪ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik, ▪ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber, ▪ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan, ▪ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa ▪ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan 	50 menit
3.	<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> ▪ bersama-sama dengan peserta didik membuat rangkuman/simpulan pelajaran; ▪ melakukan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram; ▪ memberikan umpan balik terhadap proses dan hasil pembelajaran; 	15 menit
No.	Kegiatan	Waktu

	<ul style="list-style-type: none"> ▪ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik; ▪ menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	
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E. Sumber Belajar

1. Buku teks yang relevan
2. Internet

Pajangan, 30 September 2016

Mengetahui,
Kepala Sekolah

Guru Bahasa Inggris

HARJIMAN, S.Pd

ARLIVA RISTININGRUM, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP NEGERI 2 PAJANGAN

Kelas / Semester : IX (Sembilan) / Gasal

Mata Pelajaran : Bahasa Inggris

Alokasi waktu : 2 × 40 menit (1 x pertemuan)

Standar Kompetensi

Membaca

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *advertisement* untuk berinteraksi dalam konteks kehidupan sehari-hari. **Kompetensi Dasar**

5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari.

A. Tujuan Pembelajaran

- ❖ Pada akhir pembelajaran, siswa dapat:
 1. Menentukan topic-topik yang dibicarakan dalam teks
 2. Menentukan ide pokok dalam teks
 3. Memahami bentuk-bentuk advertisement

- ❖ Karakter siswa yang diharapkan:

1. Dapat dipercaya (*trustworthines*)
2. Rasa hormat dan perhatian (*respect*)
3. Tekun (*diligence*)

B. Materi Pembelajaran

- ❖ Procedure teks
- ❖ *Grammar Practice* Simple present
Advertisement
- ❖ *Communication Practice*
Penjelasan kegiatan, electronic device

C. Metode Pembelajaran *three-phase technique*

D. Langkah-Langkah Pembelajaran

Pertemuan ketujuh

No.	Kegiatan	Waktu
1.	<p>Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> ➢ <i>Apersepsi</i> <ul style="list-style-type: none"> ▪ Tanya jawab tentang advertisement ▪ Menjelaskan tentang metode yang akan digunakan ➢ <i>Motivasi</i> <ul style="list-style-type: none"> ▪ Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa. 	15 menit

No.	Kegiatan	Waktu
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2.	<p>Kegiatan Inti</p> <p>➤ Eksplorasi</p> <ul style="list-style-type: none"> ▪ Membagi siswa menjadi beberapa kelompok (satu kelompok terdiri dari empat siswa) ▪ Memberikan contoh advertisement ke setiap kelompok ▪ Menunjuk salah satu siswa untuk bertanggung jawab di setiap kelompok ▪ Meminta siswa untuk berdiskusi dalam kelompok mencari ciri-ciri advertisement, informasi tertentu dalam teks tersebut ▪ Meminta siswa untuk membagikan atau mempresentasikan hasil diskusi di depan kelas <p>➤ Elaborasi</p> <ul style="list-style-type: none"> ▪ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna; ▪ Memfasilitasi peserta didik melalui pemberian tugas untuk memunculkan gagasan baru baik secara lisan maupun tertulis; ▪ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut; <p>➤ Konfirmasi</p> <ul style="list-style-type: none"> ▪ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik, ▪ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber, ▪ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan, ▪ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa ▪ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan 	50 menit
3.	<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> ▪ bersama-sama dengan peserta didik membuat rangkuman/simpulan pelajaran; ▪ melakukan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram; ▪ memberikan umpan balik terhadap proses dan hasil pembelajaran; ▪ merencanakan kegiatan tindak lanjut dalam bentuk 	15 menit
No.	Kegiatan	Waktu

	<p>pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;</p> <p>menyampaikan rencana pembelajaran pada pertemuan berikutnya.</p>	
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E. Sumber Belajar

1. Buku teks yang relevan
2. Internet

Pajangan, 30 September 2016

Mengetahui,
Kepala Sekolah

Guru Bahasa Inggris

HARJIMAN, S.Pd

ARLIVA RISTININGRUM, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP NEGERI 2 PAJANGAN

Kelas / Semester : IX (Sembilan) / Gasal

Mata Pelajaran : Bahasa Inggris

Alokasi waktu : 4 × 40 menit (2 x pertemuan)

Standar Kompetensi

Membaca

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *announcement* untuk berinteraksi dalam konteks kehidupan sehari-hari. **Kompetensi Dasar**

5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari.

A. Tujuan Pembelajaran

- ❖ Pada akhir pembelajaran, siswa dapat:
 1. Menentukan topic-topik yang dibicarakan dalam teks
 2. Menentukan ide pokok dalam teks
 3. Memahami kata-kata sukar dalam teks
- ❖ Karakter siswa yang diharapkan:
 1. Dapat dipercaya (*trustworthines*)
 2. Rasa hormat dan perhatian (*respect*)
 3. Tekun (*diligence*)

B. Materi Pembelajaran

- ❖ Announcement
- ❖ *Grammar Practice* Simple present
Generic structure of announcement
- ❖ *Communication Practice*
Penjelasan kegiatan, school activity

C. Metode Pembelajaran *three-phase technique*

D. Langkah-Langkah Pembelajaran

Pertemuan kedelapan

No.	Kegiatan	Waktu
1.	<p>Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> ➢ <i>Apersepsi</i> <ul style="list-style-type: none"> ▪ Tanya jawab tentang announcement ▪ Menjelaskan tentang metode yang akan digunakan ➢ <i>Motivasi</i> <ul style="list-style-type: none"> ▪ Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa. 	15 menit

No.	Kegiatan	Waktu
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2.	<p>Kegiatan Inti</p> <p>➤ Eksplorasi</p> <ul style="list-style-type: none"> ▪ Membagi siswa menjadi beberapa kelompok (satu kelompok terdiri dari empat siswa) ▪ Memberikan contoh announcement kepada setiap kelompok ▪ Menunjuk salah satu siswa untuk bertanggung jawab di setiap kelompok ▪ Meminta siswa untuk berdiskusi dalam kelompok mencari contoh announcement, mencari contoh announcement di sekitar sekolah, mengidentifikasi bentuk dari announcement, mencari arti kata-kata sulit, informasi tertentu dalam teks tersebut ▪ Meminta siswa untuk membagikan atau mempresentasikan hasil diskusi di depan kelas <p>➤ Elaborasi</p> <ul style="list-style-type: none"> ▪ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna; ▪ Memfasilitasi peserta didik melalui pemberian tugas untuk memunculkan gagasan baru baik secara lisan maupun tertulis; ▪ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut; <p>➤ Konfirmasi</p> <ul style="list-style-type: none"> ▪ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik, ▪ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber, ▪ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan, ▪ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa ▪ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan 	50 menit
3.	<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> ▪ bersama-sama dengan peserta didik membuat rangkuman/simpulan pelajaran; ▪ melakukan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram; ▪ memberikan umpan balik terhadap proses dan hasil 	15 menit
No.	Kegiatan	Waktu

	<p>pembelajaran;</p> <ul style="list-style-type: none"> ▪ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik; ▪ menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	
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E. Sumber Belajar

1. Buku teks yang relevan
2. Internet

Pajangan, 30 September 2016

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HARJIMAN, S.Pd

ARLIVA RISTININGRUM, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP NEGERI 2 PAJANGAN

Kelas / Semester : IX (Sembilan) / Gasal

Mata Pelajaran : Bahasa Inggris

Alokasi waktu : 4 × 40 menit (2 x pertemuan)

Standar Kompetensi

Membaca

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *procedure* dan *report* untuk berinteraksi dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

- 5.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk *procedure* dan *report* dengan ucapan, tekanan dan intonasi yang berterima.

A. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Membaca nyaring teks yang berupa prosedur.
2. Membaca nyaring teks bacaan.
3. Membaca nyaring kalimat-kalimat yang sesuai dengan gambar.

Karakter siswa yang diharapkan:

1. Dapat dipercaya (*trustworthines*)

2. Rasa hormat dan perhatian (*respect*)
3. Tekun (*diligence*)

B. Materi Pembelajaran

❖ *Developing Skills*

Bacaan: ‘*How They Make Chewing Gum?*’

❖ *Communication Practice*

1. Bacaan: ‘*Does Chocolate Grow on Trees?*’
2. Gambar, kalimat

C. Metode Pembelajaran *three-phase technique*

D. Langkah-Langkah Pembelajaran

Pertemuan pertama dan kedua

No.	Kegiatan	Waktu
1.	<p>Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> ➤ <i>Apersepsi</i> <ul style="list-style-type: none"> ▪ Tanya jawab tentang teks yang akan dibaca ▪ Mencari kata-kata yang sulit untuk dilafalkan ▪ Menirukan pengucapan guru ➤ <i>Motivasi</i> <ul style="list-style-type: none"> ▪ Menjelaskan pentingnya materi yang akan dipelajari 	15 menit
No.	Kegiatan	Waktu
	berikut kompetensi yang harus dikuasai siswa.	
2.	<p>Kegiatan Inti</p> <ul style="list-style-type: none"> ➤ <i>Eksplorasi</i> <ul style="list-style-type: none"> ▪ Membaca nyaring teks yang berupa prosedur ▪ Membaca nyaring teks bacaan ▪ Membaca nyaring kalimat-kalimat yang sesuai dengan gambar ▪ Menjelaskan tentang procedure text dan konjungsinya ➤ <i>Elaborasi</i> <ul style="list-style-type: none"> ▪ Meminta siswa mengerjakan LKS ▪ Mendiskusikan tentang hasil pekerjaannya ➤ <i>Konfirmasi</i> <ul style="list-style-type: none"> ▪ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber, ▪ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa ▪ Guru bersama siswa membuat kesimpulan 	50 menit

3.	Kegiatan Penutup <ul style="list-style-type: none"> ▪ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran; ▪ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik; ▪ menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	15 menit
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E. Sumber Belajar

1. Buku teks yang relevan : Kaset/CD.
2. Workbook Kaset/CD.
3. *Script* percakapan dan/atau rekaman percakapan.
4. Gambar-gambar yang relevan.

Pajangan, 1 September 2016

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP NEGERI 2 PAJANGAN

Kelas / Semester : IX (Sembilan) / Gasal

Mata Pelajaran : Bahasa Inggris

Alokasi waktu : 4 × 40 menit (2 x pertemuan)

Standar Kompetensi

Membaca

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *procedure* dan *report* untuk berinteraksi dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

- 5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari.

A. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Mengubah satuan berdasarkan tabel.

2. Membuat daftar belanja.
3. Menulis pertanyaan sesuai gambar.
4. Menentukan topic-topik yang dibicarakan dalam *home page*.
5. Memilih jawaban berdasarkan informasi pada halaman *website*.

Karakter siswa yang diharapkan:

1. Dapat dipercaya (*trustworthines*)
2. Rasa hormat dan perhatian (*respect*)
3. Tekun (*diligence*)

B. Materi Pembelajaran

❖ *Developing Skills*

'*The Epping Forest*', pernyataan dan pilihan jawaban

❖ *Grammar Practice*

1. Satuan panjang dan berat
2. Penjelasan penggunaan *some* untuk menawarkan sesuatu, latihan
3. Penjelasan penggunaan *how much/how many*, latihan
4. Penjelasan kata ganti penghubung: *who, which, that, whom*

❖ *Communication Practice*

Penjelasan kegiatan, daftar belanja

❖ *Build Up Your Portfolio*

Samantha's home page

C. Metode Pembelajaran *three-phase technique*

D. Langkah-Langkah Pembelajaran Pertemuan

ketiga dan keempat

No.	Kegiatan	Waktu
1.	<p>Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> ➤ <i>Apersepsi</i> <ul style="list-style-type: none"> ▪ Tanya jawab tentang teks yang akan dibaca. ▪ Mencari kata-kata yang sulit untuk dilafalkan. Menirukan pengucapan guru. ➤ <i>Motivasi</i> <ul style="list-style-type: none"> ▪ Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa. 	15 menit

2.	<p>Kegiatan Inti</p> <ul style="list-style-type: none"> ➤ Eksplorasi <ul style="list-style-type: none"> ▪ Menulis pertanyaan sesuai gambar ▪ Menentukan topic-topik yang dibicarakan dalam home page ▪ Menjelaskan tentang teks report ▪ Perbedaan antara descriptive dan report teks ➤ Elaborasi <ul style="list-style-type: none"> ▪ Memberikan siswa tugas untuk mengerjakan LKS tentang teks report ➤ Konfirmasi <ul style="list-style-type: none"> ▪ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber, ▪ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan, ▪ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa 	50 menit
3.	<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> ▪ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran; ▪ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram; ▪ memberikan umpan balik terhadap proses dan hasil pembelajaran; ▪ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik; ▪ menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	15 menit

E. Sumber Belajar

1. Buku teks yang relevan : Kaset/CD.
2. Workbook Kaset/CD.
3. *Script* percakapan dan/atau rekaman percakapan.
4. Gambar-gambar yang relevan.

Pajangan, 1 September 2016

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Guru Bahasa Inggris

HARJIMAN, S.Pd

ARLIVA RISTININGRUM, S.Pd

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMP NEGERI 2 PAJANGAN
Kelas / Semester : IX (Sembilan) / Gasal
Mata Pelajaran : Bahasa Inggris
Alokasi waktu : 2 × 40 menit (1 x pertemuan)

Standar Kompetensi

Membaca

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *short message* untuk berinteraksi dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

- 5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari.

A. Tujuan Pembelajaran

- Pada akhir pembelajaran, siswa dapat:
1. Menulis pertanyaan sesuai gambar.
 2. Menentukan topic-topik yang dibicarakan dalam *short message*.

Karakter siswa yang diharapkan:

1. Dapat dipercaya (*trustworthines*)
2. Rasa hormat dan perhatian (*respect*)
3. Tekun (*diligence*)

B. Materi Pembelajaran

- ❖ *Developing Skills Short message*
- ❖ *Grammar Practice*
 1. Simple present
 2. Penjelasan penggunaan simple present untuk membuat short message
- Communication Practice*
Penjelasan kegiatan, short message

C. Metode Pembelajaran *three-phase technique*

D. Langkah-Langkah Pembelajaran Pertemuan kelima

No.	Kegiatan	Waktu
1.	<p>Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> ➤ <i>Apersepsi</i> <ul style="list-style-type: none"> ▪ Tanya jawab tentang teks yang akan dibaca. ▪ Mencari kata-kata yang sulit untuk dilafalkan. Menirukan pengucapan guru. ➤ <i>Motivasi</i> <ul style="list-style-type: none"> ▪ Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa. 	15 menit
2.	<p>Kegiatan Inti</p> <ul style="list-style-type: none"> ➤ <i>Eksplorasi</i> <ul style="list-style-type: none"> ▪ Menulis pertanyaan sesuai dengan teks ▪ Menentukan topik yang dibicarakan dalam short message ▪ Menjelaskan tentang short message ➤ <i>Elaborasi</i> <ul style="list-style-type: none"> ▪ Memberikan siswa tugas untuk mengerjakan LKS tentang teks short message ➤ <i>Konfirmasi</i> <ul style="list-style-type: none"> ▪ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber, ▪ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan, ▪ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa 	50 menit
3.	<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> ▪ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran; ▪ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram; ▪ memberikan umpan balik terhadap proses dan hasil pembelajaran; ▪ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik; ▪ menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	15 menit

E. Sumber Belajar

1. Buku teks yang relevan : Kaset/CD.

2. Workbook Kaset/CD.
3. *Script* percakapan dan/atau rekaman percakapan.
4. Gambar-gambar yang relevan.

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Pajangan, 1 September 2016

Guru Bahasa Inggris

ARLIVA RISTININGRUM, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP NEGERI 2 PAJANGAN

Kelas / Semester : IX (Sembilan) / Gasal

Mata Pelajaran : Bahasa Inggris

Alokasi waktu : 2 × 40 menit (1 x pertemuan)

Standar Kompetensi

Membaca

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *narrative* untuk berinteraksi dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

- 5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari.

A. Tujuan Pembelajaran

- Pada akhir pembelajaran, siswa dapat:
1. Menulis pertanyaan sesuai gambar.
 2. Menentukan topic-topik yang dibicarakan dalam *narrative*.

Karakter siswa yang diharapkan:

1. Dapat dipercaya (*trustworthines*)
2. Rasa hormat dan perhatian (*respect*)
3. Tekun (*diligence*)

B. Materi Pembelajaran

- ❖ *Developing Skills Short message*
- ❖ *Grammar Practice*
 1. Simple past tense
 2. Penjelasan tentang generic structure dari narrative text
- Communication Practice*
Penjelasan kegiatan

C. Metode Pembelajaran *three-phase technique*

D. Langkah-Langkah Pembelajaran Pertemuan keenam

No.	Kegiatan	Waktu
1.	<p>Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> ➢ <i>Apersepsi</i> <ul style="list-style-type: none"> ▪ Tanya jawab tentang teks yang akan dibaca. ▪ Mencari kata-kata yang sulit untuk dilafalkan. Menirukan pengucapan guru. ➢ <i>Motivasi</i> <ul style="list-style-type: none"> ▪ Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa. 	15 menit

2.	<p>Kegiatan Inti</p> <ul style="list-style-type: none"> ➤ Eksplorasi <ul style="list-style-type: none"> ▪ Menulis pertanyaan sesuai dengan teks ▪ Menentukan topik yang dibicarakan dalam narrative text ▪ Menjelaskan tentang generic structure dari narrative text ➤ Elaborasi <ul style="list-style-type: none"> ▪ Memberikan siswa tugas untuk mengerjakan LKS tentang narrative text ➤ Konfirmasi <ul style="list-style-type: none"> ▪ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber, ▪ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan, ▪ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa 	50 menit
3.	<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> ▪ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran; ▪ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram; ▪ memberikan umpan balik terhadap proses dan hasil pembelajaran; ▪ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik; ▪ menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	15 menit

E. Sumber Belajar

1. Buku teks yang relevan : Kaset/CD.
2. Workbook Kaset/CD.
3. *Script* percakapan dan/atau rekaman percakapan.
4. Gambar-gambar yang relevan.

Pajangan, 1 September 2016

Mengetahui,

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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMP NEGERI 2 PAJANGAN
Kelas / Semester : IX (Sembilan) / Gasal
Mata Pelajaran : Bahasa Inggris
Alokasi waktu : 2 × 40 menit (1 x pertemuan)

Standar Kompetensi

Membaca

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *advertisement* untuk berinteraksi dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

- 5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari.

A. Tujuan Pembelajaran

- Pada akhir pembelajaran, siswa dapat:
1. Menulis pertanyaan sesuai gambar.
 2. Menentukan topic-topik yang dibicarakan dalam *short message*.

Karakter siswa yang diharapkan:

1. Dapat dipercaya (*trustworthines*)
2. Rasa hormat dan perhatian (*respect*)
3. Tekun (*diligence*)

B. Materi Pembelajaran

- ❖ *Developing Skills Advertisement*
- ❖ *Grammar Practice*
 1. Simple present
 2. Penjelasan penggunaan simple present untuk membuat advertisement
- Communication Practice*

Penjelasan kegiatan

C. Metode Pembelajaran *three-phase technique*

D. Langkah-Langkah Pembelajaran Pertemuan ketujuh

No.	Kegiatan	Waktu
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1.	<p>Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> ➤ <i>Apersepsi</i> <ul style="list-style-type: none"> ▪ Tanya jawab tentang teks yang akan dibaca. ▪ Mencari kata-kata yang sulit untuk dilafalkan. Menirukan pengucapan guru. ➤ <i>Motivasi</i> <ul style="list-style-type: none"> ▪ Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa. 	15 menit
2.	<p>Kegiatan Inti</p> <ul style="list-style-type: none"> ➤ <i>Eksplorasi</i> <ul style="list-style-type: none"> ▪ Menulis pertanyaan sesuai dengan teks ▪ Menjelaskan ciri-ciri dari advertisement ▪ Menjelaskan tentang contoh advertisement ➤ <i>Elaborasi</i> <ul style="list-style-type: none"> ▪ Memberikan siswa tugas untuk mengerjakan LKS tentang teks short message ➤ <i>Konfirmasi</i> <ul style="list-style-type: none"> ▪ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber, ▪ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan, ▪ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa 	50 menit
3.	<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> ▪ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran; ▪ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram; ▪ memberikan umpan balik terhadap proses dan hasil pembelajaran; ▪ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik; ▪ menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	15 menit

E. Sumber Belajar

1. Buku teks yang relevan : Kaset/CD.
2. Workbook Kaset/CD.

3. *Script* percakapan dan/atau rekaman percakapan.
4. Gambar-gambar yang relevan.

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Pajangan, 1 September 2016

Guru Bahasa Inggris

ARLIVA RISTININGRUM, S.Pd

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMP NEGERI 2 PAJANGAN
Kelas / Semester : IX (Sembilan) / Gasal
Mata Pelajaran : Bahasa Inggris
Alokasi waktu : 2 × 40 menit (1 x pertemuan)

Standar Kompetensi

Membaca

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *announcement* untuk berinteraksi dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

- 5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari.

A. Tujuan Pembelajaran

- ❖ Pada akhir pembelajaran, siswa dapat: 1. Menulis pertanyaan sesuai gambar.
2. Menentukan topic-topik yang dibicarakan dalam *announcement*.

- ❖ Karakter siswa yang diharapkan:
 1. Dapat dipercaya (*trustworthines*)
 2. Rasa hormat dan perhatian (*respect*)
 3. Tekun (*diligence*)

B. Materi Pembelajaran

- ❖ *Developing Skills Announcement*
- ❖ *Grammar Practice*
 1. Simple present
 2. Penjelasan penggunaan simple present untuk membuat *announcement*
- ❖ *Communication Practice*
Penjelasan kegiatan

C. Metode Pembelajaran *three-phase technique*

D. Langkah-Langkah Pembelajaran Pertemuan kedelapan

No.	Kegiatan	Waktu
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1.	<p>Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> ➤ <i>Apersepsi</i> <ul style="list-style-type: none"> ▪ Tanya jawab tentang teks yang akan dibaca. ▪ Mencari kata-kata yang sulit untuk dilafalkan. Menirukan pengucapan guru. ➤ <i>Motivasi</i> <ul style="list-style-type: none"> ▪ Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa. 	15 menit
2.	<p>Kegiatan Inti</p> <ul style="list-style-type: none"> ➤ <i>Eksplorasi</i> <ul style="list-style-type: none"> ▪ Menulis pertanyaan sesuai dengan teks ▪ Menentukan topik yang dibicarakan dalam announcement ▪ Menjelaskan tentang announcement ➤ <i>Elaborasi</i> <ul style="list-style-type: none"> ▪ Memberikan siswa tugas untuk mengerjakan LKS tentang teks announcement ▪ Mendiskusikan hasil kerja dari LKS ➤ <i>Konfirmasi</i> <ul style="list-style-type: none"> ▪ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber, ▪ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan, ▪ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa 	50 menit
3.	<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> ▪ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran; ▪ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram; ▪ memberikan umpan balik terhadap proses dan hasil pembelajaran; ▪ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik; ▪ menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	15 menit

E. Sumber Belajar

1. Buku teks yang relevan : Kaset/CD.
2. Workbook Kaset/CD.

3. *Script* percakapan dan/atau rekaman percakapan.
4. Gambar-gambar yang relevan.

**Mengetahui,
Kepala Sekolah**

HARJIMAN, S.Pd

Pajangan, 1 September 2016

Guru Bahasa Inggris

ARLIVA RISTININGRUM, S.Pd

Name : Class :

Answer the following question by choosing answer A, B, C, or D.

The following text is for questions 1 to 3.

Important!
For Grade 7 and Grade 8 students Attention!

December has come! It is a special month. The story telling competition will be held as usual. Go and get it!
Join now!

There are interesting prizes for the three best winners. Practise your English and enroll for the competition soon.

1. The text is written to
 - A. explain to the readers about how to join a story telling competition
 - B. ask the readers to advertise a story telling competition
 - C. inform the readers about a story telling competition
 - D. tell the readers about the prizes for the winners

2. What must the students firstly do to join the competition?
 - A. Meet the winners
 - B. Practise their English.
 - C. Bring prizes to the event.
 - D. Enroll for the competition.

3. From the text we can conclude that the competition is held
 - A. biweekly
 - B. annually
 - C. monthly
 - D. weekly

The following text is for questions 4 to 6.

LET'S GET NOW!!
SAMSUNG GT-C3322
DISCOUNT 50%



Feature:

- Dual Sim Standby
- Camera 2MP
- Bluetooth A2DP
- Java MIDP 2.0
- Slot microSD up to 16GB
- Battery Li ion 1000 mAh
- TFT, 256K colors, 2.2 inches
- EDGE class 10, 236.8 kbps

Price: Rp. 600.000,-
Rp. 298.000,-

ROMA CELLULAR PHONE

4. What is advertised in the text? A. A home phone.
 - B. A mobile phone.
 - C. A landline phone.
 - D. A used cellphone.

5. What is the maximum size of the micro SD compatible to the product? A. 15 GB.
B. 16 GB.
C. 17 GB.
D. 18 GB.
6. From the text, we can conclude that this advertisement is valid for
A. all cellphones produced by Samsung
B. all Samsung cellphones sold in the shop
C. all devices sold in Roma Cellular Phone
D. a certain model of cellphones sold in a shop

The following text for questions 7 to 9.

Dragonflies are the fastest flying insects. They swoop over the streams and ponds up to 90 kilometers per hour. Meanwhile, damselflies have longer, thinner bodies and are more delicate, with a slow, fluttering flight. The wings of the damselfly are almost transparent. They shimmer as the damselfly searches for small insects to eat.

Dragonflies and damselflies live near water. They lay their eggs on plants. When they hatch, the young ones, called nymphs come out of the eggs. They feed on water creatures, and after two years the nymphs grow into adults.

7. What does the text mostly talk about? A. Dragonflies and nymphs.
B. Dragonflies and damselflies.
C. Water creatures and flying insects.
D. Dragonflies and damselflies' wings.
8. What is the main idea of the second paragraph? A. Dragonflies and damselflies lay eggs.
B. Dragonflies are the fastest flying insects.
C. Damselflies have longer and thinner bodies.
D. Dragonflies and damselflies live near water.
9. How do damselflies search for insects to eat? A. They fly fast.
B. They shimmer.
C. They swoop over ponds.
D. They come out from the egg.

The following text is for questions 10 to 12.

12 November, 2015
To: All the committee of the Student Organization SMP N 2 Pandan Raya
As shown in the school program, our school will celebrate its 10th anniversary next December. Therefore, we would like to invite you to attend the meeting: Day /Date : Saturday , 13 November, 2015 Place : Student Organization
Room Time : 1 - 3 pm
We have some crucial items to discuss: deciding the date and the place of the celebration, the prizes we will give the winners, etc. Due to the importance of this meeting, your attendance is a must.
Please come on time.

10. The text is written to
- A. persuade the readers to succeed the meeting
 - B. invite the readers to prepare the meeting
 - C. inform the readers about the meeting
 - D. ask the readers to attend the meeting
11. What items will be discussed in the meeting? A. The programs, date, and fund.
- B. The programs, prizes and committee.
 - C. The date, place and prizes for winners.
 - D. The date of celebration, competition and show
12. “We have some crucial items in the agenda to discuss.” What does the underlined word mean? A. Up-to-date.
- B. Very difficult.
 - C. Really popular.
 - D. Extremely important.

The following text is for questions 13 to 14.

Sender: +6281226785922

Mr. Indra, please forward to others. As there will be a camping next month, I want all scout coaches to lead the discussion with all the scouts related to the preparation for the next camping activity.

Remind them to bring everything they need like clothes, cooking utensils and food stuff. Mr. Hakim and I will be responsible for the male scouts. Mrs. Susi and Ms. Dina will be with the girl scouts. In this way, the discussion will run well.

Mr. Rendy (coordinator)

13. Why is the text written for?

- A. To ask the scout coaches to lead the discussion with all the scouts.
- B. To invite the scout coaches to prepare the camping next month.
- C. To inform the students to prepare the things needed.
- D. To ask the students to go camping next month.

14. What should be prepared by the camping participants?

- A. Appliances, clothes, food stuff and regulations for participants.
- B. Clothes, appliances, food stuff and location of the camping.
- C. Tools, clothes, food stuff, and the timetable of the camping.
- D. Clothes, camping tools, cooking utensils and food stuff.

The following text for questions 15 to 17.

Once, there lived a hen called Red Feather because the color of her feather was red. One day, the fox caught the red feather and put it into a sack. He intended to bring the hen home and cooked it for dinner.

Suddenly, he saw a dove lying on the ground. The fox was delighted to find a dove, he thought of having a lot of food for dinner. He didn't know that the dove was a friend of the red feather. The dove knew that the fox had caught the Red Feather. He wanted to help the red feather by pretending to have a broken wing and lying on the ground for the fox to catch.

The fox left the hen in the sack trying to catch the dove. As the fox got closer, the dove instantly flew away leaving the fox. Meanwhile the fox was busy trying to catch the dove; the hen released herself from the sack and ran away as fast as possible. The fox wasn't able to catch the dove so he decided to stop chasing. But when the fox came back to his sack, how shocked he was to find the Red feather had already gone. Finally the fox realized that he had nothing for dinner. (Taken from 366 and More Fairy Tales, 1990)

15. What would the fox do with the Red Feather?
- Eat it.
 - Help it.
 - Chase it.
 - Release it.
16. What did the dove do to help the Red Feather?
- Took the hen and put it the sack.
 - Pretended to have a broken wing.
 - Brought the fox home and cooked it.
 - Released the hen free and flew away.
17. What can we learn from the story above? A.
- Always believe in your friend.
 - A true friendship lasts forever.
 - No one can live without a friend.
 - A friend in need is a friend indeed.

The following text is for questions 18 to 21.

When I was seven years old, I was given a small wallet to keep my pocket money in. I felt so happy and put it in my hip pocket.

One day, during the break time at school, I discovered that my wallet was missing. I checked it but I could not find it. There was some money in the wallet and without it I could not buy anything to eat. I was close to tears. It was not because of losing my precious wallet but because I might get scolded by my parents. Anyhow I went hungry that day.

In the class I could not concentrate well to study at all. I kept thinking about how I lost my wallet and what my parents would react. How was I going to explain the loss? I did not know whether someone had taken it from my pocket or it had merely fallen out. I hoped that someone would find and return it to me.

When I told my mother about my loss, she was angry. She told me that it would not have happend if I had been careful. When my father came home, I got another anger. Then he told me that there would not be any more wallets for me until I got older.

Luckily, I still got pocket money from my parents. I am glad to say that I never lost anything again. I had learned to be more careful. It is not pleasant to lose something and then get scolded for losing it. (Adapted from www.englishdaily626.com)

18. “It was not because of losing my precious wallet but because I might get scolded by my parents” (second paragraph). The closest meaning of the underlined word is
- expensive
 - luxurious

- C. valuable
- D. unique

19. "I hoped that someone would find it and return it to me" (Paragraph three).
The underlined word refers to
- A. lost
 - B. fare
 - C. pocket
 - D. wallet
20. Why is it difficult for the writer to concentrate on her study? A. He kept thinking about how his parents would react.
- B. He still got pocket-money from his parents.
 - C. His father got angry with her.
 - D. He lost his wallet.
21. From the text above we can conclude that the writer
- A. knew where he lost his wallet
 - B. learns not to be careless anymore
 - C. did not get pocket money anymore
 - D. found the parents were glad about the loss

The following text is for questions 22 to 24.

Tips on Reading a Newspaper

1. Find a good, reliable, local newspaper.
2. Make sure the newspaper is reputable, not a tabloid with gossip and false stories.
 - Read the headline of your newspaper and the featured pages and see if anything interests you.
 - If the front page story intrigues you, read it, and carry on inside the paper if it continues.
3. When finished, go back to the front page and see if any other featured stories interest you.
 - Repeat the procedure above.
4. When done with the front page, turn to the next page and see if any article there interests you.
 - If so, read it, and then carry on if it continues.
5. Repeat until you have read all of the interesting articles or the entire newspaper.

(Taken from www.wikihow.com)

22. “Make sure the newspaper is reputable, not a tabloid with gossip and false stories.” (Step 2).
The underlined word has the closest meaning to
- A. respectable
 - B. adaptable
 - C. readable
 - D. capable
23. “If so, read it, and then carry on if it continues.” (Step 4) What does the underlined word refer to?
- A. procedure
 - B. front page
 - C. next page
 - D. article
24. The text is written to
- A. tell experience in reading a newspaper
 - B. give tips on how to read a newspaper
 - C. describe a good newspaper
 - D. select a good newspaper

The following text is for questions 25 to 27.

I was 12 years old when my family and I moved to a new neighborhood. I was starting my 6th grade in a new school, with new people and no friends. I was a quiet and shy person, so I never hung out with the other neighborhood kids. Before school had started, I had met a few people who were in the same grade as me. After that initial meeting, I never saw them again until the first day of school.

For the first day of school, I asked my mom to do my hair that morning so it would look nice. She did my hair in my regular hairstyle, 5 ponytails with the barrettes on the end. I arrived to school and went into my new classroom. Everyone stopped their conversation to turn and look at me. I looked around the classroom and noticed that all the females either had their hair in one ponytail or had it pressed and curled into a style. My hair was styled like the 3rd or 4th graders at that school. I was so embarrassed that I wanted to cry!

25. The writer never hung out with friends because she....

- A. was a new student in a school
 - B. just moved to a new place
 - C. just started the 6th grade
 - D. was shy and also quiet
26. From the text we can conclude that the writer....
- A. was not good at making friends
 - B. had a very common hair style
 - C. did not go to a good school
 - D. had many friendly friends
27. After that initial meeting.... (Paragraph 1). Which is closest in meaning to the underlined word?
- A. final
 - B. first
 - C. last
 - D. late

For questions 28 to 30, complete the paragraph with the correct words.

Rose with over 100 species is a woody perennial of the genus *Rosa*. Roses are best known as ornamental plants which are grown for their flowers in the garden and sometimes (43) They have been also used for commercial perfumery and commercial cut flower crops. They also have minor medicinal uses. The flowers are large and showy in (44) ... ranging from whites through yellows and reds. Rose plants (45) ... in size from compact, miniature roses, to climbers that can reach 7 meters in height.

28. A. indoors B. outdoors
 C. in the open air D. under a big tree
29. A. Sizes
 B. colours
 C. flavours.
 D. Fragrances

30. A. range
 B. reach
 C. grow
 D. move

Score of pretest 9A Experimental Group

NO	NAMA	SCORE
1	ALFIAN NUR	16
2	ALFIAN NURDIANTO	12
3	ALVI SANTIKA	11
4	ANGGI DIAN PRADANA PUTRA	12
5	ANISA WULANDARI	17
6	ATHFIN RINDI PANGESTU	21
7	BARAT DWI ASMARA	11
8	CHUSNUL CHOTIMAH	21
9	DADANG FITIYANTO	17
10	DANIDA ABAS ROMADLON	21
11	DIMAS PRIHANTORO	12
12	DWI PURWANTO	13
13	ERIKA LISTIANI	11
14	ERLINDA SARI	12
15	FAJAR SHODIQ	12
16	FENI DIYAH ASTUTI	20
17	JUNI HARYANTO	13
18	KARUNIA ROHMANI	16
19	MAHESA WISNUARA	19
20	MUHAMMAD ADE ARYANI	16
21	NAFRINDA AMELIA	11
22	NANDA OKTAVIANA DEWI	11
23	NOVI DWI IRAWAN	11
24	NUURUDDIN	12
25	PUTRI MAHARANI SETYARINI	15

26	RESTU ANGGI PRAWESTI	21
27	REZA WIDIYA SARI	18
28	RIFKI LESTARI	15

Score of Post-test 9A Experimental Group

NO	NAMA	SCORE
1	ALFIAN NUR	20
2	ALFIAN NURDIANTO	19
3	ALVI SANTIKA	14
4	ANGGI DIAN PRADANA PUTRA	16
5	ANISA WULANDARI	23
6	ATHFIN RINDI PANGESTU	28
7	BARAT DWI ASMARA	19
8	CHUSNUL CHOTIMAH	28
9	DADANG FITIYANTO	23
10	DANIDA ABAS ROMADLON	27
11	DIMAS PRIHANTORO	19
12	DWI PURWANTO	19
13	ERIKA LISTIANI	15
14	ERLINDA SARI	21
15	FAJAR SHODIQ	14
16	FENI DIYAH ASTUTI	26
17	JUNI HARYANTO	19
18	KARUNIA ROHMANI	24
19	MAHESA WISNUARA	27
20	MUHAMMAD ADE ARYANI	21
21	NAFRINDA AMELIA	17
22	NANDA OKTAVIANA DEWI	19
23	NOVI DWI IRAWAN	19
24	NUURUDDIN	19

25	PUTRI MAHARANI SETYARINI	27
26	RESTU ANGGI PRAWESTI	24
27	REZA WIDIYA SARI	23
28	RIFKI LESTARI	20

Score of Pretest 9B Control Group

NO	NAMA	SCORE
1	ADZAN JANU DIAN PANGESTU	15
2	AHMAD FAUZI	18
3	ANDRE ARDYANTO	11
4	ANGGRAINI RATNA SARI	13
5	ARIFSHA RESKI	11
6	ARIF TRISTIANTO	17
7	FINA FEBRIYANI	11
8	BAGAS APRIYANTO	17
9	BAYU BINTORO	10
10	BIMA SANTOSA	20
11	CHANDRA REZA MUSLIM	12
12	CITHA DEWI AYU RISTI	13
13	DETA ARDIAN SAPUTRA	10
14	DINDA SAPTARIKA HIQMAH	15
15	DONAN IMANTAKA	12
16	DWI ANGGA PRATAMA	19
17	INDRIYANI	14
18	LISA NUR SAFITRI	18
19	LISTIANI NUR PRATAMA PUTRI	19
20	MUHAMMAD AZIZ TSABITUL AZMI	13
21	NOVIANA NURUL MA'RIFAH	13
22	RAHMAD HIDAYAT	17
23	REFIAN DESTIKA	11
24	RIDWAN NUR HASAN SHOLEH	17

25	RITA SUBEKTI	17
26	SASTIA WIDIYANTI	15
27	ULINUHA	20
28	VINKA RESTI	15

Score of Posttest 9B
Control Group

NO	NAMA	SCORE
1	ADZAN JANU DIAN PANGESTU	18
2	AHMAD FAUZI	19
3	ANDRE ARDYANTO	13
4	ANGGRAINI RATNA SARI	15
5	ARIFSHA RESKI	14
6	ARIF TRISTIANTO	17
7	FINA FEBRIYANI	13
8	BAGAS APRIYANTO	18
9	BAYU BINTORO	11
10	BIMA SANTOSA	20
11	CHANDRA REZA MUSLIM	11
12	CITHA DEWI AYU RISTI	14
13	DETA ARDIAN SAPUTRA	11
14	DINDA SAPTARIKA HIQMAH	16
15	DONAN IMANTAKA	18
16	DWI ANGGA PRATAMA	20
17	INDRIYANI	15
18	LISA NUR SAFITRI	19
19	LISTIANI NUR PRATAMA PUTRI	20
20	MUHAMMAD AZIZ TSABITUL AZMI	15
21	NOVIANA NURUL MA'RIFAH	14
22	RAHMAD HIDAYAT	19
23	REFIAN DESTIKA	12

24	RIDWAN NUR HASAN SHOLEH	16
25	RITA SUBEKTI	19
26	SASTIA WIDIYANTI	17
27	ULINUHA	20
28	VINKA RESTI	15

Time Schedule of the Treatment

No.	Date	Activity
1.	1 November 2016	Introduction
2.	2 November 2016	Pre test
3.	8 November 2016	Meeting 1 (Procedure text)
4.	9 November 2016	Meeting 2 (Procedure text)
5.	15 November 2016	Meeting 3 (Report text)
6.	16 November 2016	Meeting 4 (Report text)
7.	22 November 2016	Meeting 5 (Short message)
8.	23 November 2016	Meeting 6 (Narrative text)
9.	29 November 2016	Meeting 7 (Advertisement)
10.	30 November 2016	Meeting 8 (Announcement)
11.	6 December 2016	Post test

Experimental design of the research

Group	Pre-test	Treatment	Post-test
Experimental group (Class 9A)	O ₁	X ₁	O ₂
Control group (Class 9B)	O ₁	X ₂	O ₂

(Adopted from McMillan, 2001:342)

Note:

O₁ : Pre-test

O₂ : Post-test

X₁ : Teaching reading using TBLT

X₂ : Teaching reading without TBLT

The Blue Print of Reading Test

Cognitive Levels	Indicators	Numbers of Item
Identification	Students able to determine communicative purpose of the text appropriately.	1, 10, 13, 24
Determine	Students able to specify certain information about the text.	2, 5, 14, 15
Conclude	Students able to determine the explicit information from the text	3, 6, 21, 26
Analyse	Students able to determine general description of the text appropriately	4, 7
Identification	Students able to determine the main idea of the text	8
Analyze	Students able to determine detailed information of the text appropriately	9, 16, 20, 25
Identification	Students able to specify certain information about the text.	11
Determine	Students able to determine the meanings of words in the text appropriately	12, 18, 22, 27
Conclude	Students able to determine moral value of the text appropriately	17
Determine	Students able to determine the meaning of reference word in the text appropriately	19, 23
Determine	Students able to determine the appropriate word to complete the passage	28, 29, 30

The Result of Descriptive Analysis of Students' Reading Comprehension Skills by Using Task Based Language Teaching

Statistics

Mapping

N	Valid	28
	Missing	1
Mean		21.0714
Std. Error of Mean		.53088
Median		20.0000
Mode		19.00
Std. Deviation		2.54602
Variance		6.482
Range		14.00
Minimum		14.00
Maximum		28.00
Sum		590.00

**The Score Distribution of Students' Reading Comprehension Skills by Using
Task Based Language Teaching**

No	Interval	F	%	Interpretations
1.	26.25 – 30.00	5	17.86%	82.15%
2.	22.50 – 26.25	6	21.43%	
3.	18.75 – 22.50	12	42.86%	
4.	15.00 – 18.75	3	10.71%	17.85%
5.	11.25 – 15.00	2	7.14%	
6.	7.50 – 11.25	0	0.00%	
Total		28	100%	

The Result of Descriptive Analysis of Students' Reading Comprehension Skills by Using Conventional Method

Statistics

Conventional

N	Valid	28
	Missing	0
Mean		16.0357
Std. Error of Mean		.51422
Median		15.0000
Mode		15.00
Std. Deviation		2.51913
Variance		6.346
Range		9.00
Minimum		11.00
Maximum		20.00
Sum		449.00

**The Score Distribution of Students' Reading Comprehension Skills by
Using Conventional Method**

No	Interval	F	%	Interpretations
1.	26.25 – 30.00	0	0.00%	25.00%
2.	22.50 – 26.25	0	0.00%	
3.	18.75 – 22.50	7	25.00%	
4.	15.00 – 18.75	8	28.57%	75.00%
5.	11.25 – 15.00	9	32.14%	
6.	7.50 – 11.25	4	14.29%	
Total		28	100%	

Result of Normality Test

One-Sample Kolmogorov-Smirnov Test

		TBLT	Conventional
N		28	28
Normal Parameters ^{a,b}	Mean	21.0714	16.0357
	Std. Deviation	2.54602	2.51913
Most Extreme Differences	Absolute	.199	.210
	Positive	.199	.101
	Negative	-.144	-.210
Kolmogorov-Smirnov Z		.954	1.029
Asymp. Sig. (2-tailed)		.328	.280

a. Test distribution is Normal.

b. Calculated from data.

The Result of Linearity Test

No.	Variable	df	F Obs	F table	Sig.	Note
1.	Students' reading comprehension skills by using Task Based Language Teaching	47	0.068	4.045	0.796	Homogenous
2.	Students' reading comprehension skills by using conventional method					Homogenous

The Result of Hypothesis Testing by Using t-test

Variable	Df	t_{obs}	t_{table}		Significance
			5%	1%	
$X_1 \rightarrow X_2$	55	2.812	2.016	2.693	0.007

**The Comparison Scores of the Students' Reading Comprehension Skill by
Using Task Based Language Teaching and Conventional Method**

Group Statistics

	Value	N	Mean	Std. Deviation	Std. Error Mean
Score	TBLT	28	21.0714	2.54602	.53088
	Conventional	28	16.0357	2.51913	.51422

VALIDITY AND RELIABILITY TEST

Correlations

		Total
ITEM01	Pearson Correlation	.431*
	Sig. (2-tailed)	.022
	N	28
ITEM02	Pearson Correlation Sig.	.406*
	(2-tailed)	.032
	N	28
ITEM03	Pearson Correlation	.596**
	Sig. (2-tailed)	.001
	N	28
ITEM04	Pearson Correlation	.522**
	Sig. (2-tailed)	.004
	N	28
ITEM05	Pearson Correlation	.524**
	Sig. (2-tailed)	.004
	N	28
ITEM06	Pearson Correlation	.722**
	Sig. (2-tailed)	.000
	N	28
ITEM07	Pearson Correlation	.524**
	Sig. (2-tailed)	.004
	N	28
ITEM08	Pearson Correlation Sig.	.489**
	(2-tailed)	.008
	N	28
ITEM09	Pearson Correlation Sig.	.393*
	(2-tailed)	.039
	N	28
ITEM10	Pearson Correlation Sig.	.428*
	(2-tailed)	.023
	N	28
ITEM11	Pearson Correlation Sig.	.628**
	(2-tailed)	.000
	N	28
ITEM12	Pearson Correlation Sig.	.583**
	(2-tailed)	.001
	N	28

ITEM13	Pearson Correlation	.468*
	Sig. (2-tailed)	.012
	N	28

ITEM14	Pearson Correlation	.411 ^{**}
	Sig. (2-tailed)	.030
	N	28
ITEM15	Pearson Correlation	.579 ^{**}
	Sig. (2-tailed)	.001
	N	28
ITEM16	Pearson Correlation	.456 ^{**}
	Sig. (2-tailed)	.015
	N	28
ITEM17	Pearson Correlation	.493 ^{**}
	Sig. (2-tailed)	.008
	N	28
ITEM18	Pearson Correlation	.712 ^{**}
	Sig. (2-tailed)	.000
	N	28
ITEM19	Pearson Correlation	.508 ^{**}
	Sig. (2-tailed)	.006
	N	28
ITEM20	Pearson Correlation	.574 ^{**}
	Sig. (2-tailed)	.001
	N	28
ITEM21	Pearson Correlation	.478 ^{**}
	Sig. (2-tailed)	.010
	N	28
ITEM22	Pearson Correlation	.444 ^{**}
	Sig. (2-tailed)	.018
	N	28
ITEM23	Pearson Correlation	.494 ^{**}
	Sig. (2-tailed)	.008
	N	28
ITEM24	Pearson Correlation	.448 ^{**}
	Sig. (2-tailed)	.017
	N	28
ITEM25	Pearson Correlation	.567 ^{**}
	Sig. (2-tailed)	.002
	N	28
ITEM26	Pearson Correlation	.647 ^{**}
	Sig. (2-tailed)	.000
	N	28
ITEM27	Pearson Correlation	.551 ^{**}
	Sig. (2-tailed)	.002
	N	28
ITEM28	Pearson Correlation	.444 ^{**}
	Sig. (2-tailed)	.018
	N	28

Sig. (2-tailed)
N

ITEM29	Pearson Correlation Sig. (2-tailed)	.594	*
	N	.001	*
ITEM30	Pearson Correlation Sig. (2-tailed)	.441	*
	N	.019	
Total	Pearson Correlation Sig. (2-tailed)	1	
	N	28	

Reliability Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	28	100.0
	Excluded ^a	0	.0
	Total	28	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.903	30

Item Statistics

	Mean	Std. Deviation	N
ITEM01	.7500	.44096	28
ITEM02	.7500	.44096	28
ITEM03	.7500	.44096	28
ITEM04	.8214	.39002	28
ITEM05	.9286	.26227	28
ITEM06	.7500	.44096	28
ITEM07	.9286	.26227	28
ITEM08	.7143	.46004	28
ITEM09	.7500	.44096	28
ITEM10	.4286	.50395	28
ITEM11	.6429	.48795	28
ITEM12	.8571	.35635	28
ITEM13	.6429	.48795	28
ITEM14	.6429	.48795	28
ITEM15	.8214	.39002	28
ITEM16	.7500	.44096	28
ITEM17	.5714	.50395	28
ITEM18	.6786	.47559	28
ITEM19	.8214	.39002	28
ITEM20	.7143	.46004	28
ITEM21	.7857	.41786	28
ITEM22	.7500	.44096	28
ITEM23	.7500	.44096	28
ITEM24	.5714	.50395	28
ITEM25	.8571	.35635	28
ITEM26	.7143	.46004	28
ITEM27	.8571	.35635	28
ITEM28	.7500	.44096	28
ITEM29	.8214	.39002	28

ITEM30	.7143	.46004	28
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Scale Statistics

Mean	Variance	Std. Deviation	N of Items
22.2857	43.915	6.62687	30