

**THE USE OF TASK-BASED LANGUAGE TEACHING TO
IMPROVE READING COMPREHENSION OF TENTH-
GRADE STUDENTS AT MAN 1 LAMPUNG TENGAH**

(A Thesis)

[Handwritten signature]
10/11/2023



Approved to have
thesis defense
[Handwritten signature]
10/11/2023
Muhara Ayu, M.Pd.

Anggun Putri Kinanti

20113021

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF ARTS AND EDUCATION
UNIVERSITAS TEKNOKRAT INDONESIA
BANDARLAMPUNG
2023**

**THE USE OF TASK-BASED LANGUAGE TEACHING TO
IMPROVE READING COMPREHENSION OF TENTH-
GRADE STUDENTS AT MAN 1 LAMPUNG TENGAH**

(A Thesis)



Anggun Putri Kinanti

20113021

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF ARTS AND EDUCATION
UNIVERSITAS TEKNOKRAT INDONESIA
BANDARLAMPUNG
2023**

DECLARATION OF FREE PLAGIARISM

This is to confirm that, to my understanding, the material presented in this thesis is entirely my creation. This thesis has not been previously submitted for any academic qualification or other intentions.

I affirm that the intellectual content of this thesis is the result of my efforts, and I have duly acknowledged any support or sources utilised in its preparation.

Bandar Lampung, November 2023

The Writer



Handwritten signature of Anggun Putri Kinanti.

Anggun Putri Kinanti

APPROVAL PAGE

Title : **The Use of Task-Based Language Teaching to Improve Reading Comprehension of Tenth-Grade Students at MAN 1 Lampung Tengah**

Name : **Anggun Putri Kinanti**

Student Number : **20113021**

Study Program : **English Education**

Faculty : **Arts and Education**

Institution : **Universitas Teknokrat Indonesia**



Approved by
Advisor Committee

Head of Study Program

Advisor,

Dr. Afrianto, S.S., M.Hum.
NIK. 023 07 1001

Mutiara Ayu, S.Pd., M.Pd.
NIK. 023 18 02 04

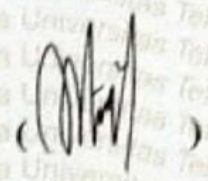
VALIDATION PAGE

**Accepted and Validated by
The Board of Examiners
English Education Study Program**

**Faculty of Arts and Education
Universitas Teknokrat Indonesia**

**On 15 November 2023
Board of Examiner**

Chairman : Mutiara Ayu, S.Pd., M.Pd.

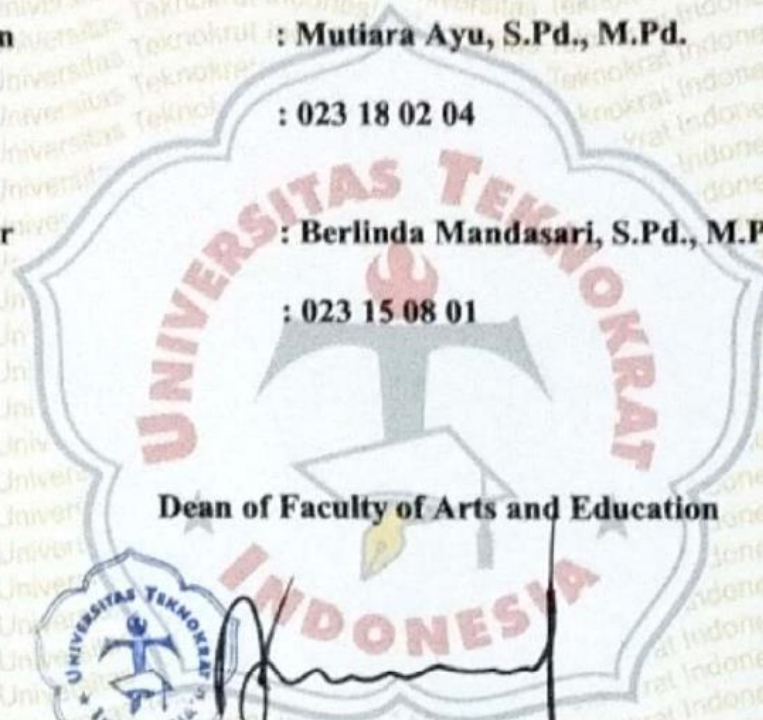


NIK : 023 18 02 04

Examiner : Berlinda Mandasari, S.Pd., M.Pd.



NIK : 023 15 08 01



Dean of Faculty of Arts and Education



Dr. Heri Kuswoyo, S.S., M.Hum.

NIK. 023 08 07 01



ACKNOWLEDGEMENTS

The writer acknowledges and expresses the utmost gratitude and reverence to Allah SWT for the blessings, love, opportunities, and mercy that made it possible to complete this thesis. Special blessings and peace be upon the revered Prophet Muhammad SAW, who illuminated the path of truth for humanity, especially Muslims.

It is important to mention that this thesis was undertaken as a mandatory component of the bachelor's degree program at the University of Teknokrat Indonesia. Throughout this journey, numerous individuals generously extended their support in the form of motivation, guidance, encouragement, and valuable suggestions. The writer extends sincere thanks and appreciation to the following individuals for their invaluable contributions during this significant endeavor:

1. Dr. H.M. Nasrullah Yusuf, S.E.,M.B.A., Rector of Universitas Teknokrat Indonesia.
2. Dr. Heri Kuswoyo, S.S., M.Hum., Dean of Faculty of Arts and Education Universitas Teknokrat Indonesia.
3. Dr. Afrianto, S.S.,M.Hum., Head of English Education Faculty of Arts and Education.
4. Mutiara Ayu, S.Pd.,M.Pd., my advisor.
5. Berlinda Mandasari, S.Pd.,M.Pd., my examiner.
6. Classmates, lecturers, and staff of the Faculty of Education.
7. Teachers at MAN 1 Lampung Tengah who give a chance to conduct the research there.
8. My parents have always encouraged me to finish my thesis.
9. All parties who have helped in the completion of this thesis.

Bandar Lampung, November 2023
The Writer,



Anggun Putri Kinanti

MOTTO

Long story short, I survived.

(Taylor Swift)

DEDICATION

This thesis is dedicated to myself, who always strives to complete this work excellently. I would also like to express my gratitude to my beloved mother, Ms Sumiati, my dear father, the late Mr Supono, who is now at peace in heaven, and to Mr Saibun, who has been a father figure in my life. Thank you for your constant hard work, moral and material support, for embracing me in times of sorrow, and for guiding me in all situations. Special thanks to Yanuar Adi Pranata and Bento Syahputra for always making me feel valued and comforting me in moments of sadness.

My college friends, Andres, Nabila, Silvia, Arum, Yuni, Fifi, and Angel, have been my constant companions in all circumstances. Additionally, the students of class X.1 at MAN 1 Lampung Tengah for the academic year 2023 have provided assistance and encouragement to help me complete every page of my thesis. Lastly, I would like to express my gratitude to Twice, Sasuke, Scaramouche, Gon, Hisoka, and Killua, who have been there for me since my first day of college until now.

ABSTRACT

The Use of Task-Based Language Teaching to Improve Reading Comprehension of Tenth-Grade Students at MAN 1 Lampung Tengah

Anggun Putri Kinanti

20113021

The purpose of this study is to determine the improvement of reading comprehension s of tenth-grade students at MAN 1 Lampung Tengah after being taught through task-based language teaching. This research is a quantitative study with a one-group pre-test and post-test design. The research subjects are the students of class X.1 at MAN 1 Lampung Tengah that were selected purposively. To collect data, a reading test consisting of 20 multiple-choice questions was used that has been validated and tested for reliability. The data obtained were then analysed using IBM SPSS version 29.00 which includes testing for normality and hypothesis testing based on the pre-test and post-test scores. The pre-test and post-test results show a significant difference. In the pre-test, the average student score was 59.12, with the lowest score at 40 and the highest at 75. The post-test results demonstrate an increase in the average student score to 83.53, with the lowest score at 70 and the highest at 100. Therefore, it can be concluded that there is an improvement of reading comprehension of tenth-grade students at MAN 1 Lampung Tengah after being taught through task-based language teaching.

Keywords: Reading comprehension, reading skill, task-based language teaching

TABLE OF CONTENTS

DECLARATION OF FREE PLAGIARISM.....	ii
APPROVAL PAGE	iii
VALIDATION PAGE.....	iv
ACKNOWLEDGEMENTS.....	v
MOTTO.....	vi
DEDICATION.....	vii
ABSTRACT.....	viii
LIST OF TABLES	xi
LIST OF APPENDICES	xii
LIST OF CHART	xiii
CHAPTER ONE INTRODUCTION.....	1
1.1 Background of Research	1
1.2 Research Question	3
1.3 Research Objective	4
1.4 Uses of Research.....	4
1.5 Scope of Research.....	5
CHAPTER TWO LITERATURE REVIEW.....	6
2.1 Previous Studies.....	6
2.2 Theoretical Framework.....	10
2.2.1 Concept of Reading	10
2.2.2 Concept of Reading Comprehension	11
2.2.3 Concept of Teaching Reading.....	14
2.2.4 Concept of Descriptive Text	15
2.2.5 Concept of Reading Comprehension of Descriptive Text	18
2.2.6 Concept of Task-Based Language Teaching (TBLT).....	19
2.2.7 Procedure of Task-Based Language Teaching (TBLT).....	20
2.2.8 Advantages of Task-Based Language Teaching (TBLT)	24
2.2.9 Characteristics of Task-Based Language Teaching (TBLT)	26
2.2.10 Concept of Teaching Using Task-Based Language Teaching	27
2.3 Theoretical Hypothesis	28
CHAPTER THREE RESEARCH METHOD	29

3.1 Research Design.....	29
3.2 Data and Data Sources	30
3.3 Data Collecting Technique.....	32
3.4 Quality of Instrument.....	35
3.4.1 Validity	36
3.4.2 Reliability.....	37
3.4.3 Discrimination Index	38
3.4.4 Level of Difficulty	40
3.5 Data Analysis Techniques.....	41
3.5.1 Normality Test	42
3.5.2 Paired Sample T-Test.....	42
CHAPTER FOUR	44
FINDINGS AND DISCUSSION.....	44
4.1 Findings.....	44
4.1.1 Research Procedure.....	44
4.1.2 Result of Pre-test and Post-test	46
4.1.3 The Result of Students' Reading Comprehension	46
4.1.4 Result of the Normality Test.....	48
4.1.5 Result of Paired Sample T-test	49
4.2 Discussion	51
CHAPTER FIVE	53
CONCLUSION AND RECOMMENDATION	53
5.1 Conclusion	53
5.2 Recommendation.....	53
REFERENCES	55
APPENDICES	59

LIST OF TABLES

Table 3. 1 Specification of Reading Test	34
Table 3. 2 The Classification of Students' Reading Ability Level	35
Table 3. 3 The Stages of Research Activities	35
Table 3. 4 Validity Test Results	37
Table 3. 5 Strength of Association Determination	38
Table 3. 6 The Result of Reliability Test	38
Table 3. 7 Discrimination Index	39
Table 3. 8 The Result of Analysis Discrimination Index	39
Table 3. 9 Level of Difficulty	40
Table 3. 10 Category Analysis Level of Difficulty	41
Table 4. 1 Research Schedule	46
Table 4. 2 Descriptive Statistics of Pre-Experimental Class	46
Table 4. 3 Classification of Pre-test and Post-test of Pre-experimental	48
Table 4. 4 Test of Normality	49
Table 4. 5 Paired Sample T-Test	50

LIST OF APPENDICES

Appendix 1 Modul Ajar.....	59
Appendix 2 Procedure for Data Collection.....	68
Appendix 3 Instruments.....	70
Appendix 4 Distribution of r-table Values.....	83
Appendix 5 Score of Pre-Test and Pos-Test.....	85
Appendix 6 Result of Validity Test.....	87
Appendix 7 Result of Reliability Test.....	87
Appendix 8 Result of Discrimination Index.....	88
Appendix 9 Result Level of Difficulty Test.....	88
Appendix 10 Result of Normality Test.....	89
Appendix 11 Result of Paired Sample T-test.....	89
Appendix 12. Documentations.....	90
Appendix 13 Research of Letter.....	92

LIST OF CHART

Chart 4. 1 Result of Pre-test and Post-test.....	47
---	-----------

CHAPTER ONE

INTRODUCTION

1.1 Background of Research

Learning English is a process to improve students' abilities, starting from knowledge, abilities, attitudes, personalities, and much more. The learning and teaching process must be exciting and not boring so that learning becomes more fun and can help increase student understanding. In learning English, there are four essential skills that students must master. Brown (1994) states that in learning English, students must master four skills: listening, speaking, reading, and writing. These skills are related to one another in learning English.

One method to widen our minds and facilitate knowledge acquisition is through reading. Reading is an important skill to be mastered since it can help people understand the meaning of written symbols in various forms in their surrounding environment (Hidayani & Yulia, 2019). In other words, having good reading skills will help people carry out teaching and learning activities or carry out daily activities that require reading skills, making all activities easier.

They are following what has been determined by the government, namely the application of the independent learning curriculum implemented in several schools in Indonesia. More than 268,000 academic units in all provinces in Indonesia are enthusiastic about implementing the Independent Curriculum in the 2023/2024 school year (Kemdikbud, 2023). This curriculum focuses on essential, relevant, and in-depth material so that there is sufficient time to build st creativity and

innovation in achieving essential competencies such as literacy and numeracy. Therefore, students' literacy skills in this curriculum are highly highlighted. To assist students in improving their literacy or reading skills, it is necessary to apply appropriate methods.

The method is the way used to implement plans that have been prepared to achieve learning objectives. According to Freeman (2000), the method taught to the teachers makes a base and gives them thinking about the applicable techniques and principles according to the situation where they sit.

Before commencing the research, the researcher engages in preliminary observations. These initial observations involve assessments administered by English teachers at MAN 1 Lampung Tengah, which encompass writing, listening, speaking, and reading tests. The researcher assisted in supervising the test and subsequently review the test outcomes. An analysis of the test results reveals an average score, with the highest performance observed in listening, followed by speaking, then writing, and finally reading. Subsequently, the researcher opted to focus on reading as it had the lowest average score in the class.

The researcher is keen to examine how Task-Based Language Teaching (TBLT) is being used in reading for class X MAN 1 Lampung Tengah in order to address these issues. An alternative to traditional teaching and learning methods is TBLT, which can be used to teach reading. This approach can make it easier to teach reading to students because TBLT helps teachers connect the material with the students' real world and motivates students to apply their knowledge in everyday life through reading skills (Sinaga, 2015, p.2).

TBLT focuses more on an approach based on using assignments as the core of planning and teaching language classes. Mulyadi (2016) states that the purpose of using this method is for students to complete assignments by exploring students' abilities through several activities prepared by the teacher. School activities designed by teachers include authentic, practical, and functional language. In this plan, continuous learning in students. Nunan (2004) states that with this approach, the solution students do not only focus on learning language structure but also on language production. This is in line with the principle that task-based language teaching allows students to focus on the language and the learning process. The TBLT process itself prohibits several essential skills. Students learn to ask questions, negotiate to mean, connect meanings, and interact and work in groups.

In this case, the researcher focused on the relationship of meaning closely related to students' reading skills. Task-based language teaching is an approach that emphasises learning communication through interaction in the target language. Based on the explanation above, the researcher conducted research under the title, "The Use of Task-Based Language Teaching to Improve Reading Comprehension of Tenth Grades Students MAN 1 Lampung Tengah".

1.2 Research Question

Based on the explanation above, the research question is there any significant improvement in reading comprehension of Tenth Grade Students at MAN 1 Lampung Tengah after being taught through Task-Based Language Teaching?

1.3 Research Objective

The main objective of this research is to investigate whether there is a significant improvement in reading comprehension of Tenth Grade Students at MAN 1 Lampung Tengah after being taught through Task-Based Language Teaching.

1.4 Uses of Research

The results of this study are expected to be used theoretically and practically:

1. Theoretically

It can be useful for English language teaching and learning, especially for students' comprehension in reading descriptive texts. It can also support the validity of the hypothesis regarding the acquisition of reading skills through task-based language teaching (TBLT). And can provide readers with new information, understanding, and perspectives on (TBLT).

2. Practically

a) For the students

The findings of this study are expected to help and become an illustration for students in reading comprehension of descriptive texts through task-based language teaching (TBLT).

b) For the teachers

It could help improve the standard of English language teaching. The results of this research should also be considered by teachers when choosing engaging teaching strategies. In addition, this research is also expected to help teachers to deliver materials to students effectively and on target.

c) For the other researchers

The findings of this study are expected to provide a new perspective for other researchers when they conduct further research, especially in terms of the application of TBLT techniques to improve reading comprehension.

1.5 Scope of Research

This study will focus on the application of task-based language teaching methods (TBLT). With a more specific focus, this study will investigate the effect of implementing task-based language teaching (TBLT) on students' reading comprehension of descriptive texts. The participants in this study were taken from tenth grade in MAN 1 Lampung Tengah. Researchers will only take one class as a sample in this study. The class to be observed was chosen by the English subject teacher as a tutor, and the class to be selected would be the subject of this research. This study will be carried out in odd semesters of the academic year. In collecting data, the researcher used quantitative methods with a pre-experimental design and one-group methods using pre-test and post-test designs.

CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Studies

The researcher has read some previous studies to strengthen the understanding of the implementation in teaching reading through TBLT. TBLT focuses on this approach, based on using assignments as the core of planning and in-depth language teaching. The results of Nihe (2020), entitled “The Use of Smartphone Integrated Task-Based Language Teaching (TBLT) To Enhance Students Competence in Speaking Skill at SMP Negeri 2 Batuda Pantai”. This particular research was categorised as action research. The actions were implemented in two cycles based on the class schedule. The data was analysed in two ways: qualitative and quantitative data. The qualitative data is obtained by observing the teaching and learning process and interviewing the English teacher. Meanwhile, the quantitative data were acquired through pre-test and post-test. The research showed that the students' speaking skills are improved by using smartphones integrated into task-based language teaching. The improvements were achieved gradually, which covered some aspects, such as pronunciation, grammar, fluency, vocabulary, and comprehension.

The second research by Barokah in 2018 on her thesis entitled “The Effect of Task-Based Language Teaching (TBLT) and Critical Thinking on Students' Writing of Argumentative Essay (A Quasi-experimental Research in the Twelfth Grade Students of SMAN 1 7 Jawilan Serang- Banten)”. This research is conducted with descriptive qualitative data collection techniques of observation, interviews, and

documentation. This research findings explain that in the Analyzing stage, the subject applies the technique according to their roles and tasks in TBLT. In the Evaluating stage, the subject applies learning activities in accordance with the Task-Based Language Teaching (TBLT) teaching procedure. In the Result stage, students got positive feedback, and students got an improvement in their writing skills. The second finding is Time, where it takes more time to apply TBLT, and this approach cannot be used by class XII in preparing for the exam. The teacher carries out writing teaching through the Task-Based Language Teaching (TBLT) approach well so that it can improve students' writing skills.

The third research by Wati (2018), entitled "Improving the Students' English Writing of Descriptive Text Through Task-Based Language Teaching," this research was conducted using a quantitative and qualitative approach with Classroom Action Research. The population of this study was the students of MTS EX-PGA Medan. The qualitative data was taken from interviews, observations, diary notes, and documentation. The quantitative data was taken from the test. The result of the data analysis showed that there was an improvement in the students writing descriptive text through task-based language teaching from each cycle. It was shown from the mean of the pre-test was 51.41, the mean of the student's scores for -test I was 71.86, and the mean of the student's scores for post-test II was 75.33. An interview, observation sheet, diary notes result, and documentation showed the student's response to writing descriptive text through task-based language teaching was good. It was found that teaching writing descriptive text through task-based language teaching could improve the student's ability.

The fourth research by Rudi, et al. (2023) was entitled "The Effectiveness of Task-Based Language Teaching in Teaching Speaking at SMAN 2 Banda Aceh". This study used a quantitative experimental method using a random sampling data collection method. The results of this study are that there is a significant increase in results after implementing task-based language teaching. In the experimental class, the average pre-test result was 63, and the average post-test result was 71.8. Whereas in the control class, the average pre-test result was 62.9, and the average post-test result was 69.8. The results show that there are significant differences after the implementation of bag-based language teaching in learning to speak.

The fifth study by Anshary, et al. (2019) entitled "Application of Task-Based Language Learning Learning Strategies in Improving Writing Skills of French Descriptive Texts." This study used a quantitative approach with pre-experimental methods and one group pre-test and post-test design. The research findings show that the use of TBLL learning strategies is proven to improve students' skills in writing descriptive texts in French. Meanwhile, based on the results of statistical calculations, the TBLL strategy proved effective by increasing the average score obtained by students, namely the pre-test average score of 60.8. In contrast, the post-test average score rose to 74.88. Then, based on the analysis of the questionnaire, the application of this learning strategy positively contributes to learning the skills of writing descriptive texts in French.

The sixth study is by Azzuhra (2023), with the title, "The Use of Task-Based Language Teaching to Improve Students' Reading Comprehension." The aim of this study is to determine whether the use of task-based language teaching can enhance

students' reading comprehension skills. To gather data, the researcher used a quantitative method with a pre-experimental design. The sample for this study was chosen using purposive sampling technique. The population for this research was the students of MAN 2 Pidie, and the sample consisted of students from class X-1, totaling 23 participants. This research used pre-tests, post-tests, and a questionnaire to collect data. The test results were analyzed using SPSS version 22. After collecting and testing the data using SPSS version 22, it was found that the average score of students during the pre-test was 46.94, and the post-test score was 75.65. These results indicate an improvement in the students' scores before and after the treatment. Based on the t-test results, the t-score (12.068) was greater than the t-table value (2.0739), leading to the acceptance of the alternative hypothesis (H_a). From this study, it can be concluded that the use of task-based language teaching enhances students' reading comprehension skills. The questionnaire results show that the majority of students responded positively to the implementation of task-based language teaching in the classroom teaching process.

Previous research shows that TBLT affects students' learning abilities. Thus, TBLT was the methodology employed by researchers in this research. The methods employed by a researcher set their work apart from earlier study. While speaking and writing skills were the focus of earlier studies, the researcher in this research concentrated on reading skill. Additionally, if the prior researcher employed argumentative writing and the current researcher used descriptive text, the types of texts used are different. Compared to earlier studies, this research was carried out at a different time and location.

2.2 Theoretical Framework

2.2.1 Concept of Reading

The ultimate goal of reading is understanding (Nation, 2005; Spear-Swerling, 2006). More precisely, to clarify what is implied in a sentence or situation (Schank, 1982). Understanding is, “the result of or accompanied by a set of basic steps or principles” (Smith, 1994, p. 11). These procedures or principles include cognitive structures that serve as summaries of the reader's past experiences, categorize everything the reader knows about the world, and serve as premises for a holistic understanding and understanding of the world. Comprehension of spoken and written language is included in these cognitive structures. Understanding and predicting are related. Because predicting means asking questions and understanding means being able to provide answers to some of those questions.

Reading cannot be separated from thinking because reading is a form of thinking focused on or stimulated by written text. The above principle has three implications for reading. (a) Reading has to be fast because the brain has to move quickly to avoid getting bogged down in the visual details of the text. (b) Moving and reading depend on non-visual information” (Smith, 1994, p. 14). To help students effectively develop reading comprehension, teachers should consider four key points: It provides an opportunity for students to discuss their reading responses with teachers and each other” (Fielding & Pearson, 1994, p. 10). (c) Constructing meaning from text provides reading comprehension (Goodman et al., 1996). Meaning is based on information tied to the reader's

reading goals and combined with existing knowledge and linguistic schemas. This schema is used for language generation and understanding (Goodman, 2003; Weaver, 1988).

2.2.2 Concept of Reading Comprehension

Reading comprehension is an activity aimed at understanding the ideas or concepts expressed in a written text. According to Tarigan (2008), reading comprehension is an activity that seeks to comprehend the reading material. Comprehending a reading means carefully examining the material to assess the situation, value, function, and effects of the reading. Reading comprehension is a process of reading with the purpose of building understanding (Tarchi, 2017). This means that reading comprehension is an activity in which the reader can comprehend the purpose of each word and sentence.

Nuttal (1982) identifies five key elements of reading comprehension that students should grasp in order to fully understand a text. These include identifying the main idea, finding references, making inferences, extracting detailed information, and comprehending vocabulary. These elements are considered challenges that students often face when trying to comprehend a text.

1. Determining main idea

The main idea is a declaration that conveys the author's perspective on the subject. According to Longan (2002) knowing the primary idea of a paragraph or short section is crucial to understanding it. Typically, the main idea is situated within a sentence, often as the opening sentence, although it

can also appear in the middle or at the end of the paragraph (Vener, 2002). This variability in placement can pose a challenge for students in pinpointing the main idea of a passage and determining its location, leading to potential confusion.

2. Locating reference

Reference pertains to the antecedent of a pronoun, where the antecedent is the word or phrase that the pronoun refers to (Sharpe, 2005). When identifying reference, students are required to comprehend the specific role of pronouns in sentences, including how pronouns are employed to represent people, places, or situations.

3. Understanding vocabulary

Students enhance their vocabulary as they engage in reading passages, which involves activities such as discovering the meanings of new words through dictionary references and making educated guesses about meanings based on the surrounding context. The context aids students in forming broad predictions about word meanings, as stated by Sharpe (2005). This suggests that making predictions based on context can facilitate students in comprehending the meaning of a passage without the need to interrupt their reading to search for the definition of every unfamiliar word in a dictionary. In reality, one of the challenges readers encounter in comprehending written material is their limited vocabulary.

4. Making inference

In making of inference, it is anticipated that students possess the ability to fully understand the text in order to derive the logical conclusions from the

statements within it. As noted by Kopitski (2007), readers are required to develop the skill of integrating textual clues with their existing background knowledge to draw inferences. This implies that the textual cues will aid students in forming assumptions and arriving at conclusions, thereby enabling them to effectively respond to questions. These questions are typically presented in one of the following formats:

"From the passage, it is possible to deduce that...",

"It can be derived from the passage...",

"What is the intended meaning of the statement mentioned above?".

Consequently, students may encounter challenges in discerning the text's conclusion when the meaning of the statement is not explicitly expressed within the text.

5. Detail information

The final category of questions frequently encountered in reading tests is the detail question or information-seeking question. This type of question is employed to assess students' proficiency in comprehending information explicitly presented in the text. Examples of detail questions adhere to the following patterns:

1. "As per the passage, which individuals engaged in the conversation in the forest?"
2. "All of the following are correct except for..."
3. "A person, date, or place is..."

These questions are designed to evaluate a student's grasp of specific details within the text.

Drawing from the given explanation, the researcher concludes that reading comprehension goes beyond mere comprehension of the text's ideas. It entails students' ability to comprehend written symbols, as well as their engagement with cognitive skills and knowledge of the world. In other words, successful reading comprehension involves not only grasping the content of the text but also utilizing cognitive abilities and possessing a broad range of knowledge to foster understanding.

2.2.3 Concept of Teaching Reading

The concept of teaching reading encompasses diverse methods and techniques aimed at cultivating students' reading abilities and nurturing a genuine interest in reading. Furthermore, according to Mahon in Mickulecky (1990:31), it is emphasized that teachers play a pivotal role in a reading class, as their attitude significantly impacts both students and their academic achievements.

Educators play a crucial role in introducing students to various reading strategies, such as phonics, sight word recognition, and comprehension skills. In the realm of instructing reading, educators are tasked with assuming several distinct roles throughout the educational process, as expounded upon by Brown (2001: 167). These roles encompass that of a resource provider, a facilitator, a manager, a director, and a collector of information.

The concept of teaching reading acknowledges the significance of developing both reading skills and a genuine interest in reading. It encourages a comprehensive approach that combines skill-building with a genuine enthusiasm for reading. By implementing effective instructional practices and

establishing a supportive reading atmosphere, teachers empower students to become confident, lifelong readers who find joy and meaning in written texts.

2.2.4 Concept of Descriptive Text

According to Anderson (2003:26), descriptive text describes a particular person, place, or thing. In accordance with Husna (2013), a descriptive text involves the author's effort to vividly portray the subject being described. Another analogous explanation is provided by Widiati et al. (2014), where define a descriptive essay as a written composition that illustrates a particular object. This means that descriptive text is specifically designed for a person, place, or thing. They also provided a descriptive text to convey the subject, describing its features without including personal opinions.

In essence, descriptive text serves to funnel explicit and necessary information about a person, object, or place. Moreover, it is essential to employ the appropriate generic structure and language features.

1) Generic Structure of Descriptive Texts

According to Bamanti and Oktaviani (2011:50), the generic structure of the descriptive text is divided into two parts, there are:

- a) Identification It is a generic part of a paragraph that introduces or identifies the character.
- b) Description It is part of a paragraph that describes the character.

2) Language Features of Descriptive Texts

There are five language features of descriptive text according to Gerot and Wignel, they are:

a) Focus on specific participants

This implies that descriptive text should concentrate on depicting a present subject or participant, like "My Parents," "My Cat," "My favorite food", and similar subjects. This approach is recommended to ensure the text is straightforward to understand and allows the reader to concentrate on a single subject without distractions.

b) Simple present tense

For example: Indonesia is one of the countries that has many cultures, island, and others.

c) The use of noun phrase

This signifies that when illustrating the attributes of the subject or object, the writer should structure noun phrases in the present tense, as seen in the sentence "My daughter has beautiful hair." As observed in the earlier example, "beautiful" serves as an adjective, while "hair" functions as a noun, and when a noun is accompanied by an adjective, it constitutes an adjective phrase.

d) The use of auxiliary verb

It involves the utilization of possession-related terms such as "has" or "have." Each subject aligns with distinct possession

attributes; "has" corresponds to "she," "he," and "it," whereas "have" pertains to "I," "you," "they," and "we." For instance, consider the sentence: "Karina has a beautiful flower."

e) The use of linking verb

This entails the utilization of the verbs "to be" (such as "is," "am," and "are") in constructing nominal sentences. These verbs serve to establish a link between the subject and the complement. For instance, in the sentence: "She is my best friend," the verb "is" connected "She" with "my best friend."

Based from the aforementioned explanation, it can be inferred that descriptive text involves the depiction of a specific object. By understanding the social function of the text, its generic structure, and the key grammatical features, students can readily obtain information from descriptive texts. These elements provide a framework for comprehending and analyse descriptive texts effectively.

3) Example of Descriptive Text

Here is the example of descriptive text:

- **Identification**

I have a pair of birds named Yin and Yang. The Two birds are included in the type of lovebird. I took care of these two birds because I like the colour of both, it is very beautiful. The sound of both birds were also very beautiful to listen to.

- **Description**

This bird is very suitable to be used as a pet. This is because lovebirds have beauty, liveliness, and a good voice. The size of this bird is also quite small when put in a cage. This bird usually has a combination of three colours or two colours. My lovebird has a dominant green colour and a red and yellow head. As for the other one, it has blue as it is dominant colour and the head has white.

Yin and Yang have the same size which is about 15cm. I put the 2 birds in one cage and they seem to get along very well. In the morning the two birds are often chirping so it is very comfortable to listen to. I fed them with grains I bought at the pet store. I also provide a place for water as drinking water. My lovebird has a habit of flying here and there in the morning so it looks very active and agile.

From the explanation, the researcher conclude that descriptive text is a type of English writing that tries to characterize the traits of person, object, or place. The decision to focus on descriptive text is motivated by the initial research findings indicating that students' reading scores in this particular text type are relatively low.

2.2.5 Concept of Reading Comprehension of Descriptive Text

Reading can be considered true reading only when it involves comprehension, as comprehension forms the heart of the reading process. This viewpoint is backed by Nunan (2003), who emphasized that reading should primarily aim to achieve understanding. Additionally, according to Woolley (2011), reading

comprehension is the act of extracting meaning from written content. Reading comprehension serves as the means through which individuals access information, ideas, or the author's expressions as presented in the text.

In accordance with Husna (2013), a descriptive text involves the author's effort to vividly portray the subject being described. Descriptive text refers to a form of communication authors or speakers use to depict specific objects, individuals, animals, locations, or events to the audience. This means that when an author writes a descriptive article, they provide a detailed portrayal of a particular subject, whether a person, animal, or place.

Engaging with descriptive texts can enhance students' reading comprehension skills. By reading such texts, students can enhance their ability to grasp and interpret information related to identification and description.

2.2.6 Concept of Task-Based Language Teaching (TBLT)

Task-Based Language Teaching (TBLT) is an approach to second or foreign language teaching that was first implemented in 1987 in the Bangalore Project, India by Prabhu. Task-based language teaching is Pedagogical approaches require learners to perform tasks in an interactive, authentic environment using a communicative target language (Murad, 2009). Task activities should be related to your daily work. The tasks focus on a process-oriented approach to teaching in real-life situations where communicative competence is the main goal of language teaching.

But in this case, "communication ability" refers to the capacity to acquire the necessary skills to respond to Kokka's style of thinking and accomplish

communication objectives rather than the capacity to use language correctly and responsibly as a native speaker. (Kokka, 2007). However, during the learning process, TBLT aims to help learners acquire new language skills and expand their existing knowledge. So, from this point on, it can say that TBLT contains both tasks that provide input and tasks that request output. Start by building your target language skills with simple input-based tasks. Therefore, the TBLT function focuses on meaningful learning, engagement in real-world language-use processes, and engagement in cognitive processes (Ellis, 2003). Willis (2007) emphasized that form should be secondary to meaning in TBLT and therefore focus on form after, not before or during the task.

2.2.7 Procedure of Task-Based Language Teaching (TBLT)

Although the phases of TBLT have different stage names depending on the researcher's framework, the main actions and goals of these phases are largely the same. Due to the array of resources, the individual needs, interests, and learning levels of students, as well as the specific skills and training of teachers, each teacher's classroom methods can vary. According to Izadpanah (2010), instructors are advised to structure their teaching around three phases: the pre-task phase, the task cycle, and the language emphasis. It takes a creative individual to effectively plan, execute, and evaluate students' work on language projects.

1. Pre-task

The pre-assignment phase serves as an introduction to the topics and assignments taught in class. It can be considered a warm-up activity to start

the lesson interestingly. Here students are allowed to recall what they know about the subject and understand what is expected of them at this stage (Abraham, 2015). The purpose of this stage is to prepare the student to perform the task in a way that enhances language acquisition. Teachers at this stage can help student's complete tasks similar to those they perform during the Assignment stage. In addition, students should be encouraged to design activities and strategic plans for the implementation of major tasks to prepare them for future task implementation (Izadpanah, 2010).

In addition, most of the time you will be managing the schedule of class activities, deciding how much time to spend on each item on the agenda, how long a particular discussion with the class as a whole will last, and how much time to spend on it. is a teacher. performance of a specific task. The teacher also decides to what extent semantic and formal orientations are balanced and which particular forms are emphasized, practiced, or addressed explicitly (Breen, 1989).

Long (2015) states that in a task-based approach, teachers are guided first by an analysis of students' learning needs in the second language, rather than the curriculum, before selecting content and setting the focus of the actual session. argued that it should center your content around the actual lesson.

2. During Task

The next phase is called the during-task phase, in which the teacher takes an active role. This phase brings the task to life. This can be divided into three parts, starting with the task itself, its planning, and finally the reporting

phase. At this stage, the planning of work as work (Breen, 1989) is transformed into work in action and work in interaction. Van den Branden (2009) emphasized that tasks at this stage do not necessarily determine to learn. TBLT learning is determined by the intensity and quality of effort students put into reading, writing, speaking, listening, and coping with the demands of the situations they face. The mental activity and verbal interactions that students engage in as they complete tasks also play a role in this regard. At this stage, teachers play an important role.

Teachers continue to be important interaction partners in task-based language teaching, taking on the role of motivators, and organizers (informing students of what is expected of them and organizing various aspects of task completion), Finally, it also plays a role in the game. Interlocutors and supporters who can support language learning in different ways according to different student needs (Van den Branden, 2016, pp. 168-169). At this stage, the teacher needs to formulate various questions, cues and prompts to elicit the learner's output. Feedback on student written and oral performance is also an important aspect of this phase. Feedback may be provided in a variety of forms, including explicit corrections, restatements, requests for confirmation and clarification, metalinguistic comments, extensions, and details focused on the student's form of semantically oriented work.

3. Post a task

This is the final stage and allows us to explore some specific features that naturally occur in the language used during the task cycle. After completing an assignment, teachers use the post-assignment phase to review student performance and focus on forms that promote learner language accuracy and complexity. At this stage, teachers are expected to assess student task performance and language development through formal standardized tests or tests included in the curriculum.

However, teachers may also create the test themselves after a task-based language lesson or by observing and evaluating student performance on the task during the lesson, based on previously given assessments and feedback. Here, the teacher evaluates and evaluates whether the student has performed the task well, rather than focusing on a specific form of language to provide feedback to the learner to facilitate language improvement. It is expected to use meaningful tasks for learning (Long, 2015). Also, since rules are often harder to learn than they are to memorize in a short amount of time, repeating tasks helps shift focus to form.

Language teachers and learners feel, act, and interact differently on different days. The languages and tasks they work on vary, making each lesson unique. Global regulations and bans are therefore unjust and doomed to failure. Teachers plan lessons but have to react differently in real time to situations that arise (Long, 2015, p. 326).

2.2.8 Advantages of Task-Based Language Teaching (TBLT)

According to (Hima, et al. 2021), there are five advantages of Task-Based Language Teaching.

1. TBLT was perceived as a ‘right’ teaching method or approach

Teachers viewed TBLT as a superior "right" way of teaching compared to the current way of teaching English to students. They defined it as "right" because this method or approach provided students with better learning opportunities. It is hypothesized that TBLT can engage students in meaning-based activities in which feedback can be solicited not only from teachers but also from classmates. Additionally, students were able to spend more time using the language while completing the task.

2. TBLT actively engaged students in learning English

The nature of the tasks and the design of the task sequences encouraged students to actively participate in the teaching and learning process. Given the way the tasks and task sequences were developed together, the teachers felt that they were rigorously designed and developed in the sense of involving students in a way that they would learn more. At, teachers were convinced that TBLT would be effective in engaging students even before the implementation phase began. Additionally, after the implementation phase, teachers recognized the ability of assignments and assignment sequences to promote engaging teaching that students are active learners, as they are required to complete assignments.

3. TBLT was deemed relevant to the current curriculum in Indonesia

Teachers assumed that the key features and concepts of the TBLT were consistent with those of the 2013 curriculum. The 2013 Curriculum was Indonesia's national curriculum for primary and secondary education. The curriculum emphasizes learner outcomes, learner-centred learning, and systematic planning of learners embedded in the concept of the "scientific method". In this regard, the teacher suggests that six characteristics of the task, including task planning, focus on meaning, real-world processes, four language skills, cognitive processes, and communicative outcomes, form the concept of the "scientific method".

4. TBLT could increase students' motivation in learning English

Teachers' opinions on student motivation that TBLT likely facilitated were based primarily on students' opinions during and after the implementation phase. Teachers realized that TBLT can increase student motivation through student enthusiasm in the classroom. They found that the students were enthusiastic about participating in the classes and having fun. Motivation and joy may not be sufficient to infer the dynamic nature of motivation, but both served as positive signs of student motivation. Reported positive attitudes of students. The students themselves told their teachers that they found the English class more interesting and interesting than their previous classes.

5. TBLT's scaffolding helps students to "use" the language and "accomplish" the tasks

Task sequence design was known to have a scaffolding aspect to help students complete their goal tasks. Teachers were well aware of how the concept of scaffolding is used when designing task sequences. The scaffolding's main goal was to give people the knowledge they need to get ready and be ready to finish the job sequence. In this instance, teacher thought that one of the primary causes of TBLT's ability to improve learning value was the scaffolding component. Additionally, it was discovered that the TBLT skeleton design was extremely challenging because the skeleton's shape could not be determined using explicit shape theory.

2.2.9 Characteristics of Task-Based Language Teaching (TBLT)

While advocates of task-based language teaching differ on the core principles of TBLT, Swan (2005) emphasizes general agreement among them on the following characteristics:

1. Guided language learning primarily involves the use of natural or naturalistic language, and the activity is related to meaning rather than language.
2. Education should promote learner-centred rather than teacher-centred.
3. Engagement is essential to facilitate the internalization of formal language elements while maintaining the benefits of natural approaches, as fully realistic learning does not usually lead to intentional accuracy.

4. This is best achieved by providing opportunities to focus on forms that draw the student's attention to language elements that happen to occur in lessons focused on meaning and communication.
5. The communication task is a particularly suitable tool for such an approach.
6. It may be beneficial to have a more formal language study before and after the assignment. This can contribute to internalization by encouraging or maximizing familiarity with formal functions during communication.
7. Traditional approaches are counterproductive and inadequate, especially when they require passive formal guidance and practice disconnected from communication work.

2.2.10 Concept of Teaching Using Task-Based Language Teaching

In this research, the researcher offers an alternative, teaching reading through task-based language teaching. TBLT is built around communicative and interactive tasks that necessitate genuine students' engagement and communication (Dewi, et al. 2023). TBLT is a dynamic and innovative approach to language instruction. At its core, TBLT emphasizes real-world communication and practical language use. Rather than relying solely on traditional grammar-focused lessons, TBLT immerses learners in tasks or activities that mirror authentic situations. These tasks could involve problem-solving, role-playing, or competing projects in the target language. By engaging students in purposeful lessons, TBLT encourages autonomy, creativity, and critical thinking while promoting language acquisition as a natural outcome of meaningful interaction. This approach resonates with modern pedagogical

principles and empowers students to become a proficient confident language user.

2.3 Theoretical Hypothesis

Two kinds of hypotheses can be estimated here, those are:

Ha: There is a significant improvement in reading comprehension of Tenth Grade Students at MAN 1 Lampung Tengah after being taught through Task-Based Language Teaching.

H0: There is no significant improvement in reading comprehension of Tenth Grade Students at MAN 1 Lampung Tengah after being taught through Task-Based Language Teaching.

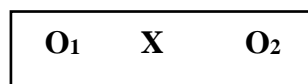
CHAPTER THREE

RESEARCH METHOD

3.1 Research Design

This research uses a quantitative approach as stated (Sugishirono 2017: 8), This quantitative research method is defined as a research method based on the philosophy of positivism, which involves research on certain populations and samples, data collection using research tools, and quantitative and statistical data analysis to promote hypotheses have been used in the Establishment. This quantitative approach is used by researchers to measure students' reading comprehension of descriptive texts.

This type of research is pre-experimental design by using one group pre-test and post-test design. In this research, the group was given a pre-test before the experimental treatment and post-test after experimental treatment in one group (Sugiyono, 2012). This design can be described as follows:



Explanation:

O₁ : Pre-test

X : Treatment

O₂ : Post-test

The researcher conducted the pre-test before obtaining the treatment to assess students' current skill level, so that the students' ability can be known with certainty. After conduct the pre-test, the researcher administered the treatment to

the students and teaching them using task-based language teaching (TBLT) method. Students take a post-test to see if TBLT has an impact on their reading comprehension after getting treatment. The goal of the post-test is to determine whether or not the students improved their reading comprehension.

By contrasting the scores before and after the treatment, the alterations brought about by the application of the experimental treatment were evaluated. If there is discernible increase in scores between the first and the final exam, TBLT is a useful strategy for improving students' reading comprehension abilities. Thus, it may be concluded that TBLTT can improve students; reading comprehension.

3.2 Data and Data Sources

According to Arikunto (2010), data is information or facts used in discussing or determining answers to research questions. Data must be accurate, relevant to the observed problem, and make sense. This research will be conducted at MAN 1 Lampung Tengah, at Jl. Lintas Sumatra No.74, Terbanggi Besar, Kec. Terbanggi Besar, Kabupaten Lampung Tengah, Lampung 34163. The subjects of this research are class X students at MAN 1 Lampung Tengah. The total class for class X is 11 classes, each class has 34-41 students.

The research employed a purposive sampling technique, which involves selecting samples with specific criteria in mind. According to Sudjana (2005:168), purposive sampling, also known as consideration-based sampling, is employed when samples are chosen based on individual considerations or in alignment with the research's specific criteria. In this case, the sample was chosen by the English subject teacher as a tutor, and the class to be selected would be the subject of this research.

1. Population and Sample

Before the researcher selects the sample, the researcher needs to determine the research population. A population is an object or subject that meets certain specifications set by the researcher. According to Creswell (2012), the population is a term used to refer to a group of people who have some common characteristics that can be studied by researchers. Sample according to (Sugiyono, 2019) is a small part of the number and characteristics of a population. If the population is large and it is not possible for the researcher to study everything for validation such as funds, intensity, or time, the researcher can use a sample drawn from that population. The population of this study consists of the 10th-grade students of MAN 1 Lampung Tengah, and the sample for this study consists of the 10th-grade students in class X.I at MAN 1 Lampung Tengah.

2. Variable

Research variable is an attribute characteristic or value of people, objects or activities that have certain variations determined by researchers to study and then conclude (Sugiyono, 2019, p. 68). In this study, the variables used are the independent variable (X) and the dependent variable (Y).

1. Independent Variable

Independent Variables are often called stimulus, predictor, and antecedent variables. Independent variables affect or cause changes or the emergence of a dependent (bound) variable (Sugiyono, 2019, 69). Independent variable. The method used in this study is applying the task-based language teaching method in teaching reading (X).

2. Dependent Variable

According to Sugiyono (2019:69), Dependent Variables are often called output variables, criteria, and consequences. The dependent variable is the variable that is affected or is the result, because of the independent variables. The dependent variable used in this research is students' reading comprehension of descriptive text (Y).

3.3 Data Collecting Technique

To determine what students have improved with the TBLT method and the influencing factors, this research used a pre-test and post-test using multiple choice consisting of 20 questions. Pre-tests and post-tests are evaluation methods employed before and after an educational intervention or instructional program. A pre-test is administered before instruction to gauge students' initial knowledge or skills. It aims to identify their baseline understanding and areas that require improvement. On the other hand, a post-test is conducted after the intervention to assess students' progress, learning outcomes, or the program's effectiveness. By comparing the results of pre-tests and post-tests, educators can evaluate the impact of their teaching methods, pinpoint areas of growth, and make well-informed decisions regarding future instruction or interventions. The explanation is as follows:

1. Pre-test

The students were given a pre-test before the treatment to assess their current competence in reading comprehension of descriptive text. The researcher gave multiple choice questions about the descriptive text as many

as 20 questions. Students were given 90 minutes to answer all of these questions.

2. Treatment

Researchers gave treatment students by teaching them to use task-based language teaching (TBLT). After students completed the pre-test, the treatment was given five times. In its treatment, the researcher applied task-based language teaching (TBLT) as a method of pursuing reading.

3. Post-test

The last stage in the process of collecting the data was administered a post-test. The post-test intends to assess the student's reading comprehension of descriptive text following the treatment. The post-test was used to determine the effect of task-based language teaching (TBLT) on students' reading comprehension of descriptive text. The final test covered the same material as the pre-test. The post-test consists of the same number of questions as the pre-test, which is 20 multiple-choice questions. The allocated time for completing the test is 90 minutes. The student's scores on the post-test and pre-test will be compared to determine whether or not the treatment affects the student's reading comprehension of descriptive text.

4. Table of Specification

A table of specifications is a tool used in educational assessment to guide the design and development of test items. It provides a systematic outline or blueprint that maps out the content areas and cognitive levels to be covered in an assessment. The specifications table typically includes two main dimensions: content and cognitive levels.

By using a table of specifications, educators can ensure that the assessment is valid, reliable, and aligned with the intended learning outcomes. It helps achieve content coverage and cognitive balance by distributing the test items across the different content areas and cognitive levels. The researcher used multiple choice to assess the student's reading comprehension. There are five aspects of the reading comprehension test, such as determining the main idea, finding specific information, reference, inference, and vocabulary. According to Nuttal (1982), there are five aspects of reading comprehension test will be illustrated as follows:

Table 3. 1 Specification of Reading Test

No	Reading Aspects	Items Number	Total of Items
1	Determining the main idea	1, 18, 22, 45, 48.	5
2	Finding specific information	5, 23, 34, 35, 38.	5
3	Reference	4, 17, 29, 47.	4
4	Inference	31, 33	2
5	Vocabulary	21, 25, 36, 43.	4
TOTAL			20

After students have finished taking the pre-test and post-test, the researcher accumulated the final score using the results of the reading comprehension test by converting it based on the standards used in school. The result of the data obtained from the test is used to find out what difficulties students face in learning reading comprehension. Students' correct and incorrect answers were used as an indicator of difficulty.

First, the researcher scores the results of the test using the formula below:

$$= \frac{\text{The number of right answer}}{\text{The number of question}} \times 100$$

After getting the results of students' scores, the researcher calculated the students' average scores. Then the researcher categorizes student scores based on ability level according to Arikunto, (2006:245):

Table 3. 2 The Classification of Students' Reading Ability Level

Value	Grade	Level of Achievement
85-100	A	Excellent
70-84	B	Good
55-69	C	Average
40-54	D	Poor
<39	E	Very Poor

In this research, data collection was carried out through pre-test and post-test. The pre-test is given before participants are treated, while the post-test is given after the treatment intervention. The following are the sequential stages of research activities that the researcher carried out to obtain data.

Table 3. 3 The Stages of Research Activities

No	Meeting	Activities
1.	Meeting 1	Pre-test
2.	Meeting 2	Treatment 1
3.	Meeting 3	Treatment 2
4.	Meeting 4	Treatment 3
5.	Meeting 5	Post-test

3.4 Quality of Instrument

According to Sugiyono (2012), a research instrument is a technique used to quantify an observed natural or social phenomenon. Instruments are an important part of the research. The instrument for data collection in this study is a reading test. The pre-test and post-test were administrated once, without a change in questions.

3.4.1 Validity

A. Construct Validity Test

A data is considered valid when it aligns with the actual conditions (Arikunto, 2008: 72). Based on this, the researcher conducted a validity test by seeking the opinion of experts, specifically someone well-versed in English education. The expert judgment in question involves consulting the test questions used in the research instrument with a lecturer from the Universitas Teknokrat Indonesia and an English language teacher from MAN 1 Lampung Tengah.

B. Validity Test

According to Saptutyingsih and Setyaningrum (2019:164), validity is the accuracy of measuring instruments in measuring an object. A validity assessment was carried out on a collection of 20 multiple-choice test questions, which will be administered to 34 students in the X.1 class of MAN 1 Lampung Tengah. The criteria for evaluating the validity of each question are as follows:

1. If the $r\text{-count} > r\text{-table}$, question is considered valid.
2. If the $r\text{-count} < r\text{-table}$, the question is considered invalid or eliminated.

In this study, fifty multiple-choice questions were subjected to a validity test with a sample of 34 respondents. The validity test was conducted using Karl Pearson's Product Moment, with the support of the IBM SPSS 29.00 software for Windows, with $r\text{-table}$ value

of 0.399, where a question is considered valid if the computed r-count exceeds the r-table value ($r\text{-count} > 0.399$). The r-table values can be found in the appendix table. Based on the results of the validity test, it was determined that 29 out of the fifty questions were deemed invalid, resulting in a total of 21 questions that could be utilized for both the pre-test and post-test. A detailed breakdown of the validity test results can be observed in the table below.

Table 3. 4 Validity Test Results

Number of Questions	Category
1, 4, 5, 17, 18, 21, 22, 23, 25, 31, 32, 33, 34, 35, 36, 38, 43, 45, 47, and 48	Valid
2, 3, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 24, 26, 27, 28, 30, 37, 39, 40, 41, 42, 44, 46, 49, and 50.	Invalid

Based on the table above, it is evident that 29 questions were deemed invalid due to the validity test results, which showed that the r-count was less than the r-table value ($r\text{-count} < r\text{-table}$). For the questions marked as invalid, the researcher will eliminate them and not include them in the pre-test and post-test. The researcher will only utilize the questions that are valid for the pre-test and post-test, with the total of 21 questions.

3.4.2 Reliability

In this research, the researcher used the Alpha Cronbach formulation in IBM SPSS 29.00 version of Windows to determine the pre-test and post-test instruments' reliability. According to Saptutyingsih and Setyaningrum (2019: 166), reliability is the stability of repeated measurement results from

time to time. Cronbach's Alpha measured reliability with values ranging from zero to one (Hair, et al.2010:92). Below was the alpha coefficient range according to Hair, et al. (2010;125).

Table 3. 5 Strength of Association Determination

Alpha Coefficient Range	Strength Association
< 0.6	Poor
0.6 to < 0.7	Moderate
0.7 to < 0.8	Good
0.8 to < 0.9	Very Good
0.9>	Excellent

The following table displays the outcomes of the reliability examination.

Table 3. 6 The Result of Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.835	21

The researchers only assessed the reliability of questions that were confirmed as valid. Based on table above, the Cronbach Alpha analysis produced a result of 0.835, which exceeds 0.8 and falls into the "very good" category. Therefore, it can be concluded that the test item's reliability is strong and suitable for research purposes.

3.4.3 Discrimination Index

In this study a given test item may differentiate between students who have previously mastered the ability and those who have not or have a lesser level of competency depending on particular criteria is measured by the discrimination index calculation. An item on a test is more successful in distinguishing between students who have mastered the competency and

those who have not if it has a higher discrimination coefficient.

The calculation of the discrimination index of test items is performed with the assistance of IBM SPSS 29.0 software for Windows. According to Arifin (2016: 274), for interpreting the discrimination coefficient, it can be classified as follows.

Table 3. 7 Discrimination Index

Discrimination Index	Category
>0,40	Very Good
0,30 – 0,39	Good
0,20 – 0,29	Fairly Good
<0,19	Poor

According to Waryati, 2019, SPSS program was utilized to compute the r-count for each question item. These calculations were then cross-referenced with the discriminative index classifications provided in the table above. The outcomes of the analysis of each question's discriminative index are as follows.

Table 3. 8 The Result of Analysis Discrimination Index

Number of Questions	Category
32	Poor
17, 18, 22, 25, and 33	Good
1, 4, 5, 21, 23, 29, 31, 34, 35, 36, 38, 43, 45, 47, and 48	Very good

Based on the discriminative index analysis in the table above, it is evident that there is one question categorized as poor, five questions categorized as good, and fifteen questions categorized as very good. Therefore, it can be determined that the questions used in this study exhibit varying levels of

discrimination index, including poor, good, and very good categories. Questions in the poor category will not be used in the pre-test and post-test, resulting in a total of twenty questions used in the implementation of the pre-test and post-test. The data from the discrimination index analysis using IBM SPSS version 29.00 for Windows can be found in the appendix on appendix 8.

3.4.4 Level of Difficulty

It is advisable for a test question to strike a balance, avoiding extremes of being too easy or excessively challenging, as recommended by Arifin in 2016 (p. 266). This is because questions that are overly simplistic do not encourage students to engage in higher-order thinking and problem-solving. Conversely, questions that are overly demanding may demoralize students, making them reluctant to attempt the questions, believing they are beyond their capabilities.

The assessment of question difficulty is carried out with the assistance of IBM SPSS 29.00 software for Windows. The analysis of question difficulty entails calculating the mean of all administered test questions or those recognized as valid. According to Arifin (2016: 272), the following classification can be used to interpret question difficulty level.

Table 3. 9 Level of Difficulty

Difficulty Index	Category
0,00-0,30	Difficult
0,31-0,70	Moderate
0,71-1,00	Easy

By comparing the calculated results with the difficulty index in Table 3.9, it becomes possible to determine whether the test questions used are categorized as easy, moderate, or difficult. The analysis of the difficulty level of these questions is provided in the following table.

Table 3. 10 Category Analysis Level of Difficulty

Number of Questions	Category
18, 34, 38, 43, and 45	Easy
1, 4, 5, 17, 21, 22, 23, 25, 29, 31, 32, 33, 35, 36, 47, and 48.	Moderate

Based on the analysis of question difficulty levels in the table above, it is evident that there are five questions classified as easy and sixteen questions classified as moderate. The data for testing question difficulty levels using IBM SPSS version 29.00 for Windows can be found in the appendix 9.

3.5 Data Analysis Techniques

The reading test used in this study has two parts: a pre-test and a post-test. Researchers identified improved students' reading comprehension skills in the descriptive text at MAN 1 Lampung Tengah by comparing the final pre-test and post-test scores in the experimental class.

The test normalcy will be utilized to analyze and compare the scores obtained from the pre-test and post-test. Following data collection, the researcher will demonstrate if TBLT improves students' reading comprehension skills by applying the paired sample t-test procedure. IBM SPSS version 29.00 was used to do the statistical analysis.

3.5.1 Normality Test

The normality-sample test is used to determine whether the analysed data are normally distributed. The normality test is performed using the IBM SPSS 23 program using the Shapiro-Wilk Test. The decision criteria for this normality test are:

1. If the significant value is > 0.05 , the data is normally distributed. It means that H_0 was accepted, and H_a was rejected.
2. If the significance value is < 0.05 , the data is not distributed normally. It means that H_0 was rejected, and H_a was accepted (not normal distribution).

3.5.2 Paired Sample T-Test

According to Palembang, et al. (2022), paired sample t-test is a testing method used to assess the effectiveness of a treatment, by indicating the average before and after treatment. Before conducting hypothesis testing, it is essential to ensure that the data exhibits both a normal distribution and homogeneity. In this research, hypothesis testing is carried out using Statistical Product and Service Solution (SPSS) version 29.00 software for Windows, with a specific focus on the application of the Paired Sample t-Test technique. This statistical method is employed to evaluate the disparities in means between two sets of data or samples that are independent or unrelated to each other. The decision for this paired sample t-test according to Sahid Raharjo (2016) are:

1. if the significance value is < 0.05 , then the H_0 was rejected and H_a was accepted

2. If the significance value is >0.05 , the H_0 was accepted and H_a was rejected

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Findings

The ensuing paragraphs in this chapter provide an explanation of the data analysis findings. This research looks at how TBLT can help tenth-grade students at MAN 1 Lampung Tengah with their reading comprehension. The data for this study comes from class X.1 MAN 1 Lampung Tengah, which has 34 students in total. The results are given using a quantitative technique with a pre-experimental design, one group post-test, and pre-test. The post-test and pre-test scores were used to determine the research's findings. Both the pre-test and post-test consisted of 20 multiple-choice questions.

The validity and reliability of the pre- and post-test questions were examined in a different class prior to being administered to students. Before starting the treatments the pre-test is administered, and once both the pre-test and the treatment are finished, the post-test is administered. The data presented in the study are directly linked to the research's primary objective, which is to investigate whether there is a statistically significant improvement in the reading comprehension of Tenth Grade Students at MAN 1 Lampung Tengah after being taught through Task-Based Language Teaching.

4.1.1 Research Procedure

On Friday 15 September 2023, a pre-test was carried out on class X.1 as the experimental class in this research. The activities in this research are divided into three parts: pre-teaching activities, main activities, and post-teaching activities. The

experimental class was given a pre-test as part of the pre-teaching activities. This pre-test activity is given to assess students' reading comprehension abilities before they receive treatment. The pre-test contains 20 multiple-choice questions about the descriptive text. Students are given 90 minutes to complete the pre-test questions. After carrying out the pre-test, the researcher began to enter this activity, namely providing treatment. In providing treatment in this research, the researcher used the task-based language teaching method at each meeting. At each meeting, the researcher always applied the task-based language teaching method. The treatment was given 3 times or in 3 meetings.

Then, after carrying out the pre-test and providing treatment, a post-test was held as a post-teaching activity. The same as the pre-test activity, the post-test activity was given 90 minutes to work on questions and use the same questions. This post-test activity was carried out to determine the extent to which students' reading comprehension abilities had improved as a result of implementing the treatment. After holding the pre-test and post-test, the researcher corrected the pre-test and post-test results with the assistance of the English teacher at MAN 1 Central Lampung. Then after getting the results, the researchers compared the results of the pre-test and post-test to find out whether there were significant differences after implementing task-based language teaching in teaching reading comprehension skills.

Table 4. 1 Research Schedule

No	Date	Meetings	Explanation
1.	September 15, 2023	Meeting 1	Pre-test
2.	September 22, 2023	Meeting 2	Treatment 1
3.	September 29, 2023	Meeting 3	Treatment 2
4.	Oktober 6, 2023	Meeting 4	Treatment 3
5.	Oktober 13, 2023	Meeting 5	Post-test

4.1.2 Result of Pre-test and Post-test

This research used a one-group pre-test post-test design with a total of 34 students in class X.1 MAN 1 Central Lampung. The pre- and post-test results for every student who underwent treatment are displayed in the Appendix 5. The lowest score on the pre-test, or test results prior to therapy, was 40, and the highest score was 75. On the post-test, or test conducted after therapy, the lowest score was 70 and the best score was 100.

4.1.3 The Result of Students' Reading Comprehension

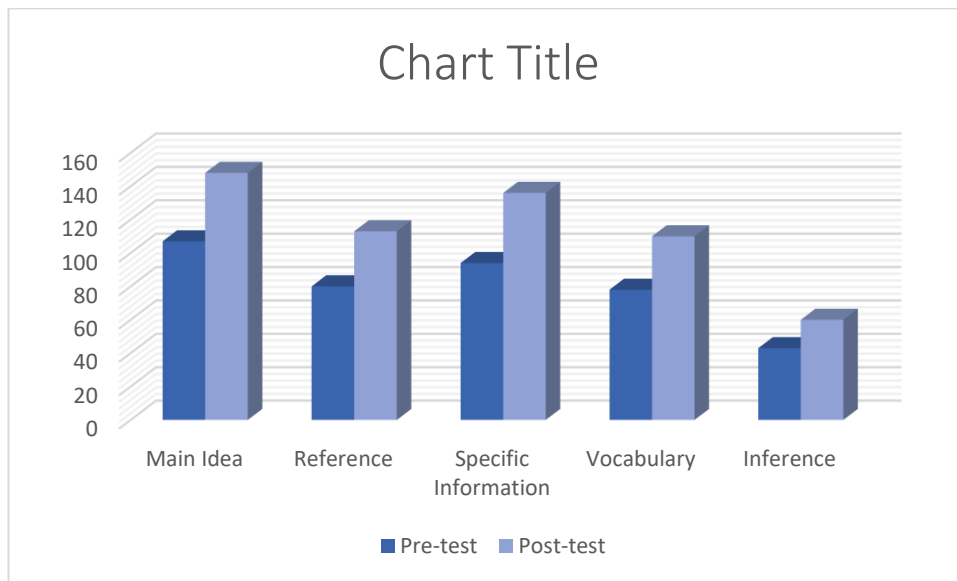
To analyze the results of students' reading abilities, researchers used the IBM SPSS Version 29.00 application for Windows, and the results were as follows:

Table 4. 2 Descriptive Statistics of Pre-Experimental Class

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experimental	34	40	75	59.12	9.250
Post-test Experimental	34	70	100	83.53	7.233
Valid N (listwise)	34				

From the table, during the pre-test the minimum score was 40 and the maximum score was 75, with an average of 59.12. On the post-test, the lowest score was 70, the best was 100, and the average was 83.53.

Chart 4. 1 Result of Pre-test and Post-test



From the chart above, it can be seen that there is an increase in the number of correct answers in the five aspects of reading. During the pre-test, from the five questions about the main idea, 34 students were able to answer correctly with a total of 107 correct answers, while during the post-test, from the five questions about the main idea, 34 students answered correctly with a total of 148 correct answers. Likewise, for questions with the reference aspect, there were 4 questions about reference. During the pre-test, 34 students managed to answer correctly with a total of 80 correct answers, while in the post-test, the students managed to answer correctly with a total of 113 correct answers. Next, there were five questions with specific information aspects, and 34 students answered correctly during the pre-test with 94 correct answers. During the post-test, they managed to answer correctly, with a total of 136 correct answers. Likewise, with aspects of vocabulary and inference. Students experienced an increase in the number of correct answers in each aspect after implementing task-based language teaching.

The researcher provides an explanation of the students' pre-test and post-test results

in the paragraph above, going from the lowest pre-test score to the highest post-test score. The table below shows the outcomes of each pre- and post-test according to the assessment classification:

Table 4. 3 Classification of Pre-test and Post-test of Pre-experimental

Score	Classification	Frequency Pre-experimental Class	
		Pre-test	Post-test
85-100	Excellent	0	19
70-84	Good	7	15
55-69	Average	19	0
40-54	Poor	8	0
<39	Very Poor	0	0

From the results from the table, no students scored in the excellent category during the pre-test; seven students scored in the good category; nineteen students scored in the average category; eight students scored in the poor category; and none of the students scored in the very poor category. As for the post-test results, no students were placed in the average, poor, or extremely poor categories; instead, 19 students were placed in the excellent group, and 15 students in the good category.

4.1.4 Result of the Normality Test

The normality-sample test determines whether the analysed data are normally distributed or not. The normality test is performed using the Shapiro-Wilk Test. The decision criteria for this normality test are:

1. If the significant value is > 0.05 , the data is normally distributed. It means that H_a was accepted, and H_0 was rejected.
2. If the significance value is < 0.05 , the data is not distributed normally. It means that H_a was rejected, and H_0 was accepted (not normal distribution).

Because the samples used by researchers were 34 samples or less than 100, the normality test used was Shapiro-Wilk. The following are the results of the normality test analysis.

Table 4. 4 Test of Normality

Test of Normality			
	Shapiro-Wilk		
	Statistic	Df	Sig.
Pre-test	.953	34	.153
Post-test	.956	34	.148

From the table, in the pre-test, the normality test with the Shapiro-Wilk test yielded a significant value of 0.153, indicating a value more than 0.05 ($0.153 > 0.05$). Additionally, the significant value for the post-test results is 0.184, indicating that the results are greater than 0.05 ($0.184 > 0.05$). It can be concluded that the data is normally distributed since the pre- and post-test significant values are > 0.05 .

4.1.5 Result of Paired Sample T-test

In this research, hypothesis testing was carried out using a paired sample t-test. Hypothesis testing is carried out to answer research questions that are still conjectural. In this research there are two hypotheses, namely hypothesis no (H_0) and alternative hypothesis (H_a), which are explained as follows:

H_0 : There is no significant improvement in reading comprehension of Tenth Grade Students at MAN 1 Lampung Tengah after being taught through Task-Based Language Teaching.

Ha: There is a significant improvement in reading comprehension of Tenth Grade Students at MAN 1 Lampung Tengah after being taught through Task-Based Language Teaching.

To test this hypothesis, the researcher used a paired sample t-test, which determines if the independent variable has a significant impact on the dependent variable, was employed by the researcher to test this hypothesis. This research's paired-sample t-test computations were performed with IBM SPSS version 29.00 for Windows. The paired sample t-test findings are as follows.

Table 4. 5 Paired Sample T-Test

Paired Sample T-Test										
Paired Differences								Significance		
				95% Confidence Interval of the Difference						
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	One-Sided p	Two-Sided p
Pair 1	Pre-test – Post-test	-24.412	9.674	1.659	-27.787	-21.036	-14.714	33	<.001	<.001

From table, the pre-test and post-test significance is <0.001. There is a significant difference in students' reading comprehension on the pre-test and post-test, therefore if the significance value is <0.05 or 0.001<0.05, then it can be stated that Ha is accepted and H0 is rejected in accordance with the decision-making norms of the paired sample t-test. So, it can be concluded that there is a significant improvement in reading comprehension of Tenth Grade Students at MAN 1 Lampung Tengah after being taught through Task-Based Language Teaching.

4.2 Discussion

Based on the analysis of data obtained using the pre-experimental design one group pre-test post-test method, it can be seen that there was an increase in the reading comprehension ability of tenth-grade students at MAN 1 Lampung Tengah after the implementation of task-based language teaching. This can be seen from comparing the average results of students' pre-test and post-test scores. From the results of the pre-test and post-test data, it is known that the results of the pre-test or test carried out before being given treatment, the pre-test results have an average of 59.12. Meanwhile, the results of the post-test or test carried out after students received treatment, the average increased to 83.53.

Based on the explanation that the researchers have explained above, there is a significant difference in scores after being given treatment. This shows that teaching using task-based language teaching methods is more influential than not using this method. Through applying this method, students become more active and involved in the learning process. This is supported by Swan (2005), where the implementation of task-based language teaching encourages students to actively participate in the learning process by being involved in providing feedback to their friends.

Task-based language teaching encourages students to actively participate in the teaching and learning process, so that each student has the opportunity to develop together in understanding the material. This finding is supported by Nihe (2020) who states that the implementation of task-based language teaching improves students' abilities covering several aspects, such as reading, pronunciation,

vocabulary, grammar and fluency. Apart from that, Barokah (2018) also stated that the implementation of task-based language teaching had a positive impact on students' reading comprehension. And this is in line with the characteristics of TBLT according to Swan (2005), namely that education must also prioritize student-centred concepts apart from being teacher-centred.

Task-based language teaching can be implemented by teachers during the teaching and learning process to help students improve reading skills. And the implementation of task-based language teaching has proven to be effective. This can be seen from the post-test results which have increased compared to the pre-test results, which shows that the implementation of task-based language teaching has an effect on students' reading comprehension abilities. This is supported by previous research from Azzuhra (2023), the application of task-based language teaching helps students improve reading comprehension and students become more interested in the learning process.

Based on the explanation in the paragraph above, it can be concluded that the improvement in the reading comprehension of tenth-grade students at MAN 1 Lampung Tengah was successfully achieved after being taught through task-based language teaching. The activities conducted during the research assisted students in better understanding readings. This is also made students more actively engaged in the learning process within the classroom. Additionally, the students' knowledge of descriptive text was also successfully achieved through the implementation of the task-based language teaching method.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

From the research's result, it can be concluded that there is an improvement in the reading comprehension skills of the tenth-grade students at MAN 1 Lampung Tengah after the implementation of task-based language teaching. This is evident from the average pre-test score of 59.12, which increased to 83.53 in the post-test. Furthermore, there is a significant difference, according to the findings of the hypothesis test employing a paired sample t-test with a significance level of <0.05 , which is 0.001. The alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected based on the paired sample t-test result of $0.001 < 0.05$. Therefore, it can be concluded that once TBLT was implemented, the tenth-grade students at MAN 1 Lampung Tengah had improved reading comprehension skills. Therefore, it can be concluded that there is an enhancement in the reading comprehension abilities of the tenth-grade students at MAN 1 Lampung Tengah following the implementation of task-based language teaching.

5.2 Recommendation

Based on the results of the research that have been analyzed by the researcher, the following recommendations are made:

1. For Teachers

Teachers are advised to utilize Task-Based Language Teaching as a teaching strategy to enhance students' reading abilities. Because this method provides

many benefits for teaching reading comprehension, although there are also many other methods that can be used to teach reading comprehension, this method can be an alternative for teaching reading comprehension.

2. For Students

For students, they must always learn and improve their reading comprehension skills both within and outside of school, utilizing various methods, one of which is task-based language teaching.

3. For Future Researchers

For future researchers who will conduct studies on the Task-Based Language Teaching method in the English subject, specifically focusing on descriptive text material and reading skills, it is advisable to diversify similar teaching activities with greater innovation and appeal in order to enhance students' learning outcomes.

REFERENCES

- Arifin, Z. (2009). *Evaluasi pembelajaran* (Vol. 8). Bandung: Remaja Rosdakarya.
- Anshary, D., Mulyadi, Y., & Mutiarsih, Y. (2019). Penerapan Strategi Pembelajaran Task Based Language Learning Dalam Meningkatkan Keterampilan Menulis Teks Deskriptif Bahasa Perancis. *Jurnal Pendidikan Bahasa dan Sastra*, 19(2), 245-254.
- Arikunto, S. (2021). *Dasar-dasar evaluasi pendidikan edisi 3*. Bumi Aksara.
- Astuti, D. (2019). Teaching Reading Through Picture Series in Narrative Text at the Second Grade Students of SMAN 1 Kota Agung.
- Azhar, S. *Pengaruh Media Powtoon Terhadap Hasil Belajar Siswa Pada Mata Pelajaran PAI dan Budi Pekerti Kelas VII SMPI Al-Anshor Cibinong* (Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta).
- Azzuhra, N. (2023). *The Use of Task-Based Language Teaching to Improve Students' reading comprehension* (Doctoral dissertation, UIN Ar-Raniry).
- Barokatun Nasikha, D. M. (2019). The Effect of Task-Based Language Teaching (TBLT) on Students' Reading Comprehension of Analytical Exposition Text. *Prosiding Mahasiswa Seminar Nasional Unimus*, 389-395.
- Fauziyah, R. (2016). Efektivitas penggunaan modul untuk meningkatkan hasil belajar mata pelajaran boga dasar kelas X di SMK Negeri 1 Kalasan Yogyakarta. *Skripsi*. Yogyakarta. Universitas Negeri Yogyakarta.
- Friatma, A., & Anhar, A. (2019, November). Analysis of validity, reliability, discrimination, difficulty and distraction effectiveness in learning assessment. In *Journal of Physics: Conference Series*, 1387(1), p. 012063.
- Gerald, B. (2018). A Brief Review of Independent, Dependent and One Sample t-test. *International Journal of Applied Mathematics and Theoretical Physics*, 50-54.

- Hawara, G. F., & Yunita, W. (2019). The Effect of Task-Based Learning (TBL) Approach on the Students' Listening Comprehension at the Tenth Grade of SMAN 3 Kota Bengkulu. *Journal of English Education and Teaching*, 3(2), 260-270.
- Hima, A. N., Saputro, T. H., & Farah, R. R. (2021). Benefits and challenges of doing task-based language teaching in Indonesia: Teachers' perception. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, 7(1), 131-142.
- Malinda, T., Aunurrahman, A., Sahrawi, S., & Hafis, M. (2022). An Analysis of Students' difficulties in Reading Comprehension At Smpn 05 Tanah Pinoh Barat. *Journal of English Language Teaching and Education (JELTE)*, 3(2), 88-102.
- NIHE, L. A. (2020). The use of Smartphone to Integrated Task-Based Language Teaching (TBLT) to Enhance the Students' Competence in Speaking Skill at SMP Negeri 2 Batudaa Pantai. *Skripsi*, 1(701516011).
- Nurhaeni, D. (2022). *Using Context Clues Strategy to Improve Students' Reading Comprehension of Descriptive Text* (Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta).
- Palimbong, S. M., Pompeng, O. D. Y., & Widia, W. (2022). Pengaruh penerapan surat pemberitahuan elektronik (e-spt) masa pajak pertambahan nilai (ppn) terhadap kepatuhan wajib pajak. *AKUNTABEL*, 19(2), 475-481.
- Puspitasari, D. (2018). *The Use of Task Based Learning to Improve the Reading Comprehension Ability Among the Tenth Graders of The SMA N 1 Sekampung in Academic Year 2018/2019* (Doctoral dissertation, IAIN Metro).
- Rudi, R. (2023). The Effectiveness of Task Based Language Teaching in Teaching Speaking at SMAN 2 Banda Aceh. *Jurnal Ilmiah Mahasiswa Pendidikan*, 4(1).

- Raharjo, S. (2016). Cara Uji Paired Sample T-Test dan Interpretasi dengan SPSS. *SPSS Indonesia*.
- Saptutyningsih, E., & Setyaningrum, E. (2019). Penelitian kuantitatif metode dan alat analisis. *Yogyakarta: Gosyen Publishing*.
- Septiyana, L., & Aminatun, D. (2021). The Correlation Between Efl Learners' cohesion and Their Reading Comprehension. *Journal of Research on Language Education, 2(2)*, 68-74.
- Setayesh, M. (2017). The Impact of Task-Based Language Teaching on the Development of Iranian EFL Learners' ESP Reading Comprehension Skills. *Australian Internationa Academic Centre, 70-76*.
- Simanjuntak, M. B. (2020). The effects of integration between kurikulum 2013 and Cambridge curriculum in English (Study case taken from saint peter's junior high school). *Journal Of Advanced English Studies, 3(1)*, 50-59.
- Sipayung, K. T., Tampubolon, S., Napitupulu, F. D., & Tobing, F. L. (2021). Generic structure of descriptive text written English language learner and teachers. *Linguistics and Culture Review, 5(S3)*, 1636-1650.
- Suci, I. P. P. (2022). *An Analysis of Task-Based Language Teaching (Tblt) Approach Used by The Teacher to Improve Writing Ability at Sma Negeri 08 Mukomuko in The Academic Year Of 2021/2022* (Doctoral dissertation, UIN Fatmawati Sukarno Bengkulu).
- Tatipang, D., Oroh, E. Z., & Liando, N. V. (2021). The Application of Mind Mapping Technique to Increase Students' reading Comprehension at The Seventh Grade of Smp. *Kompetensi, 1(03)*, 389-397.
- Waryati, A. (2019). *Pengaruh Metode Pembelajaran Outdoor Learning Terhadap Peningkatan Hasil Belajar Ilmu Pengetahuan Sosial (Penelitian pada Siswa Kelas 3 SDN Geger Kecamatan Tegalrejo Kabupaten Magelang)* (Doctoral dissertation, Skripsi, Universitas Muhammadiyah Magelang).

Wati, R. (2018). *Improving The Students' English Writing of Descriptive Text Through Task-Based Language Teaching* (Doctoral dissertation, Universitas Islam Negeri Sumatera Utara Medan).

APPENDICES

*Appendix 1 Modul Ajar***MODUL AJAR**

Nama Penyusun	Anggun Putri Kinanti
Institusi	MAN 1 Lampung Tengah
Tahun Pembuatan	2023
Mata Pelajaran	Bahasa Inggris
Jenjang	Madrasah Aliyah Negeri (MAN)
Kelas	X (Sepuluh)
Alokasi Waktu	2 x 45 menit= 90 menit
Profil Pelajar Pancasila	<ul style="list-style-type: none"> • Beriman dan bertaqwa kepada tuhan yang maha esa dan berakhlak mulia • Berkebhinekaan • Global gotong • Royong mandiri • Kreatif • Bernalar kritis
Fase E	Domain Mata Pelajaran <ul style="list-style-type: none"> • Membaca – Memirsa • Menulis – Mempresentasikan • Menyimak – Berbicara
Kompetensi Awal	Peserta didik mengenal seperti apakah teks deskripsi
Gaya Belajar	Visual, Auditory, Audio Visual, Kinestetik

Sarana Prasarana	Media/alat: Laptop, LCD, Video, Audio, HP, Jaringan Internet dan Speaker, Buku Paket.
Asesmen	Asesmen Diagnostik Formatik Sumatif

B. KOMPONEN INTI

Capaian Pembelajaran (Fase E)
<p>Pada akhir fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam Bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.</p>

Alur Tujuan Pembelajaran

No	Materi	Tujuan Pembelajaran	Alokasi Waktu	Keterangan
1.	Descriptive Text	Peserta didik mampu mengidentifikasi dan mengevaluasi ide utama maupun informasi lainnya secara detil pada sebuah teks deksripsi dengan menggunakan strategi.	2 x 45	

Kegiatan Pembelajaran	
Langkah – langkah Pembelajaran	<p>Pemahaman Bermakna</p> <p>Setelah mengikuti pembelajaran ini,</p> <ul style="list-style-type: none"> ➤ Peserta didik mampu membaca dan merespon berbagai macam teks secara mandiri. ➤ Peserta didik mampu menunjukkan keterampilan merespon teks yang makin kompleks. ➤ Peserta didik mampu menulis melalui aktivitas yang dipandu dan menyampaikan ide kompleks dan menggunakan berbagai kosa kata dan kata kerja dalam tulisannya.

	<p>Kegiatan Awal: 10 menit</p> <ul style="list-style-type: none"> • Guru dan siswa melaksanakan apersepsi pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar). (Penerapan Sosial emosional) • Guru mengajak murid untuk melakukan kegiatan “Bernyanyi menggunakan lagu yang telah dimodifikasi berkaitan dengan Descriptive Text”. (Ice Breaking) <p>Lirik lagu:</p> <p>https://drive.google.com/folderview?id=1HukvouqsBv57lz-DglENjzKcBBZxXzAh</p> <div data-bbox="635 958 916 1352" style="background-color: #f0f0f0; padding: 10px; margin: 10px 0;"> <p>I</p> <p>You</p> <p>They Noun kata Benda</p> <p>We Verb kata Kerja</p> <p>She Adjective kata Sifat</p> <p>He Adverb kata Keterangan</p> <p>It</p> <p>Subject is Pelaku</p> </div> <ul style="list-style-type: none"> • Guru melakukan pemetaan peserta didik pada Profil Belajar Peserta didik. • Guru dan murid melakukan Ice Breaking untuk membangkitkan Sinergi/semangat dan focus dalam proses pembelajaran. <p>Link ice breaking:</p>
--	---

<https://drive.google.com/folderview?id=1HukvouqsBv57lz-DglENjzKcBBZxXzAh>

- Guru mengaitkan pembelajaran minggu lalu dengan materi pembelajaran sekarang.
- Guru menyampaikan tujuan pembelajaran terkait materi descriptive text.
- Memberikan pertanyaan pemantik “apa itu descriptive text?”



Sumber: <https://images.app.goo.gl/XRZicp8bVro1ACkt7>

- ❖ What is this?
- ❖ What do you think about this thing?

- Menyampaikan tujuan, topik dan agenda pembelajaran

Kegiatan Inti: 65 menit

- Guru menayangkan slide power point yang berisi materi dan contoh text descriptive text dalam bentuk gambar dan sebuah paragraph. (*Diferensiasi Konten*)



Let me introduce you to one of Idol Kpop's. Her name is Isa. She is a member of STAYC, a girl group from South Korea. Isa is very beautiful. She has chubby cheeks, a pointed nose, and long hair. She also has a very melodious voice, is good at dancing, and has a cute smile. In the STAYC group, Isa is considered a 'mother' figure because she always listens to the other members' stories, decides on the members' food menu, and maintains each STAYC member's health condition.

Link PowerPoint:

https://drive.google.com/drive/folders/1rJeSW62OA8NffkvP-VQ51cp3cr66M8wW?usp=drive_link

- Murid diminta untuk menyebutkan informasi yang mereka dapat dari slide power point yang berisi gambar

	<p>dan paragraph yang disajikan guru secara tertulis maupun lisan. (Diferensiasi Konten)</p> <p>Link PowerPoint:</p> <p>https://drive.google.com/drive/folders/1rJeSW62OA8NffkvP-VQ51cp3cr66M8wW?usp=drive_link</p> <ul style="list-style-type: none">• Guru membagi kelompok diskusi untuk membahas terakit informasi yang didapat murid mengenai Descriptive Text yang disajikan. (<i>Diferensiasi Proses</i>)• Selanjutnya guru mengajak murid untuk berhenti sejenak, kemudian melakukan ice breaking (melakukan tepuk beat one, beat two, and beat three) untuk mengembalikan konsentrasi dan semangat belajar murid. (<i>Penerapan Pembelajaran Sosial Emosional</i>) <p>Link video Ice breaking:</p> <p>https://drive.google.com/folderview?id=1HukvouqsBv57lz-DglENjzKcBBZxXzAh</p> <ul style="list-style-type: none">• Murid mengerjakan soal melalui web wordwall dengan berdiskusi dengan teman sekelompok.<ul style="list-style-type: none">➤ Link soal melalui web wordwall: https://wordwall.net/resource/57099528➤ https://wordwall.net/id/resource/57098820
--	---

- Murid lain memberi argument jika terdapat jawaban yang berbeda.

Kegiatan Penutup: 15 Menit

- Guru Bersama murid menyimpulkan pembelajaran terkait materi yang dipelajari (Teks Descriptive)
- Guru memberikan tugas mengerjakan soal
- Murid diminta untuk melakukan refleksi terkait materi yang diajarkan
- Guru menyampaikan rencana kegiatan pertemuan berikutnya yaitu menilai dan memberikan komentar terhadap video teman sekelas mereka
- Guru menutup pembelajaran dengan mengajak murid untuk berdoa yang dipandu oleh ketua kelas. (Penerapan PSE)

LEMBAR REFLEKSI

Setelah mempelajari materi ini, silakan isi lembar refleksi berikut dengan jujur. Respon kalian tidak akan mempengaruhi

	<p>nilai, justru akan membantu kalian untuk menjadi pribadi yang Lebih baik dan mencapai hasil yang lebih baik.</p> <p>1) Dari proses belajar hari ini, hal yang saya pahami adalah </p> <p>2) Dari proses belajar hari ini, hal yang belum saya pahami adalah/ saya ingin mengetahui lebih dalam tentang </p> <p>3) Dari proses belajar hari ini, hal yang akan saya lakukan dalam kehidupan sehari-hari </p>
--	--

Daftar Pustaka	<p>Link 1: https://images.app.goo.gl/XRZicp8bVro1ACkt7</p> <p>Link 2: https://pin.it/5yFm2pU</p> <p>Link 3: https://www.ruangguru.com/blog/bahasa-inggris-kelas-7-pengertian-tujuan-ciri-ciri-dan-struktur-descriptive-text</p>
----------------	---

Appendix 2 Procedure for Data Collection

The Procedure for Data Collection Includes the Following Steps:

1. First Meeting: Pre-test

Conducting a pre-test in the experimental class aims to determine students' basic abilities in reading comprehension in descriptive texts before implementing the task-based language teaching method. The researcher started learning in class by introducing himself, praying, and doing ice-breaking, then explained the rules and how to take the pre-test as follows:

Do the following multiple-choice questions. This question consists of 20 questions that you must answer correctly. The questions are done directly on the sheet provided. The time given to complete this problem is 90 minutes!

2. Experimental Treatment

Applying experimental treatment in teaching reading comprehension using task-based language teaching to study descriptive text. Experimental treatment will be given at the second to fourth meetings, with detailed activities as follows:

- **Second meeting: Treatment 1**

The researcher explains material about descriptive text which includes understanding, generic structure, and language features of descriptive text. Researchers also provide an example of descriptive text about a K-pop artist named Isa. After that, the researcher reviewed the errors in the pre-test questions that the students had done. Researchers gave students the task of making a short video

explain about themselves which was then uploaded to YouTube with a submission deadline of one week and discussed at the next meeting.

- **Third meeting: Treatment 2**

Researchers and students together watched the videos that each student had made. Then together with the students, the researcher gave feedback on the videos that the students had made. Researchers then formed four groups, and each group was tasked with searching for a descriptive text on the internet.

- **Fourth meeting: Treatment 3**

The researcher invited students to sit according to their respective groups. After that, each group exchanged descriptive texts that each group had searched for on the internet. Then each group prepares a paper and discusses determining the generic structure and language features in the descriptive text. After determining the generic structure and language features of the text, each group briefly presented the results of their discussion. The researcher then provided feedback to each group.

3. Fifth meeting: Post-test

carrying out a post-test in the experimental class at the final meeting aims to determine students' abilities in reading comprehension after implementing the task-based language teaching-learning method. The researcher started the class by explaining the provisions for implementing the post-test as follows:

Do the following multiple-choice questions. This question consists of 20 questions that you must answer correctly. The questions are done directly on the sheet provided. The time given to complete this problem is 90 minutes!

Appendix 3 Instruments

Questions for Pre-test and Post-test

Name :

Class :

This text for questions no 1

The Great Wall, one of the world's greatest wonders, was listed as a World Heritage by UNESCO in 1987. Just like a gigantic dragon, the Great Wall winds up and down across deserts, grasslands, mountains, and plateaus, stretching approximately 8,851.8 kilometers (5,500 miles) from east to west of China. With a history of more than 2,000 years, some of the sections are now in ruins or have disappeared. However, it is still one of the most appealing attractions all around the world owing to its architectural grandeur and historical significance. The Great Wall of China is the longest structure ever built. It was erected entirely by hand. The main part of the wall is about 3,460 kilometers long. One of the highest sections of the Great Wall, on Mount Badaling, near Beijing, rises to about 11 meters high. This section

is about 7.5 meters wide 53 at its base and nearly 6 meters at the top. Watchtowers stand about 90 to 180 meters apart along the wall.

1. We know from the text that Great Wall is...

- A. Not a high building
- B. Located in southeast China
- C. Built by using high technology
- D. Built without using technology
- E. The longest construction in the world

This text is for question no 2 dan 3

Ladies and Gentlemen, in case of emergency, take the life jacket which is located under your seat. Put the life jacket over your head and then fasten the jacket tapes around you're your waist. Do not inflate the jacket until you left the aircraft. The jacket will be automatically inflated by pulling a cord, but if not, you can blow into the chip to inflate it. A light is attached to the jacket to attract attention. The life jacket should be removed only in case of emergency. The use of TV sets, AM and FM radios and radio cassette recorders, walkman, and any mobile phones are prohibited on board as they interfere with the communication and navigation system. We wish you an enjoyable flight.

2. Where is the life jacket located?

- A. Over the head
- B. Around the waist.
- C. Outside the aircraft.
- D. In the back of the seat.

E. Under the seat.

3. What can interfere with the navigational system?

A. Table

B. The life jacket

C. Mobile phones

D. The attached light

E. Tapes around the waist.

The text is for questions number 4 and 5

Bale Kambang is a small village on the Southern coast of East Java, seventy kilometers from Malang town and a two-hour drive from the South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali. In Bale Kambang, there are three small rocky islands namely Ismaya Island, Wisanggeni Island, and Anoman Island, those names are taken from “wayang” figures (Java traditional puppets). These islands are surrounded by the Indonesian Ocean and huge waves frighten most overseas cruisers.

4. What makes Bale Kambang famous?

A. Small rocky islands

B. Long beautiful beach

C. Huge waves of the ocean

D. Overseas cruisers

E. three small rocky islands

5. What is the main idea of the second paragraph?
- A. There are three rocky islands in Bale Kambang
 - B. Huge waves frighten many overseas cruisers
 - C. Names of rocky islands are taken from “wayang” figures
 - D. The rocky islands are in the middle of the sea
 - E. The small village of Bale Kambang

The text is for questions number 6

Kediri is the name of a town. It is situated in a valley between the Kelud and Willis mountains and is inhabited by about 1.3 million people. In the center of the town, there is a large hill which is called Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the center of the town.

Besides the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is a delicacy of Kediri and has a distinctive taste. The cigarette factory dominates the town's economy and employs the majority of the women's labor force. Kediri and the cigarette factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

6. “Those who do not work here ...” (last sentence). The “those” word refers to
- A. The local people
 - B. The factory workers
 - C. The farmers

- D. The traders
- E. Women labor force

This text for questions number 7 to 9

Orchard Road is a Boulevard that becomes a business and entertainment center in Singapore. Orchard Road is surrounded by lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as Mall and Plaza were built in 1974.

Orchard Road runs along about 2.2 km. This road is a one-way street flanked by a variety of shopping malls, hotels, and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area, there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard Road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through Napier Road. Vehicles from Dunearn Road can turn to the left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

7. The text mainly focuses on?

- A. Singapore

- B. Orchard Plantation
- C. Plaza and Mall
- D. Orchard Road as business and entertainment center
- E. Shopping Center

8. Which statement is TRUE?

- A. At first Orchard Road was a crowded settlement
- B. Orchard Road became a business and entertainment center in 1974
- C. Vehicles from Dunrean Road turn to the left at the intersection of the Marriott Hotel junction
- D. Orchard Road is an infamous place in Singapore
- E. Orchard Road is not surrounded by a flower garden

9. Words “it” in line 4 refers to?

- A. The plantation
- B. Luxury branded things
- C. The plaza
- D. Singapore
- E. Suburban Street

This text for questions number 10

The Shard is an 87-storey skyscraper, which sits in the heart of London. It is known as the shard of glass. Construction began in 2009 and was completed three years later in 2012, making it Western Europe’s tallest building. Designed by architect Renzo Piano, The Shard is the second tallest freestanding structure in the UK. Its exterior boasts 11,000 glass panels — that’s equivalent in area to eight football

pitches or two-and-a-half Trafalgar Squares. The building was developed to have multiple uses, described on the website as a ‘vertical city where people can live, work and relax’. This motto was clearly taken on board that was found on the 72nd floor towards the end of construction.

10. What probably makes people interested in staying in the Shard?

- A. It has multiple uses
- B. It is the tallest building in the UK
- C. It was built by a famous architect
- D. It is located in the heart of London
- E. It was very cheap

The task for question number 11-15

Natural Bridge National Park is a luscious tropical rainforest. It is located 110 kilometers south of Brisbane and is reached by following the Pacific Highway to Nerang and then by traveling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park. The phenomenon of the rock formed into a natural ‘arch’ and the cave through which a waterfall cascade is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offer toilets, barbeque, shelter sheds, water, and fireplaces; however, overnight camping is not permitted.

11. What is the function of paragraph 1?

- A. As an identification
- B. As an orientation
- C. As a thesis
- D. As a classification
- E. As an abstract

12. What is the communicative purpose of the text?

- A. to present two points of view about the Natural Bridge National Park
- B. to explain the bridge national park
- C. to describe the bridge national park
- D. to retell the Bridge National Park
- E. to persuade readers to preserve the Bridge National Park

13. Where is the Natural Bridge National Park located?

- A. 110 kilometers from South of Brisbane
- B. 110 kilometers from Pacific Highway
- C. 110 kilometers from Numinbah Valley
- D. 110 kilometers from Lamington National Park
- E. 110 kilometers from Nerang

14. What the visitors will see at night?

- A. A common glow worm
- B. The unique feature of the glow worms
- C. A great dark cave
- D. The unique rocks
- E. The Fantastic Bridge

15. The word 'luscious' in the text means...

- A. succulent
- B. dense
- C. dull
- D. dry
- E. arid

The text is for questions number 16

The Suramadu Bridge (Indonesian: Jembatan Suramadu), also known as the Surabaya–Madura Bridge, is a bridge with three cable sections constructed between Surabaya on the island of Java and the town of Bangkalan on the island of Madura in Indonesia. Opened on June 10, 2009, the 5.4-km bridge is the longest in Indonesia and the first bridge to cross the Madura Strait.

The cable-stayed portion has three spans with lengths of 192 m, 434 m, and 192 m. The bridge has two lanes in each direction plus an emergency lane and a dedicated lane for motorcycles. The first toll bridge in Indonesia, fares have been initially set at Rp. 30,000 (US\$3 in 2009) for four-wheeled vehicles and Rp. 3,000 (US\$0.30) for two-wheelers.

The bridge was built by a consortium of Indonesian companies PT Adhi Karya and PT WaskitaKarya working with China Road and Bridge Corp. and China Harbor Engineering Co. Ltd. The total cost of the project, including connecting roads, has been estimated at 4.5 trillion rupiahs (US\$445 million).

Construction was started on August 20, 2003. In July 2004, a girder collapsed, killing one worker and injuring nine others. Work on the bridge halted at the end of

2004 due to a lack of funds but was restarted in November 2005. The main span of the bridge was connected on March 31, 2009, and the bridge was opened to the public on June 10, 2009. Within a week of the opening, it was discovered that nuts and bolts as well as maintenance lamps had been stolen and that there was evidence of vandalism of cables supporting the main span.

16. Suramadu's bridge connects the island....

- A. Java and Sumatra
- B. Java and Bali
- C. Sumatra and Kalimantan
- D. Java and Madura
- E. Java and Surabaya

The text for questions number 17

Petruk Cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the Dukuh Mandayana Candirenggo Village, Ayah District, Kebumen Regency. In the Petruk cave, there is no lighting that illuminates the cave. It is still a very natural cave so Petruk Cave is very dark to be entered. Petruk Cave's name is taken from the Punokawan of the puppet character that is Petruk. The cave is Named Petruk Cave because the length of the cave is as long as Petruk's nose.

In the cave, there are 3 floors that are the first is a basic cave, a Hindu cave, and a Petruk cave. The base cave is a short cave that is just 100 meters away. The cave is used for tourist attractions. A Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must

be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near the end of the cave.

17. What does stalactites mean?

- A. A type of formation that hangs from the ceiling of caves
- B. Types of formation that lay on the floor of caves
- C. Types of food given to an ancestor
- D. Someone who guides the visitor in the cave
- E. Kind of animals in the cave

The text for questions number 18

Losari Beach is a beautiful beach located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest café in Asia because many cafes stand along the beach, but now the cafes are located in a special place so it does not spread along the coast. The charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people coming to Losari Beach. Every evening hundreds of people come to witness the panorama of red as the sun disappears into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is as often quiet as usual as pool water. Losari is the waterfront of Makassar. The length of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. On this beach, there is a park called the Pelataran Bahari (Marine Park), with a semicircular area of nearly one hectare. This place is a plaza with a clean floor for children to play and run around, while parents and teens sit on concrete

benches to enjoy the sea breeze. From this place, you are also free to view out to the sea and watch the sunset slowly turn reddish in the line of the horizon. The reflected light also creates a sheen on the surface of seawater. The Pelataran Bahari also serves as the stadium of open water to watch the coastal waters in front of Losari Beach. This coastal water is often used as a racecourse jet ski, boat races, and traditional boat Jolloro painting, or become a transit point of rely of Sandeq traditional sailboats and yachts. In Losari, there are also a few hotels. Some of them qualified as a three-star hotel. The hotel offers the panoramic beauty of the sea with luxury service treats. There are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel, and Pantai Gapura Hotel. All of the hotels are located in Jalan Penghibur.

18. What is the main idea of the text?

- A. Losari Beach is an awful place.
- B. Losari Beach is a good place to visit.
- C. Nobody visits Losari Beach.
- D. Many visitor on Pantai Gapura Hotel.
- E. No one stays at Losari Beach Inn.

19. Where is Losari Beach located?

- A. Somewhere in Makassar City.
- B. Locate at Jalan Penghibur.
- C. Near Makassar City.
- D. Far away from Losari Beach Inn.
- E. Located only about 3 km from the center of Makassar (Karebosi Park).

The text for questions number 20

The Shard is an 87-storey skyscraper, which sits in the heart of London. It is known as the shard of glass. Construction began in 2009 and was completed three years later in 2012, making it Western Europe’s tallest building. Designed by architect Renzo Piano, The Shard is the second tallest free-standing structure in the UK. Its exterior boasts 11,000 glass panels — that’s equivalent in area to eight football pitches or two-and-a-half Trafalgar Squares.

The building was developed to have multiple uses, described on the website as a ‘vertical city where people can live, work and relax’. This motto was clearly taken on board that was found on the 72nd floor towards the end of construction.

20. What is the text about?

- A. The architect Renzo Piano
- B. The Shard glass panels
- C. The Shard, building in London
- D. The tallest building in London
- E. The heart of London

Key Answers:

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

Appendix 4 Distribution of r-table Values

N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306

20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.349	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081

Appendix 5 Score of Pre-Test and Pos-Test

No	Name	Pre-Test	Post-Test
1	AA	65	100
2	AKL	60	80
3	CTA	70	85
4	DNK	75	90
5	DA	65	80
6	ENP	50	95
7	FH	65	80
8	FAA	55	75
9	FEY	70	95
10	HRA	55	80
11	IRH	50	90
12	KS	60	70
13	KAM	65	80
14	KO	70	95
15	KN	70	80
16	KNF	55	85
17	KNS	50	85
18	MRK	55	75
19	MRW	40	85
20	MKP	65	90
21	NA	70	80
22	QAH	45	75
23	RH	60	90
24	RA	55	85
25	RSS	50	75
26	SIW	60	85
27	SS	55	80
28	SAL	50	85

29	SKM	75	90
30	VA	55	85
31	WS	65	75
32	ZAW	65	85
33	ZD	55	85
34	ZA	40	70

Appendix 6 Result of Validity Test

Number of Question	r-table	r-count	Category	Number of Question	r-table	r-count	Category
1	0.349	.474**	Valid	26	0.349	.338	Invalid
2	0.349	.142	Invalid	27	0.349	.338	Invalid
3	0.349	-.147	Invalid	28	0.349	-.014	Invalid
4	0.349	.613**	Valid	29	0.349	.618**	Valid
5	0.349	.647**	Valid	30	0.349	.289	Invalid
6	0.349	.076	Invalid	31	0.349	.406*	Valid
7	0.349	.163	Invalid	32	0.349	-.424*	Valid
8	0.349	.069	Invalid	33	0.349	.387**	Valid
9	0.349	.082	Invalid	34	0.349	.620**	Valid
10	0.349	.123	Invalid	35	0.349	.616**	Valid
11	0.349	.108	Invalid	36	0.349	.613**	Valid
12	0.349	.040	Invalid	37	0.349	.303	Invalid
13	0.349	.195	Invalid	38	0.349	.618**	Valid
14	0.349	.309	Invalid	39	0.349	.163	Invalid
15	0.349	.289	Invalid	40	0.349	.079	Invalid
16	0.349	.224	Invalid	41	0.349	.191	Invalid
17	0.349	.359*	Valid	42	0.349	.152	Invalid
18	0.349	.372*	Valid	43	0.349	.587**	Valid
19	0.349	.093	Invalid	44	0.349	.243	Invalid
20	0.349	.044	Invalid	45	0.349	.438**	Valid
21	0.349	.620**	Valid	46	0.349	.125	Invalid
22	0.349	.367*	Valid	47	0.349	.467**	Valid
23	0.349	.474*	Valid	48	0.349	.438**	Valid
24	0.349	-.028	Invalid	49	0.349	.166	Invalid
25	0.349	.377*	Valid	50	0.349	-.152	Invalid

Appendix 7 Result of Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.835	21

Appendix 8 Result of Discrimination Index

Number of Question	r-count	Category
1	.474	Very Good
4	.613	Very Good
5	.647	Very Good
17	.359	Good
18	.372	Good
21	.620	Very Good
22	.367	Good
23	.474	Very Good
25	.377	Good
29	.618	Very Good
31	.406	Very Good
32	-.424	Poor
33	.387	Good
34	.620	Very Good
35	.616	Very Good
36	.613	Very Good
38	.618	Very Good
43	.587	Very Good
45	.438	Very Good
47	.467	Very Good
48	.438	Very Good

Appendix 9 Result Level of Difficulty Test

Number of Question	P (Level of Difficulty)	Difficulty Index
1.	.59	Moderate
4.	.62	Moderate
5.	.59	Moderate
17.	.62	Moderate
18.	.79	Easy
21.	.56	Moderate
22.	.56	Moderate
23.	.50	Moderate
25.	.62	Moderate
29.	.53	Moderate
31.	.59	Moderate
32.	.62	Moderate
33.	.56	Moderate
34.	.74	Easy
35.	.56	Moderate
36.	.68	Moderate
38.	.74	Easy

43.	.74	Easy
45.	.82	Easy
47.	.65	Moderate
48.	.59	Moderate

Appendix 10 Result of Normality Test

Test of Normality						
	Kolmogorov-Smirnova			Shapiro Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.149	34	.053	.953	34	.153
Post-test	.155	34	.038	.956	34	.184

Appendix 11 Result of Paired Sample T-test

Paired Samples Test										
		Paired Differences							Significance	
				95% Confidence Interval of the Difference						
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	One- Sided p	Two- Sided p
Pair 1	Pre- test and Post- test	- 24.412	9.674	1.659	-27.787	- 21.036	- 14.714	33	<.001	<.001

Appendix 12. Documentations



This text for questions no 1-3

The Great Wall, one of the world's greatest wonders, was listed as a World Heritage by UNESCO in 1987. Just like a gigantic dragon, the Great Wall winds up and down across deserts, grasslands, mountains, and plateaus, stretching approximately 8,851.8 kilometers (5,500 miles) from east to west of China. With a history of more than 2,000 years, some of the sections are now in ruins or have disappeared. However, it is still one of the most appealing attractions all around the world owing to its architectural grandeur and historical significance. The Great Wall of China is the longest structure ever built. It was erected entirely by hand. The main part of the wall is about 3,460 kilometers long. One of the highest sections of the Great Wall, on Mount Badaling, near Beijing, rises to about 11 meters high. This section is about 7.5 meters wide 53 at its base and nearly 6 meters at the top. Watchtowers stand about 90 to 180 meters apart along the wall.

1. We know from the text that Great Wall is...

A. Not a high building
B. Located in southeast China
C. Built by using high technology
D. Built without using technology
E. The longest construction in the world

2. What makes people attracted to come to the Great Wall?

A. Its highest and longest sections
B. Its longest structure ever built
C. Its location and the condition of the wall
D. Its deserts, grasslands, mountains, and plateaus
E. Its architectural grandeur and historical significance.

3. Why did the writer write the text?

A. To identify the Great Wall of China
B. To criticize the Great Wall of China
C. To promote the Great Wall of China
D. To describe of Great Wall of China
E. To compliment the Great Wall of China

This text is for question no 4 to 7

Ladies and Gentlemen, in case of emergency, take the life jacket which is located under your seat. Put the life jacket over your head and then fasten the jacket tapes around you're your waist. Do not inflate the jacket until you left the aircraft. The jacket will be automatically inflated by pulling a cord, but if not, you can blow into the chip to inflate it. A light is attached to the jacket to attract attention. The life jacket should be removed only in case of emergency. The use of TV sets, AM and FM radios and radio cassette recorders, walkman, and any mobile phones are prohibited on board as they interfere with the communication and navigation system. We wish you an enjoyable flight.

4. Where is the life jacket located?

A. Over the head

This text for questions no 1-3

The Great Wall, one of the world's greatest wonders, was listed as a World Heritage by UNESCO in 1987. Just like a gigantic dragon, the Great Wall winds up and down across deserts, grasslands, mountains, and plateaus, stretching approximately 8,851.8 kilometers (5,500 miles) from east to west of China. With a history of more than 2,000 years, some of the sections are now in ruins or have disappeared. However, it is still one of the most appealing attractions all around the world owing to its architectural grandeur and historical significance. The Great Wall of China is the longest structure ever built. It was erected entirely by hand. The main part of the wall is about 3,460 kilometers long. One of the highest sections of the Great Wall, on Mount Badaling, near Beijing, rises to about 11 meters high. This section is about 7.5 meters wide 53 at its base and nearly 6 meters at the top. Watchtowers stand about 90 to 180 meters apart along the wall.

1. We know from the text that Great Wall is...

A. Not a high building
B. Located in southeast China
C. Built by using high technology
D. Built without using technology
E. The longest construction in the world

2. What makes people attracted to come to the Great Wall?

A. Its highest and longest sections
B. Its architectural grandeur and historical significance.
C. Its location and the condition of the wall
D. Its deserts, grasslands, mountains, and plateaus
E. Its architectural grandeur and historical significance.

3. Why did the writer write the text?

A. To identify the Great Wall of China
B. To criticize the Great Wall of China
C. To promote the Great Wall of China
D. To describe of Great Wall of China
E. To compliment the Great Wall of China


This text is for question no 4 to 7

Ladies and Gentlemen, in case of emergency, take the life jacket which is located under your seat. Put the life jacket over your head and then fasten the jacket tapes around you're your waist. Do not inflate the jacket until you left the aircraft. The jacket will be automatically inflated by pulling a cord, but if not, you can blow into the chip to inflate it. A light is attached to the jacket to attract attention. The life jacket should be removed only in case of emergency. The use of TV sets, AM and FM radios and radio cassette recorders, walkman, and any mobile phones are prohibited on board as they interfere with the communication and navigation system. We wish you an enjoyable flight.

4. Where is the life jacket located?

A. Over the head
B. Around the waist.
C. Outside the aircraft.
D. In the back of the seat.
E. Under the seat.

Appendix 13 Research of Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 KANTOR KEMENTERIAN AGAMA KABUPATEN LAMPUNG TENGAH
MADRASAH ALIYAH NEGERI 1
 Jalan Lintas Sumatera Terbanggi Besar Telp. (0725) 7521259
 e-mail : manterbanggi@kemenag.go.id
 TERBANGGI BESAR

SURAT KETERANGAN
 No : B- 39/Ma.08.02.01/PP.00.6/10/2023

Yang bertandatangan dibawah ini Kepala Madrasah Aliyah Negeri 1 Lampung Tengah :

Nama : H. Wiratno, S.Pd., M.Pd.I
 NIP : 197103101997031006
 Jabatan : Kepala Madrasah
 Pangkat / Gol. Ruang : Pembina / IV.a
 Unit Kerja : MAN 1 Lampung Tengah

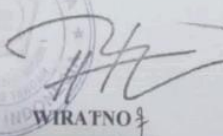

Berdasarkan surat dari Universitas Tekokrat Indonesia Nomor : 038/UTI/FSIP-S1.PBI/B.712/VII/2023 tentang izin Penelitian Sarjana (S1) maka dengan ini menerangkan atas nama:

NO	NAMA	NPM
1	ANGGUN PUTRI KINANTI	20113021

Telah melakukan penelitian dalam rangka penyelesaian studi Mahasiswa Program Sarjana(S1) Universitas Teknokrat Indonesia dari tanggal 12 September - 17 Oktober 2023.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Terbanggi Besar, 17 Oktober 2023
 Kepala



WIRATNO