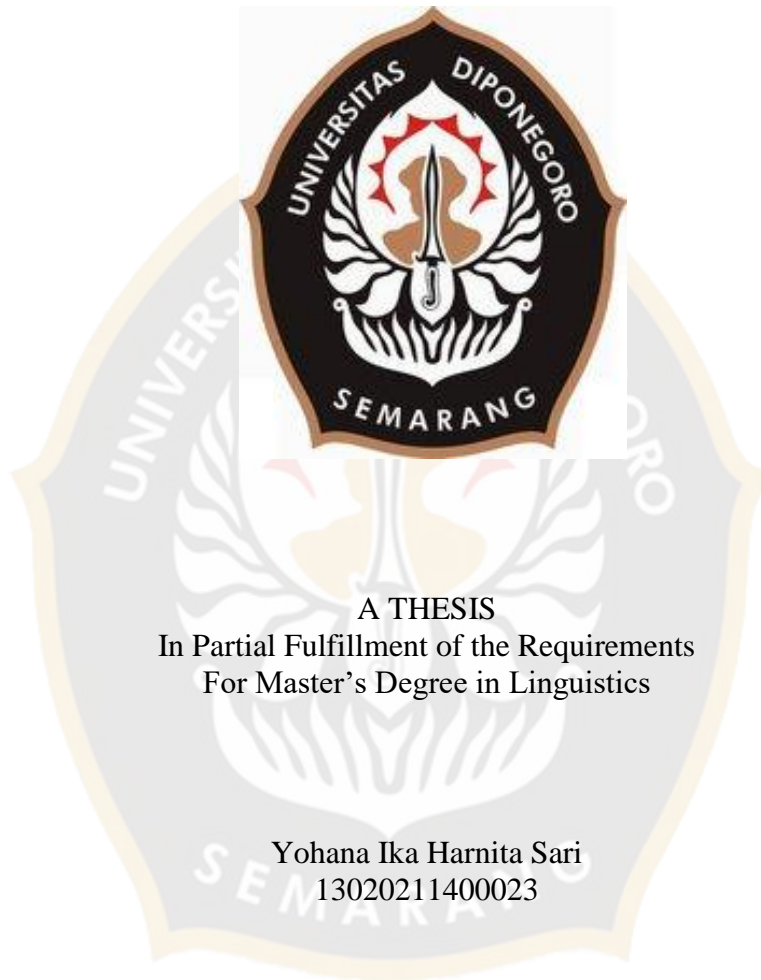


**THE EFFECTIVENESS
OF TASK-BASED LANGUAGE TEACHING (TBLT)
TOWARDS THE READING SKILL
OF THE SEVENTH GRADE STUDENTS
OF SMP PL DOMENICO SAVIO SEMARANG**



A THESIS
In Partial Fulfillment of the Requirements
For Master's Degree in Linguistics

Yohana Ika Harnita Sari
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**FACULTY OF HUMANITIES
DIPONEGORO UNIVERSITY
SEMARANG
2014**

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VALIDATION

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I dedicate this thesis
to **Eric** and **Brandon**.

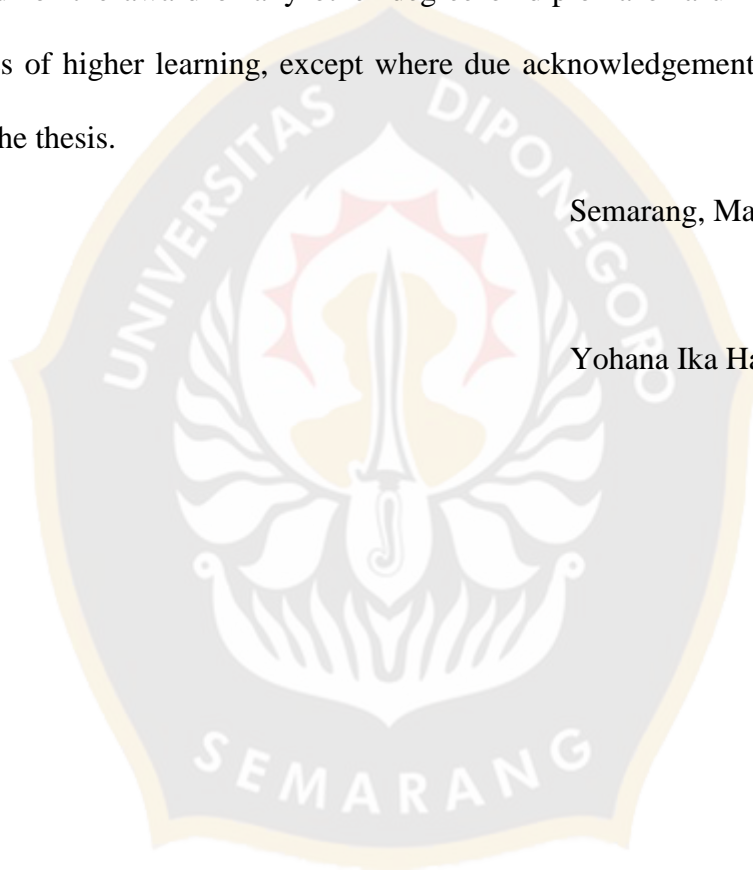


CERTIFICATION OF ORIGINALITY

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, this study contains no materials previously published or written by another person or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of the thesis.

Semarang, May 19th, 2014

Yohana Ika Harnita Sari



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Alleluia. Praise the Lord. Finally I could accomplish this thesis well and *Magister Humaniora* degree could be mine. This thesis would not be completed without God's blessing, big efforts, and supports from many people around me.

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I realize that this thesis is still far from perfect. Therefore, I will be glad to accept any constructive criticism and recommendation to make it better. Hopefully, this thesis can contribute something to the education world.

Semarang, May 19th, 2014

Yohana Ika Harnita Sari

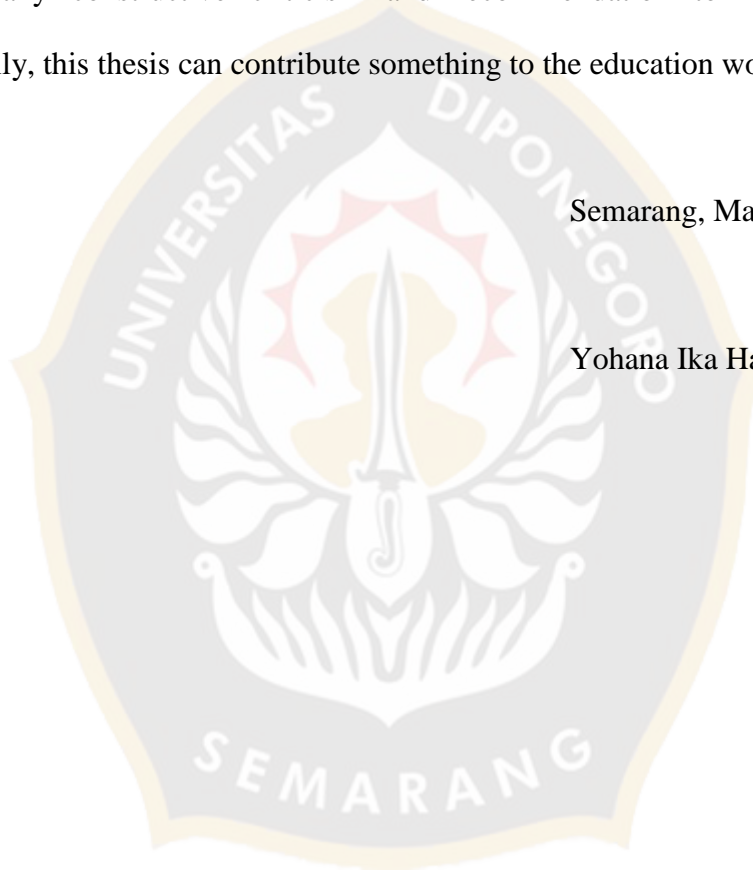


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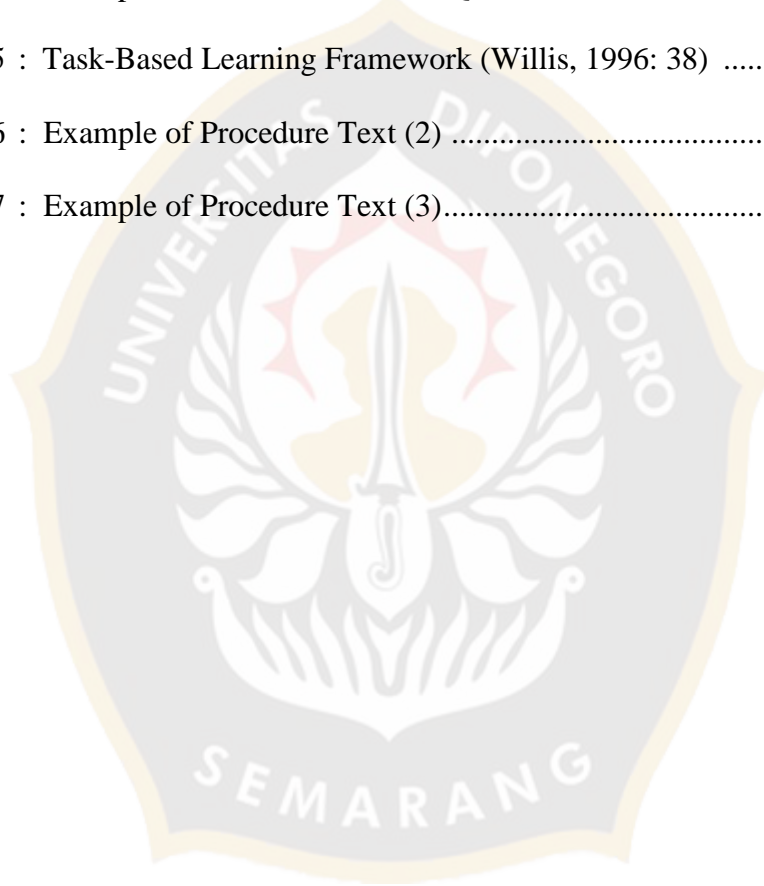
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ABSTRACT

Sari, Yohana Ika Harnita. 2014. *The Effectiveness of Task-Based Language Teaching (TBLT) towards the Reading Skill of the Seventh Grade Students of SMP PL Domenico Savio Semarang*. Semarang: Faculty of Humanities, Diponegoro University.

Reading is one of the language skills to master in learning English. However, the students of *SMP PL Domenico Savio Semarang* (especially in the seventh grade) find difficulties in mastering that skill. It is believed that the tasks will motivate them to learn and help them to develop their reading skill. Thus, this study is intended to show the effectiveness of Task-Based Language Teaching (TBLT) for teaching reading the seventh grade students of *SMP PL Domenico Savio Semarang* in academic year 2012-2013 and to find the factor that supports the effectiveness of teaching reading using Task-Based Language Teaching (TBLT) for the seventh grade students of *SMP PL Domenico Savio Semarang* in academic year 2012-2013.

To fulfill those objectives, the writer employed experimental research, especially quasi-experimental research. There were two groups used in this study: experimental group and control group. The samples were from class 7F as the experimental group and class 7E as the control group. Each of those classes consisted of 35 students. Then, the experimental group was treated using Task-Based Language Teaching (TBLT) while the control group was not treated using that method. Before the treatment, both groups get pre-test and they have post-test after the treatment. After that, the results were analyzed using t-test. The hypothesis (H_a) of this study is that there is significant difference in the results of the post-test between the experimental group and the control group.

The experimental group who was taught using Task-Based Language Teaching (TBLT) experienced big improvement; i.e. 12.8 points; since the mean increased from 67.4 (for the pre-test) to 80.2 (for the post-test). In contrast the control group had insignificant improvement, i.e 4.3 points. The mean of the pre-test is 67.8 and the post-test is 72.1.

The result of the t-test of the pre-test is that the t_o is -0.126 (the negative symbol means nothing) and the t_{table} for Df 68 is 1.664. It means that the t_o is smaller than the t_{table} , so the difference is insignificant. On the contrary, the t_o of the post-test is 2.999 and it is higher than the t_{table} . It can be concluded that the H_0 is rejected; it means the difference is significant.

To sum up, the method is effective since teaching reading using Task-Based Language Teaching (TBLT) brings significant difference for the seventh grade students of *SMP PL Domenico Savio Semarang* in academic year 2012-2013. The effectiveness is supported by some factors. They are readability, suitability of content, and exploitability of the text, students' motivation, and achievement of learning objectives.

Keywords: Effectiveness, Task-Based Language Teaching (TBLT), Reading skill

INTISARI

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Membaca merupakan salah satu keterampilan bahasa yang harus dipelajari dalam pembelajaran Bahasa Inggris. Namun, siswa SMP PL Domenico Savio Semarang (khususnya siswa kelas tujuh) mengalami kesulitan dalam penguasaan keterampilan ini. Tugas-tugas dipercaya dapat memotivasi siswa untuk belajar dan mengembangkan keterampilan membaca mereka. Oleh karena itu, penelitian ini dimaksudkan untuk menunjukkan keefektivitasan dari *TBLT* terhadap keterampilan membaca dari siswa kelas tujuh SMP PL Domenico Savio Semarang pada tahun pembelajaran 2013-2014 dan untuk mencari faktor yang mendukung keefektivitasan *TBLT* tersebut.

Untuk mencapai tujuan tersebut, penulis melakukan penelitian eksperimental, khususnya penelitian kuasi-eksperimental. Ada dua kelompok yang dilibatkan dalam penelitian ini, yaitu kelompok eksperimental (dari kelas 7F) dan kelompok kontrol (dari kelas 7E). Masing-masing kelompok terdiri dari 35 siswa. Kelompok eksperimental diperlakukan menggunakan *TBLT*, sementara kelompok kontrol tidak mendapat perlakuan tersebut. Kedua kelompok tersebut mendapatkan pre-test sebelum perlakuan dan mendapatkan post-test setelah perlakuan. Kemudian, hasil dari kedua tes itu dianalisis menggunakan t-test. Hipotesis dari penelitian ini adalah bahwa terdapat perbedaan yang signifikan pada hasil post-test antara kelompok eksperimental dan kelompok kontrol.

Kelompok eksperimental yang diajar menggunakan *TBLT* mengalami peningkatan besar, yaitu 12.8 poin, karena rata-rata nilainya meningkat dari 76.4 (saat pre-test) menjadi 80.2 (saat post-test). Di sisi lain, kelompok kontrol memiliki peningkatan yang tidak signifikan, yaitu 4.3 poin. Rata-rata nilai pre-testnya 67.8 dan rata-rata nilai post-testnya 72.1.

Hasil t-test dari pre-test adalah bahwa t_0 senilai -0.126 (tanda negatif tidak berpengaruh) dan t_{tabel} untuk Df 68 adalah 1.664. Hal ini berarti t_0 kurang dari t_{tabel} , jadi perbedaannya tidak signifikan. Di sisi lain, t_0 dari post-test senilai 2.999 dan di atas t_{tabel} . Hal ini dapat disimpulkan bahwa H_0 ditolak; hal ini berarti ada perbedaan yang signifikan.

Kesimpulannya, metode yang dipakai efektif karena pengajaran membaca menggunakan *TBLT* membawa perbedaan yang signifikan terhadap siswa kelas tujuh SMP PL Domenico Savio Semarang pada tahun pembelajaran 2012-2013. Keefektivitasan tersebut dipengaruhi oleh beberapa faktor, yaitu keterbacaan teks, kesesuaian isi teks, dan manfaat teks, serta motivasi siswa dan ketercapaian tujuan pembelajaran.

Kata kunci: Keefektivitasan, Task-Based Language Teaching (TBLT), Keterampilan membaca

CHAPTER I

INTRODUCTION

In this chapter, the writer discusses background of the study, statements of the problem, limitation of the problem, objectives of the study, significance of the study, definition of terms that are employed in this study, and the organization of writing.

1.1 Background of the Study

English is one of some compulsory subjects to learn at school in Indonesia. It is because English is the most widespread language compared to other international languages. Students need to prepare themselves to communicate with other people from other countries using English. Therefore, learning English is very important.

In learning English as a foreign language, there are four skills to deal with. Those skills are listening, speaking, reading, and writing (Hammer, 1991:16). Listening and reading are commonly categorized as receptive skills while speaking and writing belong to productive skills.

Reading is considered an important skill in language learning since it is needed in many fields. Brown (2004:185) proposes that reading is fundamental in order to be successful in all learning circumstances since teacher can assess students' general language capability through reading.

The students of *SMP PL Domenico Savio* Semarang get many tests during their study there. It starts with the placement test and continues to some other

tests. They are daily test (but the other three skills are also tested in daily test), mid- test, semester test, and also school test (*Ujian Sekolah*), and national examination (*Ujian Nasional*) for the ninth grade students. All of those tests are held using reading test. That is why reading assessment plays big roles in the whole assessment during their learning process in Junior High School.

In fact, students need to read and understand many texts, such as signs, advertisements, invitation letters, announcements, e-mail, recipe, manual instructions, and many others. They read texts, understand the meaning, and communicate or respond the meaning for certain purposes. Therefore, reading skill needs to be mastered well in order to get the information which is communicated through the texts and to respond it correctly.

Dealing with the need for successful communication, in which the response given fits the meaning intended, *SMP PL Domenico Savio* Semarang with its curriculum puts emphasis on communicative competence as the main objective of learning English. The seventh grade students in the second semester in academic year 2012-2013, for example, are expected to be able to communicate in English by understanding simple short functional texts and essays in the form of descriptive and procedure text which are related to the nearest environment (Sari, 2012). Thus, they are expected to be able to respond the meaning of the texts acceptably as stated in its basic competence. In its indicators, along with the competence standard and the basic competence, the students should be able to identify the information in the text, identify the rhetorical steps, and identify the communicative purpose of the text.

In this study, the students dealt with procedure text. Why did they face procedure text? First, it was because the procedure text was one of the text genres that should be mastered by the seventh grade students as stated in the curriculum. Moreover, the materials for the seventh grade students were broken down into a map of concept. In the first semester, the seventh grade students learnt four themes. They were Self Identity, Family Life, School Life, and Things around Us. The reading materials in those themes were about descriptive texts which were related to each topic or theme. For example, reading materials in chapter three were descriptive texts about school, classroom, and school subject.

Besides, the seventh grade students learnt three topics in the second semester. They were Job or Profession, Hobby, and Shopping. The seventh grade students dealt with Job or Profession and Hobby before the mid-test. They still dealt with descriptive text for those two themes. On the other hand, after mid-test, the reading materials were about Shopping. In this last topic, the seventh grade students learnt descriptive text about Shopping and also procedure text.

The procedure text that the seventh grade students learnt was still simple. It was related to how to make a simple handicraft, how to operate something, how to cook something easy or how to do something simple. The procedure texts were so practical since they were related to the seventh grade students' experience, real situation, or action. That could be the second reason.

And the third reason was that the seventh and eighth grade students of *SMP PL Domenico Savio* Semarang had a Food Science subject. In this case, learning procedure text really helped them when they have to deal with some recipes before they practiced cooking in the school kitchen. Those three reasons

why the seventh grade students had to deal with procedure text could be their basic need in reading.

Unfortunately, from the writer's experience in her teaching in *SMP PL Domenico Savio* Semarang, the students (especially in the seventh grade) had difficulty achieving the indicators. The writer observed the result of mid-test in the second semester of class 7E and 7F. The test was in the form of reading with multiple choice comprehension questions. Of 35 students in class 7E, there were 12 students (34%) who did not meet the criteria as stated in Appendix 1. In class 7F, there were 15 students (43%) who got mark below 72 (the minimum criteria) as shown in Appendix 2.

From the writer's observation, the students of class 7E and 7F had difficulty understanding the text. It resulted in difficulty in answering some comprehension questions related to the text. The difficulty in understanding the text and answering the questions might be caused by the existing teaching method used, i.e. audio-lingual method. That method relied on drills. Drill, in this case, means an activity which practiced reading skill by involving the same activity for several times. The students were directly asked to read a text and answer some question related to the text without exploring the text first. This activity was done repeatedly. The students did not have chance to discuss the text. Thus, they did not understand the text well.

Facing this problem, the writer argues that the students need a method to develop their reading skill. It is believed that the tasks given will motivate them to learn. It is also said by Richards and Rodgers (2001:229) that tasks can improve students' motivation and support learning process.

Based on that situation, in this study the writer intended to conduct experimental research on the effectiveness of Task-Based Language Teaching (TBLT) towards the reading skill of the seventh grade students of *SMP PL Domenico Savio* Semarang. In addition, the hypothesis (H_a) of this study is that there is significant difference in the results of the post-test between the experimental group and the control group. This study, hopefully, enables the writer to prove that through many tasks given the students can improve their reading skill well.

1.2 Statements of the Problem

Considering the previous explanation, the problems are formulated as follows.

- How is Task-Based Language Teaching (TBLT) effective for teaching reading for the seventh grade students of *SMP PL Domenico Savio* Semarang in academic year 2012-2013?
- What is the factor supporting the effectiveness of teaching reading using Task-Based Language Teaching (TBLT) for the seventh grade students of *SMP PL Domenico Savio* Semarang in academic year 2012-2013?

1.3 Limitation of the Problem

The writer focuses the study on experimental research on the effectiveness of Task-Based Language Teaching (TBLT) towards the reading skill of the seventh grade students of *SMP PL Domenico Savio* Semarang in academic year 2012-2013, especially reading procedure text in the second semester.

Furthermore, the writer chose Communicative Language Teaching (CLT) especially Task-Based Language Teaching (TBLT) because by using TBLT, the students have chances to explore and develop their reading ability through the tasks given. Besides, the tasks given will also motivate them to learn, as it is said by Richards and Rodgers (2001:229) that “tasks are also said to improve learner motivation and therefore promote learning.”

1.4 Objectives of the Study

Through this study, two objectives are achieved. They are as follows.

- To show the effectiveness of Task-Based Language Teaching (TBLT) for teaching reading the seventh grade students of *SMP PL Domenico Savio* Semarang in academic year 2012-2013.
- To find the factor that supports the effectiveness of teaching reading using Task-Based Language Teaching (TBLT) for the seventh grade students of *SMP PL Domenico Savio* Semarang in academic year 2012-2013.

1.5 Significance of the Study

The writer expects that the results of this study could give some benefits; theoretical and practical benefits. This study gives two theoretical benefits. They are to introduce Task-Based Language Teaching (TBLT) for the English teachers who have not known it yet and to carry out Task-Based Language Teaching (TBLT) in real English classes.

This study also has practical benefits to the English teachers of *SMP PL Domenico Savio* Semarang, the writer herself, and other researchers. First, the

results of this study will inspire the English teachers *SMP PL Domenico Savio* Semarang to teach by using TBLT in other teaching-learning processes. Second, this study will give the writer knowledge and experience in teaching using TBLT. Third, it is hoped that the results of this study can be used as a reference to support future relevant studies done by other researchers.

1.6 Definition of Terms

There are four terms that are used in this study; they are Effectiveness, Reading, Task-Based Language Teaching, and *SMP PL Domenico Savio* Semarang.

1.6.1 Effectiveness

Effectiveness means how successful something is. If the treatment using Task-Based Language Teaching (TBLT) in this study is successfully done, it will give good impact towards the experimental group. Thus, the method is called effective.

1.6.2 Task-Based Language Teaching

Richards and Rodgers (2001:223) define Task-Based Language Teaching (TBLT) as “an approach based on the use of tasks as the core unit of planning and instructions in language teaching.” Harmer (2007:71) states that “Task-based learning makes the performance of meaningful tasks central to the learning process.” Furthermore, Richards and Rodgers (2001:224) say that Task-Based Language Teaching “proposes the notion of ‘task’ as a central unit of planning and teaching.” In this study, Task-Based Language Teaching is an approach in

language teaching which uses tasks as the main activity in the teaching-learning process.

1.6.3 Reading

Reading is the process of discussing meaning by understanding it and getting input from the process (Brown, 2004:189). In this study, reading refers to a skill to understand a text and get the meaning of it. This skill can be reached through the tasks given in the teaching-learning process.

1.6.4 *SMP PL Domenico Savio* Semarang

SMP PL DOMENICO SAVIO Semarang is a private junior high school owned by Yayasan Pangudi Luhur. It is located at no. 6 Jalan Dr. Sutomo Semarang. It has ten classes for each grade for regular classes and two acceleration classes. The students come from middle-high family level and academic level. They are also called teenagers or adolescence, aged twelve to fifteen. This study focuses on the seventh grade students in the second semester in class 7E and 7F.

1.7 Organization of Writing

This study consists of six chapters. They are introduction (chapter one), review of related literature (chapter two), research method (chapter three), research findings and discussions (chapter four), conclusions and suggestions (chapter five), and references. The introduction (chapter one) describes seven sub-chapters. They are background of the study, statements of the problem, limitation of the problem, objectives of the study, significance of the study, definition of terms, and organization of writing.

In chapter two (review of related literature), there are two sub-chapters. The first is reviewing the previous studies and the second is stating the underlying theories. The underlying theories are about reading, teaching reading, and Task-Based Language Teaching. The reading part explains about reading in general. The teaching reading part explains about acquisition and learning; students differences; motivation; kinds, levels, and skills of reading; reasons and objectives of reading; teaching; principles of teaching reading; assessment of reading; and more reading suggestions. Moreover, the Task-Based Language Teaching part describes the concept and the framework of that approach.

The next chapter is about the research method used in this study. It tells us about the research design, research subject (population and sample), research instrument, data collection, and data analysis. The research instrument part explains about test as the instrument used in this study and the formulas to measure its validity and reliability. The next is chapter four which is about research findings and discussions. This chapter is divided into three parts; i.e. description of the data, research finding, and discussions. The last chapter describes the conclusions and suggestions related to this study. Last but not least is the references used in this study.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer reviews the literature related to the study in two subchapters: previous study and underlying theories.

2.1 Previous Studies

In 2010, Balkis, a student of the graduate program in Applied Linguistics of Diponegoro University conducted a study on the effectiveness of using L1 (Bahasa Indonesia) during the reading class at the first grader of Package C of SKB Kersana Brebes Regency. The instruments applied were reading comprehension test and questionnaire and the data were analyzed by using t-test. The result of the study is that the students from experimental group got higher score in reading comprehension than the students from control group did. The study conducted by Balkis is different from this study. In her study, Balkis employed L1 (Bahasa Indonesia) during the reading class while this study employed Task-Based Language Teaching (TBLT). The sample of her study was taken from Package C students, on the other hand this study was done at junior high school.

Another researcher, Pamelasari, had quasi-experimental study on the effectiveness of “STAD” Cooperative Learning on reading descriptive texts for the eighth grade students of “SMP” Yoannes XXII Semarang in academic year 2009/2010. Pamelasari employed “STAD” Cooperative Learning and centered on

descriptive texts in her study, unlike this study used Task-Based Language Teaching (TBLT) and focused on procedure texts.

2.2 Underlying Theories

The theories used in this study are reading, teaching reading, and Task-Based Language Teaching.

2.2.1 Reading

Reading is an activity to get the general idea of a text, specific and detail information, get amusement, and some others. On the other hand, Williams (1984:2) defines reading as a process to look at and understand what is written down. After reading, people tend to give response to the text that has been read. For instance, someone who gets a birthday party invitation card will not only get the specific and detailed information about the party, but also come to the party as the response to the invitation.

Understanding a written text means digging out the necessary information from it as efficiently as possible (Grellet, 1981:3). When the reader finds difficulties in understanding the text, we need to ask the text since the writer is not available for direct communication. In other words, reading is a kind of questioning what the text is about so that the reader comprehends the text. It is said by Nuttall (1982:9) that reading is “active interrogation of the text”.

Reading is a receptive skill or activity. It means the reader gets the information from the reading materials (Harmer, 1991:16). Reading also has some sub-skills as described in Figure 1 (Harmer, 1991:18).

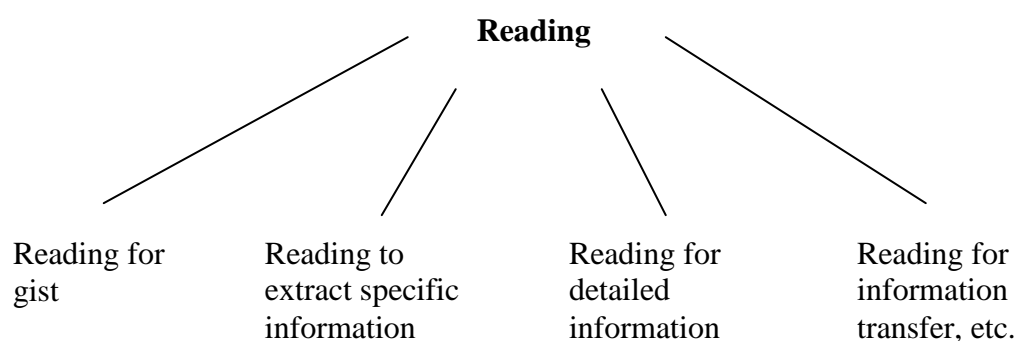


Figure 1. Reading Sub-skills

Figure 1 describes that reading skill is for getting information. The information itself can be broken down into some kinds. Gist is the general information about something. Specific information means particular or specific or exact information about one thing, not others. Detailed information can be defined into the complete facts. In other words, reading for gist means reading activity to get the general or main information of the reading text, and so on. In addition, reading also can be for amusement, transferring information, etc. Those reading skills are in line with the two main reasons of reading that are mentioned by Grellet (1981:4); they are reading for pleasure and reading for information.

Brown (2004:186-187) states that there are three genres of reading: academic reading, job-related reading, and personal reading. The text for reading for academic intentions can be found in some articles, dictionaries, textbook, theses, essays, papers, test instructions, editorials, and opinion writing. Besides, in the working world, people are accustomed to messages, letters or emails, memos, reports, schedules, labels, signs, announcements, forms, applications, questionnaires, financial documents, and manuals or directions. In addition, most people read texts; such as newspaper, magazines, greeting cards, invitations,

schedules, recipes, menus, maps, calendars, advertisements, novels, short stories, poetry, comic strips, medical reports, and immigration documents for their personal purposes.

In more specific condition, junior high school students as one of the academic reading users are demanded to comprehend the texts they read so that they are able to respond it correctly. It is not an easy task to do, thus they need some strategies for reading comprehension. Brown (2004:188-189) reveals some principal strategies for it. They are first, students need to identify their purpose in reading text; then, to get the meaning, they are suggested to decode the text using bottom-up method, use lexical analysis like prefixes, roots, and suffixes, guess the meaning if they are not sure, and differentiate the literal and the implied meaning; after that, they can skim the text to get the gist and the main ideas, scan the text to get specific information, and use some help like charts, outlines, notes, or semantic maps to comprehend and keep the information; moreover, they may read silently in a speedy action; finally, they can relate the process by making use of discourse markers.

2.2.2 Teaching Reading

There are nine points that will be discussed in this part; they are as follows.

2.2.2.1 Acquisition and Learning

Acquiring and learning a language are two different things. Language acquisition is described as the way to get a language with no conscious effort, or unconsciously. On the other hand, language learning means obtaining a language

consciously. In language learning, students consciously study the language. Harmer (2007:47-48) differentiates acquisition and learning. He said that children acquire language subconsciously, whereas, learning is a conscious process where separate items from the language are studied and practiced in turn.

Language acquisition works well for children and starts to taper off at puberty. It is also said by Harmer (2007:46) that children acquire a language easily up to about the age of six and when children move to puberty, the language acquisition becomes much more difficult. Krashen (1982:10) has different opinion. He states that “adults have two distinct and independent ways of developing competence in a second language.” Those two ways are language acquisition and language learning.

The first way is similar to the way children obtain their first language. It is a subconscious process. Thus, it is also called implicit learning, informal learning, natural learning, and ‘picking-up’ language. The language acquirers usually are not aware that they are acquiring a language. One thing that they know or aware, is that they are using a language for communication. As a result, they even do not know that they use the language grammatically correct since they just feel that it is correct. On the contrary, if they make mistake, they will feel it wrong but they don’t know what kind of rules they break.

The second way is language learning. It is a conscious process by knowing the rules, being aware of them, and being able to talk about them. Krashen (1982:10) also disagree with Harmer (2007:46) and the other linguists’ theory saying that children acquire, while adults can only learn. He states that adults also acquire. The ability to ‘pick-up’ languages doesn’t disappear at puberty.

Krashen (1982:9-56) proposes five hypotheses about second language acquisition. They are (1) the acquisition-learning distinction, (2) the natural order hypothesis, (3) the monitor hypothesis, (4) the input hypothesis, and (5) the affective hypothesis. The fourth hypothesis, i.e. the input hypothesis, is the most important concept recently as it answers the crucial theoretical questions of how to acquire language and it also gives answers to the problems found everyday in all levels of second language instruction. Krashen (1982:20) also states that acquisition is central and learning is not so important. There are four points that Krashen (1982:21-22) proposes in the Input Hypothesis. They are as follows.

(1) The input hypothesis relates to acquisition, not learning. (2) We acquire by understanding the language that contains structure a bit beyond our current level of competence ($i + 1$). This is done with the help of context or extra-linguistic information. (3) When communication is successful, when the input is understood and there is enough of it, $i + 1$ will be provided automatically. (4) Production ability emerges. It is not taught directly.

From those points, it can be said that the teacher should concentrate on acquisition rather than on learning. Thus, the teacher should provide the proper materials, called comprehensible input. It is the language that the students understand more or less, even if it is a bit above their own level of production (Harmer, 2007:47). Since acquisition is superior to learning, the teacher should spend his/her time to provide comprehensible input. A rich classroom environment would not only expose the students to language, but also gives them opportunities to activate their language knowledge. Furthermore, the teacher should give them chances to study language and use it too, since for the students this will be the key to their success. In other words, both acquisition and learning have their role to play in 'getting the language' for students.

Krashen (1982:9) adds that there are some factors that influence the success of second language acquisition. Those factors are instruction, different measures of experiencing to the second language, and the age of students. Unfortunately, those factors do not bring great impact. The fact is that the input hypothesis and the affective filter; i.e. the amount of comprehensible input that the students receive or understand, and the affective filter strength, or the point in which the students want to receive the input; will determine the success or the failure of second language acquisition.

2.2.2.2 Student Differences

After knowing the difference of language acquisition and learning and some factors that influence the success of second language acquisition, the teacher should also know the students who have a lot of differences. Harmer (2007:14-20) marks the students differences in some categories; i.e. age, learning styles, level, and educational and cultural background.

- Age. Students are often differentiated as children, young learners, adolescents, young adults, or adults. The term ‘children’ is generally used for students between about 2 to about 14 years old. Students are generally described as ‘young learners’ between the ages of about 5 to 9, and ‘very young learners’ are usually between 2 and 5. ‘Adolescents’ refers to students about 12 to 17, whereas ‘young adults’ are generally between 16 and 20 years old. The descriptions of the three ages; children, adolescents, and adults are as follows.

First is ‘children’. Children pay attention to what the learning materials and the other thing at the same time to get information around them. They

see, hear, and touch. They find it difficult if they are dealing with an abstract thing, such as grammar. On the other hand, children respond individual attention from the teacher well and they feel pleased to receive teacher approval. They will respond something that is closely related to their lives and experiences, their attention extents for short period.

The essential characteristic of young children is that they are able to be skilled speakers of a new language if there is extraordinary facility and they get enough experience with it. They will forget language easily as well. This language-acquiring ability is gradually decreased as they grow towards adolescence.

Second, it is adolescents. Adolescents are older children who have better capability in abstract thinking since they become more mature, and it makes adolescents different from young children. In other words, their intellects start to have effects, and they can discuss about more abstract ideas, getting information that is difficult for young children. Adolescent students have big capability for learning, great potential to think creatively and to have a commitment to the things that are interesting for them. Adolescents are involved in identity searching and a need for self-esteem. They will get those things from their interaction with their peers, not with their teacher.

The third is adults. Adults are usually older students who have more experiences, as individuals and as learners, than younger children do. They are often more disciplined than adolescents and can stand even for boring

task. They often have reasons for learning something, and can maintain their motivation by having certain aims.

On the other hand, adults have a lot of previous learning experience which may slow down their improvement. Students with negative learning experiences in the past will worry their new learning. They tend to make more mistakes. Older students who have left studying will feel that classrooms are frightening places. If the students have strong opinion about certain teaching methods that they got in the past, the teacher should also consider it.

- Learning styles. Most students respond to different stimuli in learning and a certain stimulus stimulate them to learn better than the other stimuli. The Neuro-Linguistic Programming (NLP) classifies those stimuli into three; they are visual, auditory, and kinaesthetic. Some students who are influenced by visual stimuli will remember something better if they see it. The students who are influenced by auditory stimuli will respond something they hear well. For students who learn best if they involve physical activities, kinaesthetic stimuli work effectively for them.

Multiple intelligences are another way to look at student variation. Students have different intelligences; such as mathematical, musical, interpersonal, spatial, emotional, etc. A student tends to have intelligence which is well developed than the other intelligence.

The two theories above state that different students will have different learning styles and preferences. Thus, the teacher should provide many different activities to accommodate the different students. However, the

teacher may find an activity which is good for all types of students, such as by giving homework or asking them to read for pleasure.

- **Levels.** There are three basic levels to differentiate the students in learning English; they are beginner, intermediate, and advanced. Beginners are students who do not know any English, intermediate level is level for students who have basic competence in speaking and writing, and advanced students are students who are competent in English. Intermediate students are able to comprehend simple listening and reading, but advanced students are able to understand complicated factual and fictional texts and to communicate fluently.
- **Educational and cultural background.** Some students are from families which consider education as an important thing and their parents really support them, but some students are not. Moreover, students may come from different countries which have different cultures. As a result, the students have a variety of educational and cultural backgrounds. Hence, the teacher should be sensitive with this situation and explain what the students are going to do and the reasons why they do it so that it will not insult any of the students.

2.2.2.2 Motivation

Besides having different characteristics, students also have different motivation in learning. Motivation is reasons for doing something or factors that build willingness to learn. Some students have a practical reason for their study; such as they want to learn playing a music instrument so they can play in orchestra, learn English so they can understand English speaking films or

understand texts written in English, or go to cooking classes so that they can cook well. Harmer (2007:20-21) states that the desire to achieve some goal is the basis of motivation and, if it strong enough, it causes a decision to act. Motivation which comes from outside the classroom and may be influenced by some external factors such as attitudes of society, family, and peers is often called extrinsic motivation. It is the motivation that the students bring into the classroom from outside. Intrinsic motivation, on the other hand, is the kind of motivation that is caused by what happens inside the classroom; this could be the teaching methods, the learning activities, or their perception of their success or failure.

To motivate or to keep the students motivated is not an easy thing. Thus, the teacher should help the students by supporting or maintaining their motivation. It can be done, for example, by asking the students to take part or participate in the learning process. By doing so, the students will have curiosity or keep their interest in the topic they are learning. Besides, the teacher should decide the level of challenge that is suitable or appropriate for them. The teacher need to pay attention to the students' affection as well, i.e. the students' feeling about the learning process. The students will be very glad if their teacher cares about them, supports them, and appreciate them, so they will be more motivated. Another way to support the students' motivation is that by asking them to be the actor or the doer in the learning process. They have to be responsible for themselves. It will train them to be the decision-makers rather than always wait for the instruction from the teacher. Above all efforts done by the teacher, the most important motivation is the motivation which comes from the students themselves.

After knowing the students' motivation in general, there must be specific reasons for learning something; in this case is learning reading. Learning reading means learning to understand what is being read, and the more we read, the easier we will understand what we read. If the teacher provides a good reading text, the students will deal with interesting topics and they are encouraged to discuss it and give response. The availability of good reading text will become a good starting point for an interesting lesson.

2.2.2.3 Kinds, Levels, and Skills of Reading

There are two kinds of reading that are proposed by Harmer (2007:99-100): extensive and intensive reading. Extensive reading refers to reading which is done by the students, but not in the classroom. It is usually reading for pleasure or joyful reading, such as reading novels, web pages, newspapers, magazines or any other reference material. Extensive reading will be so valuable if the students have a chance to choose what they want to read, if they are encouraged to read by the teacher, and if some opportunity is given for them to share their experiences.

On the other hand, intensive reading refers to reading texts which is done in the classrooms and followed by studying activity. The teacher asks students to read texts from any sources, but the teacher is the one who chooses the genres or the topics that are in line with the specific purposes of the learning. After that, they have to deal with some learning activities; like finding the gist and the detailed information and using grammar and vocabulary in another context.

Having extensive reading habit is good for the students. To do extensive reading, they need some support. There are four factors which encourage the students to read extensively (Harmer, 2007:109-110). They are as follows.

- Library. In the library the students can access the reading collections at their own level, above and below their level. Thus, the library should provide a variety of different genres (factual, novels, adaptations of films, etc).
- Choice. The students will be more enthusiastic to read if they are free to choose what they are going to read. They may decide the reading genre or level, so that they enjoy the reading.
- Feedback. It good if the students should have a chance to give feedback on what they have read. The feedback can be verbally or in the written form. It is not a formal report because it can remove their enjoyment in reading. It can be used by other students to choose a new book to read.
- Time. The students need time for reading on their own. It can be ten minutes during the lesson. It will make the students comfortable with this activity. It is important for the teacher to read as well in order to bold that this activity is really enjoyable. Not all students are active readers. We can't force students to read, but we should encourage them to do so.

Next, level of the text is the other thing that should be considered if the teacher asks the students to read and work on it. It is good to ask the students to read authentic texts. Nevertheless, it can make the students frustrated since authentic texts are not written for language learners, but for qualified users of the language. Based on that fact, the teacher should make the authentic texts or the real English texts and the students' level balance. The teacher can find authentic texts which are suitable for certain level; such as menus, time tables, signs, and basic instructions are suitable for beginner students. It is also possible to adapt the

authentic texts to make them appropriate for certain level, it is also known as comprehensible input. The important thing is that the texts are really close to real English.

In reading the texts, the students have to be able to work with them using some skills. Those skills are scanning, skimming, and reading for detailed information (Harmer, 2007:100-101). Scanning means reading for certain information in the text; such as looking for a name, telephone number, the schedule of certain TV program, etc. The students do not have to read every word or line in the text; they just need to stop on what they are looking for. Skimming is reading by looking quickly at the text to find the main idea of it. In addition, reading for detailed comprehension means looking for detailed information or finding examples of language use. Many students are good in doing those skills, but some of them do not read a lot in their daily lives. Thus, the teacher should provide texts and activities which enable all students to practice those skills.

Related to providing or selecting a text, the teacher should consider these three points of view as stated by Nuttall (1982:25-31).

- Readability. Readable means easy and enjoyable to read. Related to learning process of reading, readability means the text should be at the right level of difficulty for the students. The difficulty level of the text can be seen from the level of the structural and lexical (i.e. vocabulary) difficulty.
- Suitability of content. The text should be appropriate with what the students' need and like. The students' need can be seen from the

curriculum and the students' interest is seen from kind of text that they often read extensively or the trending topic happens in their society.

- Exploitability. The term exploitation means facilitation of learning. A text that the teacher cannot exploit is not useful even if the students enjoy reading it. When the teacher exploits the text, the teacher uses the text to develop the students' competence in reading. It should be based on the purpose of the reading lesson.

2.2.2.5 Reasons and Objectives of Reading

Williams (1984:13) mentions the reasons why the students should read in foreign language as follows.

- The students can apply the language that they have already met through listening and speaking.
- The students can apply language by re-using it in writing.
- The students can learn how to understand the texts, in order to select the information they need from them.
- The students can find pleasure through reading.

Moreover, Williams (1984:19-20) adds the crucial objectives in reading for the students are they should be able:

- To read texts of a general nature with comprehension. Comprehend the text means the students are able to identify the purpose or function of the text and also the main topic and the way the topic is developed through different paragraphs. They should be able to interpret sentences and develop techniques for handling vocabulary as well.

- To read flexibly according to the purpose. The students should be able to skim, scan, read intensively, and read extensively according to their reason for reading. Variety of text type is important to develop flexibility of their reading styles.
- To learn language and content from reading. Learning vocabulary can be done by guessing it from the context or using a dictionary, i.e. English to English dictionary. However, being able to learn content from reading means that the students are able to select the appropriate information, evaluate reasons and facts, and differentiate between major points and details. In addition, it means being able to use books and reference materials, through indexes and headings.
- To read with some degree of critical awareness. The students should be able to move a short distance away from the text and pay attention to the text neutrally. It is to see what and how the writer is trying to do, for example: advertisement is for persuading the readers, thus, the choice and the use of language must be appropriate.

2.2.2.6 Teaching

Harmer (2007:107) proposes two definitions of teaching. The first is transmitting knowledge from teacher to students and the second is creating conditions in which, somehow, the students learn for themselves. Since the aim of teaching is to facilitate learning, the teacher plays some roles (Harmer, 2007:108-111) as follows:

- Controller. As a controller, a teacher is responsible for the class and its activities and often leads the class from the front. It happens when the

teacher is explaining something, organizing the task of question and answer, lecturing, and giving announcement or order.

- Prompter. In some situations, teacher needs to stimulate or help the students to remember something, for example when the students are doing a role play. This is called prompting role.
- Participant. In this role, the teacher takes part in the students' activities, for example in a discussion. It can live the learning up, but the teacher should not dominate the activity.
- Resource. The teacher can act as resource when the students want to know information about something in the middle of their activity. Nevertheless, the teacher should realize that he/she is not the one who knows everything from A to Z. Consequently, the teacher should be the guidance where the students can look for certain information. By doing so, the teacher can encourage the students to use the resource materials and to be more independent in their learning process.
- Tutor. When the teacher works with individuals or small group, by direct them to the thing they haven't thought before, he/she acts as a tutor. Being a tutor will work well in a small group, instead of a large group, since it needs closer bond.

The role that the teacher takes should be dependent on some aspects, such as what should be achieved by the students, the students' age, the skill to develop, the availability of the resource material that the students can access, and the learning activity.

2.2.2.7 Principles of Teaching Reading

Teachers need some principles to teach reading so that the students master reading as a whole skill. There are four principles to consider for teaching reading as stated by Nation (2009:6-8). They are meaning-focused input, meaning-focused output, language-focused learning, and fluency development.

Related to the first principle, the reading activity itself should be done for a certain purpose, like reading for information or reading for fun. Students should get reading materials that suit their language proficiency level as well so that reading becomes a means to develop their ability. In principle number two, reading skill cannot stand by itself. It should be integrated with the other language skills, i.e. listening, speaking, and writing. In other words, the activities of other skills mentioned before should be occupied in the learning process.

Furthermore, to fulfill the third principle, students need teacher's assistance to improve their effective reading mastery by means of intensive reading. That's why, the learning process should cover reading sub-skills, as revealed in Figure 1, and some language features like pronunciation, spelling, vocabulary, and grammar. Students also need reading strategies exercise, such as reading at a glance, putting a goal, making prediction, questioning, activating background knowledge, understanding the structure of the text, getting the meaning from the context, giving critics, and having some reflection related to the text. Moreover, the students should learn to integrate those reading strategies and be accustomed to some text structures that are employed in some different genres of reading.

The last strategy is fluency development. To develop their fluency, students need some supports like the existence of well-known reading materials and reading practice and activities, such as speed reading, scanning, and skimming. Students also need motivation to read and access to get exciting reading materials and activities. The last but not least is that the students need to read a lot and it should be supervised by the teacher.

Moreover, Harmer (2007:101-102) adds some reading principles that should be understood by the teacher. The principles are as follows.

- Encourage the students to read as often and as much as possible. The more the students read; the better will be. The teacher should encourage them to read extensively and intensively. Discussing this principle with the students will be better.
- Employ the students in what they are reading. When the students are reading extensively, the teacher should support them to enjoy it. For intensive reading, the teacher has to make sure that the students get into the topic and the activities related to it.
- Encourage the students to respond to the content of a text, not just focus on its construction.
- Help the students to make prediction. Predicting is the main part in reading. Book covers usually give us a clue about the content of the book; photographs and headlines hint at what articles are about; before the students read a single word. When the students get these clues, their brain starts predicting what they are going to read. Based on that fact, the teacher should give 'hints' to the students so that they also have a chance

to predict what activities that they are going to have. This will make them more challenged.

- Match the task to the topic when using intensive reading texts. After having a text which is based on their level and has appropriate level, the students need good reading task. This task should contain challenging activities which can make a common task becomes more exciting.
- Exploit reading texts to the full. A good teacher integrates the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation using some activities to bring the text to life.

2.2.2.8 Assessment of Reading

Considering the principles of teaching reading as explained above, students need supervision from their teacher related to their reading activity. And at the end of reading process, students need some assessment to measure their achievement in developing the reading skill. Summative and formative assessments are two kinds of assessment that are revealed by Harmer (2007:379).

Summative assessment is a kind of measurement that happens to complete something or that happens once. The examples of this measurement are the end-of-year test and big public test. On the other hand, formative assessment is a kind of feedback from the teacher during the learning process in order to help the students to improve their performance. This assessment can be done when there is indication that something goes wrong to help the students to get it right, but also when the teacher examines the results of progress and achievement tests.

There are four types of tests according to the main reason of the test Harmer (2007:379-381). They are as follows.

- Placement test. This test is used to place new students in the right class. It is based on the materials and the level that they are going to have. It usually checks the students' understanding on grammar and vocabulary and also assesses their productive and receptive skills.
- Diagnostic test. It is to show how good a student's English related to the previous level system. It is also to describe students' difficulties, gaps in their knowledge, and lack of skill during the learning process. After knowing the students' difficulties, the teacher can do something about them.
- Progress or achievement tests. These tests are made to measure the language and skill progress of the students related to the syllabus they have taken. Progress test is made by the teacher and given to the students every few weeks to see their progress. Besides, achievement test contains materials they have learnt. Achievement test is done at the end of a term, but progress test is at the end of a unit.
- Proficiency test. It is not to measure the students' progress, but to provide general picture of the students' knowledge and ability. It is a kind of stage that should be taken by people who want to get a certain certificate, to study abroad, or to get a job. Most public tests are usually proficiency test.

Related to the instruments of the test, there are four types of reading with their tasks (Brown, 2004:189). They are perceptive, selective, interactive, and extensive.

- Perceptive reading tasks cover the presence of some elements of discourse like letters, words, punctuation, and other symbols. There are some kinds of perceptive reading tasks. They are reading aloud, written response, multiple-choice, and picture cued-items.

In reading aloud, the students read the sentences or words or even sole letters and the focus is that the students comprehend the text and give respond towards the text. The other one is that the students should pen down what they have read. This evaluation must be done carefully since it is a cross-skills task. Multiple-choice also occurs here. There are some available techniques in providing the choices, like same/different, circle the answer, true/false, choose the letter, and matching.

Another one is picture cued-items. The students will see a picture and some words or sentences. Then they should point the picture that is meant by a certain word or sentence. This picture cued-item task can be combined with the multiple choice techniques as well. So, we can say that perceptive reading is the most suitable one for beginning level students in reading seeing that the tasks are so basic, simple and not complicated.

- Selective reading task is a piece of assessment design. It uses tasks to determine students' reading understanding of lexical, grammatical, or discourse features of language in a short text. The tasks require concise responses. Multiple-choice, matching, editing, picture-cued, and gap-filling tasks are kinds of selective reading tasks.

Multiple-choice is the most well known way to test vocabulary and grammar mastery because of its effectiveness. It means it can be managed

and marked quickly since it only needs little context. But if we add some context for each task item, it can be a contextualized multiple-choice vocabulary or grammar task. If the teacher goes further by adding story context, it will make the students find the task more difficult as one task item is related to or depends on the other items or vice versa. Thus, the students have to understand the whole context as a text, not only comprehend it as a separate context intended for each item.

In selective reading, matching task is used to ask the students' respond by matching some vocabulary or sentences which contains some blanks with some vocabulary. Besides, editing for errors is commonly used in assessing reading since it can be applied in finding errors in a written text, not just on grammatical matter. It usually appears in language proficiency tests. Picture-cued task is used in selective reading as well. It is different from that task in perceptive reading in terms of language complexity. In other words, the sentences in this level are more complicated. In this case, the students do not have to understand a term but more to understand the definition of a picture.

In addition to the previous tasks, filling-gap task is also possible to be used in selective reading. Filling-gap task asks the students to give respond by writing phrases to complete sentences. So, this task is more like integrated task between reading and writing skill. In this task the teacher has to provide some correct responses, not just a single possible answer, since it is a kind of open-answer task.

- Interactive reading. In interactive reading, the students have to do interaction with the text. Its goal is to understand the meaning by paying attention to the lexical, symbolic, grammatical, and discourse features of the text. Genres of text that are usually employed in interactive reading are anecdote, short narrative and descriptive text, longer text's excerpt, questionnaire, memo, announcement, procedure text, etc. The texts used are quite short.

Kinds of interactive reading task are cloze task, impromptu reading plus comprehension questions, short-answer task, editing, scanning, ordering task, and information transfer. They are as follows.

- Cloze task is a filling in gaps task. It is said that cloze task is able to measure both the reading ability and other language skills like listening, speaking, and writing. That's why it is called integrated task. Cloze task can be differentiated into two forms; they are fixed-ratio deletion and rational deletion.

In fixed-ratio deletion, the words deleted are in every exact position, like every seventh or ninth word. In rational deletion, the words are chosen to be deleted in relation to the functions of their grammar and discourse. Here, the teacher can choose the scoring approaches, whether scoring on the only exact word demanded or on appropriate words which suit the context.

- Impromptu reading plus comprehension questions are commonly used in some proficiency tests to assess reading. The students should read a passage and answer some comprehension questions

which are generally related to main idea / topic, expression / idioms / phrases / vocabulary in context, grammar, implicit and explicit detail, and supporting idea. Thus, the students need to master some strategies for reading successfully; i.e. skimming, scanning, guessing meaning from context, using discourse markers, etc.

- In short-answer task, the students have to read the passage and answer some open-ended questions. In this task, the teacher should construct some criteria for the acceptable answers and need more time to do the evaluation.
- Editing task in interactive reading is quite different from the same task in selective reading. In selective reading, the sentences are unconnected. While in this reading task, the students are to find and correct errors of some connected sentences which form longer text. Some errors can be found in the sentence structure, part of speech, and grammar.
- Scanning is a way done by the students as the readers to get significant information from a text. In assessing scanning, the students are asked to do speedy detection of significant information from an article, a section of a textbook, some research finding in a form of chart or table, a form, a list of something, etc. Here the important information and the time to get it are both required in this task.

- The other interactive reading task is ordering tasks. In this task, the students will get some jumbled sentences and they have to arrange the sentences into a good text or story based on the logical order. Through this task, the teacher is able to assess the students' general understanding about the text and the cohesion of the text.
- Another kind of interactive reading task is information transfer by reading charts, maps, graphs, and diagrams. Through this task, the students have to be able to understand particular rules of different graphics types and the correlation among the graphic components; understand the symbols, numbers, headings, and labels; and make conclusion about the graphics that are not described explicitly. After that, the students should transfer the information they have got from reading into other productive skills, i.e. speaking and writing.
- The last reading type is extensive reading. This reading task has meaning as the center of the reader's attention. It employs longer texts than the texts used in the previous reading types; such as books, essays, and journal articles. In assessing this reading, the teacher can apply some tasks that have been used in the previous reading types; like impromptu reading plus comprehension questions, short-answer task, editing, scanning, ordering task, and also information transfer and interpretation. Beside those tasks, there are some tasks that differentiate this reading from the others. They are skimming, summarizing and responding, and also note-taking.

Skimming task is a speedy reading process to get the main idea or gist. Skimming is suitable for less than one page long texts. Thus, the teacher should combine this task with another reading type task, not only for extensive reading task. For summarizing and responding tasks, the students are to summarize a text and give an argument on the text. In writing the summary or synopsis, the students should pay attention to some points. They are accurate main idea and supporting idea, originality of the text, and language usage. While in responding task, the students have to state their opinion on the text in a written form clearly and unambiguously. And, note-taking task is to assess the students' comprehension about the text by taking notes and or outlining a text into an organized framework or outline.

Based on the explanation about the types of reading tasks before, the task used in this study suits the third type, which is interactive reading. This study employs some short procedure texts like in Figure 2. The reason why the writer focused on procedure text is that because it is one of the text types that should be learnt by the seventh grade students in second semester. The goal of the text is to tell the readers how to make, use, do, or operate something. To reach the goal, the students should understand the meaning of the text by focusing their attention to the discourse features of the procedure text; like the imperative word and the vocabulary used.

The text is for questions no. 20-22.

'Great Dracula' Tomato Soup

Ingredients:

- 2 ½ kg ripe tomatoes
- 2 medium onions
- 1 clove of garlic
- 2 tbsp butter or margarine
- 3-4 tbsp all-purpose flour
- 4 tbsp tomato paste
- 4 cups hot water
- 1 tsp sugar
- 1 ½ pinch salt
- 1 pinch pepper
- 4 tsp whipped cream
- 4 fresh basil leaves, torn into pieces

Steps:

1. Pour some boiling water over the tomatoes and scare them next with some cold water.
This makes them pop out of their skins easily.
2. Peel the skin off, cut out the tops, discard the seeds, and dice the flesh.
3. Peel the onions and the garlic and chop them finely.
4. Heat the butter or margarine in a pan and sauté the chopped onion and garlic.
5. Sprinkle the flour and add the tomato paste. Stir it and add the hot water.
6. Remove the pan from the stove and stir the mixture until the soup is smooth and there are no more lumps.
7. Boil the soup again and add the diced tomato.
8. Cover the pan and let the soup simmer for about 10 minutes on low heat.
9. Add sugar and season with salt and pepper.
10. Pour the soup into the bowl and garnish with a little whipped cream and a few basil leaves.

For 4 servings.

Figure 2. Example of Procedure Text (1)

After reading and understanding the text, the students have to deal with some comprehension questions. They are about the main idea (like question no. 20), vocabulary in context (like question no. 21), and implicit and explicit detail (like question no. 22) as described in Figure 3. To answer those questions, the students can apply some strategies; like skimming, scanning, and guessing meaning from context.

20. The text tells us about
- the tips of making 'Great Dracula' Tomato Soup
 - the steps done in making 'Great Dracula' Tomato Soup
 - the procedure of making 'Great Dracula' Tomato Soup
 - the ingredients needed in making 'Great Dracula' Tomato Soup
21. "... no more lumps." (6th step)
The underlined word has similar meaning to
- circle
 - chunk
 - flour
 - cube
22. Which of the following statements is **true** according to the text?
- The basil leaves should be chopped.
 - The salt and pepper are added in the beginning
 - We don't need the tomato seeds in making the soup.
 - We need to add some red chilies to make the soup red.

Figure 3. Example of Comprehension Questions

Besides, all the questions are in contextualized multiple-choice form but one of the questions is picture-cued task, like stated in question no. 28 in Figure 4. The students should understand the word 'wall outlet' on the text and find the suitable picture for it. It can be said that this study mostly uses impromptu reading plus comprehension question task.

28. Which of the following pictures refers to a wall outlet?

A.



C.



B.



D.



Figure 4. Example of Picture-Cued Task Question

Seeing that most of the questions in this study are comprehension questions, the students need to be accustomed to the types of that kind of questions. Comprehension questions are actually used to comprehend the text context. According to Nation (2009:32-43), some types used in comprehension questions are WH question, Yes/No question, True/False, multiple-choice, filling blanks, transferring information, translating, and writing short passage. In addition, comprehension questions usually deal with understanding explicit information, getting implicit information, applying the text for other fields or for other aims, and criticizing the text.

On the other side, the teacher should pay attention in composing comprehension questions. Nation (2009:88-90) explains that good comprehension questions are supposed to be reliable, valid, and practical. Related to reliability, the task instruction should be clearly stated and well-known, the scoring system must be consistent and fair, and the questions should be easily understood. In addition, the questions must be valid. It means that the students should read the text to answer the questions, the questions should be the paraphrase of the text, the questions should not assess the memory but the understanding, and the questions order should be in line with the information order in the text. The questions must be practical as well. The questions should be designed so that the scoring is simple and not time consuming.

2.2.2.9 More Reading Suggestions

There are some more reading techniques that are proposed by Harmer (2007:107-109). They are jigsaw reading, reading puzzles, using newspaper,

following instructions, poetry, play extracts, predicting from words and pictures, and different responses.

- In jigsaw reading, the students are divided into some groups. Each member of a group should read different texts. After that, they share in groups what they have found out.
- Reading puzzles is a technique in which the teacher gives a text to each student, but the text has been jumbled into some paragraphs. Each paragraph is on different piece of paper. Then the students should rearrange the text. The teacher also can mix two texts up and the students should separate them.
- Using newspapers. There are many activities the teacher can prepare for reading using newspaper. The students are to read some articles and they have to match them with the headlines and the pictures. They also can read three articles about more or less the same event and they are to find the differences between them. They may read an article and give their opinion spoken or written or they may reply to the letter sent to the editor. The teacher may also ask the students to read some advertisements and they have to make choice about something.
- In following instructions activity. The students may be asked to put the instruction in the right order or to match the instructions with the pictures and follow the instructions.
- Poetry. The students reassemble poems, find similarities and differences in poems, and fill in the blanks in poems.

- Play extracts. The students read a film or drama extract and they have to act it out. Therefore, they have to think about how to say the lines and pay attention to the stress, intonation, speed, etc.
- Predicting from words and pictures. The teacher gives some words or pictures or a section from the text and the students will predict the text they are going to read.
- Different responses. After reading, the students are to give put information into graphs, tables, diagrams, describe someone or something in the text, guess the endings of stories, analyze text construction, etc.

2.2.3 Task-Based Language Teaching

Learning a language means learning how to communicate in that language. For that reason, the writer applies Communicative Language Teaching (CLT) especially Task-Based Language Teaching (TBLT). CLT is a wide approach in language learning and Task-Based Language Teaching (TBLT) is the actualization of this approach (Nunan, 2004:10). Moreover, Task-Based Language Teaching (TBLT) is one of the approaches that makes communication play important role in language learning (Larsen-Freeman, 2000:137). Harmer (2007:51) adds that Task-Based Learning (TBL) is “a natural extension” of CLT.

CLT is an approach in language learning that help the students to improve their communication ability in the target language since it has communicative competence as the goal of the language learning. Larsen-Freeman (2000:120) also says that Communicative Language Teaching puts communicative competence as the objective of language teaching. Moreover, Brown (2001:69) says that:

Given that communicative competence is the goal of a language classroom, instruction needs to point toward all its components: organizational, pragmatic, strategic, and psychomotor. Communicative goals are best achieved by giving due attention to language use and not just usage, to fluency not just accuracy, to authentic language and contexts, and to students' eventual need to apply classroom learning to previously unrehearsed contexts in the real world.

From the statement above, we can say in a lesson or learning process, the teacher should consider the students' language use in the context that is related to their daily life. The students should be trained to use the authentic language spontaneously and fluently. By doing so, the communicative goal may be achieved.

Richard and Rodgers (2001:155) state that there are two aims of CLT; they are to set communicative competence as the language teaching objective and to grow systems to train the four language skills which reflect language and communication are both dependent on each other. Brown (2001:43) describes six interconnected characteristics of communicative language teaching. First, all the communicative competence elements, i.e. grammatical, discourse, functional, sociolinguistics, and strategic, are the center of the classroom objective. Second, language techniques are made to employ the students to deal with the pragmatic, authentic, and functional use of language for meaningful purpose. Third, fluency and accuracy support the communicative techniques. Fourth, communicative class students should use the language in productive and receptive way outside the classroom spontaneously. Fifth, students can develop their learning strategies or styles through independent learning. The last, teacher acts as a facilitator and guide, not the source of knowledge.

CLT has two main guiding principles (Harmer, 2007:50) as follows. First, language is not just grammar patterns with vocabulary items inserted, but also involves language functions such as inviting, agreeing and disagreeing, suggesting, etc. The students should learn how to perform the language function using some language exponents. The students also need to be aware of the need for appropriateness when talking and writing to people in terms of the kind of language they use (formal, informal, uncertain, procedural, etc.). CLT is not just about the language, it is about how it is used.

Second, the language learning works if the students are motivated and get enough experience with the language and opportunities to use the language. The focus of CLT is that the students can communicate the real messages, and not just sentences which are grammatically correct. People learn languages not so that they know about them, but so that they can communicate with them.

Although TBLT is called as a branch of CLT, TBLT has its own focus. According to Richards and Rodgers (2001:223), Task-Based Language Teaching (TBLT) is an approach which bases the planning and training of the language teaching on the tasks. Tasks functions as the center of the language teaching, so task plays the most important role in TBLT. Richards and Rodgers (2001:224) state that Task-Based Language Teaching suggests the conception of 'task' as a main part of preparation and process learning. Harmer (2007:51) expresses that the emphasis of Task-Based Learning (TBL) is on the task, rather than on the language. Skehan (1996) (cited by Richards and Rodgers, 2001:224) proposes this definition:

Tasks ... are activities which have meaning as their primary focus. Success in tasks is evaluated in terms of achievement of an outcome, and tasks generally bear some resemblance to real-life language use. So, task-based instruction takes a fairly strong view of communicative language teaching.

This means that a task is an element in a learning process that should be considered as the main role. Moreover, task can reflect the language use in the real context and it can be evaluated. Harmer (2007:71) states that if the students focus on a task completion, they are likely to learn language which focuses on language forms. In Task-Based Language Teaching the students are given a task that they have to complete or a problem they have to solve, rather than a language structure or function to be learnt.

Some linguists categorize tasks in the relation to task design and description. Willis (1996:26-27) makes six task types. They are listing, ordering and sorting, comparing, problem solving, sharing personal experiences, and creative tasks. In listing task, the teacher should take brainstorming and finding fact in. The students will activate their prior knowledge and experience about a learning material and find something new by asking and answering or by doing reading books or other sources. The next is ordering and sorting. They can be divided into ordering something chronologically, grading items based on certain criteria, classifying items based on the teacher's instruction, and also sorting something freely. The third is the task in which the students need to compare something by matching things through finding the similarity and the dissimilarity. Problem solving is the fourth. The students need to analyze a problem and make decision for it. Sharing personal experiences become the next task. In this task, the students are promoted to speak a lot. Another task is creative task. The teacher

may combine some other task types to provide the students a creative task. It is more liberating. Due to the task categories above, the teacher will not only limit the task on a particular common task. He / she may explore the other task types, so that the students will not be bored of doing the same thing every day.

Besides, Feez (1998) reviews the key assumptions of task-based instruction as quoted by Richards and Rodgers (2001:224). First, the process (not the product) is the focal point of task-based instruction. Second, meaningful activities and tasks that stress on communication and meaning are the essential component. Next, through the activities and tasks, the students learn and interact with the language. Moreover, the activities and tasks may be based on students' real life or academic goals. In addition, the activities and tasks are ordered based on their difficulty level. At last, the difficulty level depends on some aspects, like students' experience, task difficulty, the language needed to do the task, and the support.

Moreover, Nunan (2004:35-38) proposes seven principles for Task-Based Language Teaching. They are scaffolding, task dependency, recycling, active learning, integration, reproduction to creation, and reflection. The explanation is as follow. First, scaffolding means the learning should offer sustaining scaffold or framework. Second, the tasks given should depend on the previous task and so it is called task dependency. Third, recycling language is using the language to develop the target language, not only learning the linguistic but also experiencing the language. Fourth, active learning requires the students to use the target language actively. Fifth, in 'integration' principle, the students should learn the relation among the linguistic form, function (communicative function), and

meaning (semantic meaning). Sixth, reproduction to creation requires the students not to reproduce (what has been given by the teacher) but to create (what is called creative language use). The last is reflection. The students should get chance to have reflection about their achievement.

Moreover, Willis (1996:38) offers three phases in Task-Based Learning framework to provide the best conditions in language learning process. Those three phases are pre-task, task cycle, and language focus. The phases are presented in a figure below.

Pre-task <i>Introduction to topic and task</i>		
Task cycle		
<i>Task</i>	<i>Planning</i>	<i>Report</i>
Language focus		
<i>Analysis</i>		<i>Practice</i>

Figure 5. Task-Based Learning Framework (Willis, 1996:38)

First, in the pre-task, the teacher explores the topic with the class, highlights useful words and phrases, helps students understand task instructions. The students may hear a recording of others doing a similar task. Next, the task cycle consists of three steps; they are task, planning, and report. In task phase, the students do the task in pairs/small group while the teacher monitors from a distance. In planning stage, the students prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered. And, in the report step, some groups present their reports to the class, or exchange written reports, and compare results. The last is language focus. The language focus is divided into two parts. They are analysis and practice. These tasks function as the evaluation of the previous tasks. In analysis, the students examine

and discuss specific features of the text or transcript of the recording. It is followed by practice. The teacher conducts practice of new words, phrases and patterns occurring in the data, either during or after the analysis.

To execute this framework in the experiment, the writer applied it in the main activity of the learning process. In meeting one, for example, the students watched a short procedure text video as the pre-task. In the task cycle phase, they tried to find the specific information from the video with their partner, prepare to report it, and report it to the whole class. After that, in the language focus phase, the students together with the teacher discussed the specific features or information they found. Then, they practiced to use the vocabulary or pattern that existed in the procedure text. The detailed steps of meeting one to four are shown in Appendix 3.

In addition, in every approach, teacher and students have their own roles. Some of the teacher's and learners' roles in TBLT overlap with the roles in CLT, like being facilitator, adviser, and communicator (Larsen-Freeman, 2000:128). There are some additional roles for teacher in TBLT. They are preparing the tasks, preparing learners, and raising learners' awareness to learn (Richards and Rodgers, 2001:236). Besides, Richards and Rodgers (2001:235) mention main roles of students that are involved by task work; they are as group participant, monitor, and also risk-taker and innovator. The students will do many tasks in group, monitor the language use, and understand the task although they have limited resources and experiences.

CHAPTER III

RESEARCH METHOD

In this chapter, the writer discusses some important points of the research design, research subject, research instrument, data collection, and data analysis which are employed in this study.

3.1 Research Design

This study employs experimental research, especially Quasi-Experimental design since the experimental group and control group were selected. Those two groups were not selected based on random sampling since the writer would have difficulty holding the pre-test and post-test and also conducting the treatment if the members of the groups came from some different classes. Both groups got pre-test and post-test but the group which got the treatment was the experimental group only. Thus, it is also called *Nonequivalent (Pretest-Posttest) Control Group Design* as stated by Creswell (1994:133).

This study attempts to find out the answers to the two questions as stated in the problem formulation. First, it is aimed to show the effectiveness of Task-Based Language Teaching (TBLT) for teaching reading the seventh grade students of *SMP PL Domenico Savio Semarang* in academic year 2012-2013. Second, it is to find the factor that supports the effectiveness of teaching reading using Task-Based Language Teaching (TBLT) for the seventh grade students of *SMP PL Domenico Savio Semarang* in academic year 2012-2013. Thus, this study employs an experimental research. There are two groups, they are experimental

and control group. The experimental group is treated using Task-Based Language Teaching (TBLT) while the control group is not treated using that method. This is stated by Rasinger (2008:42) that experimental design is formed by comparing experimental group, group which is influenced by treatment, and a control group, a group which is not affected by the treatment. Thus, it deals with comparison and numbers. In addition, those groups will have the same materials based on the curriculum and syllabus in the same semester and month.

How was the treatment? The treatment was only applied to the experimental group. They learnt based on the phases in the Task-Based Learning Framework. They did the tasks by exploring the materials (such as watching video and reading a new text), having discussion in group, presenting something, and also responding questions orally and written as stated in Appendix 3. On the contrary, the control group merely dealt with the text by reading and answering some questions.

3.2 Research Subject

In this section, the writer describes the population and the sample.

3.2.1 Population

Rasinger (2008:46) states that population means a group of people who have the same characteristics. The population of the study is the students of *SMP PL Domenico Savio* Semarang in academic year 2012-2013. This school has ten classes for each grade for regular classes and two acceleration classes. Each regular class consists of 35 – 41 students and each acceleration class has 17 – 20 students.

3.2.2 Sample

Part of population in which its characteristics are similar to the population is called a sample. It can be said that a sample should represent the population sufficiently since it is the population's representative (Rasinger, 2008:47). This study focuses on the seventh grade students in the second semester in class 7E and 7F as the samples; in which class 7E as the control group and class 7F as the experimental group. Based on the writer's observation, they have more or less the same ability, as it is also proved by the results of mid-test in the second semester that is presented in Appendix 1 and 2. The number of the control group is 35 students and the experimental group is also 35 students.

3.3 Research Instrument

A test is one of the research instruments that can be used as the measurement of research. As stated by Brown (2004:3), a test is a system to evaluate the skill, understanding, or performance of someone in a particular field. Kind of test used in this study is a multiple choice test based on some reading texts. The test is teacher-built test.

As a good instrument, a test must be valid and reliable. They are described as follows.

3.3.1 Validity of the Test

A valid test is a test that tests what should be tested. If the test is to test the reading aloud skill for example, the things should be tested are the pronunciation and intonation, not the students' opinion about the text. Validity is the degree of conclusion about the appropriateness, meaning, and use of the evaluation results

related to the evaluation goal (Gronlund (1998) cited by Brown, 2004:22). Rasinger (2008: 30) also argues that validity is a concern about the method in which measures what it is supposed to measure, and it results a proper conclusions. Tuckman (1978:163) agrees that test validity is the degree in which a test measures what should be measured.

This study uses Pearson Product-Moment Correlation to check the test validity. The formula is as follow (Tuckman, 1978:261).

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Where

r_{xy} : correlation coefficient between variable X and Y

N : the number of the students participating in the test

\sum_x : the sum of score in each item

\sum_x^2 : the sum of the square score in each item

\sum_y : the sum of total score from each student

\sum_y^2 : the sum of the square score from each student

\sum_{xy} : the sum of multiple score from each student with the total score in each item

Classifications of correlation criteria are 1.00 means perfect correlation, 0.90 – 1.00 is very high correlation, 0.70 – 0.90 implies that the test has high correlation, 0.40 – 0.70 means average correlation, 0.20 – 0.40 is low correlation, and less than 0.20 notes that there is no correlation (Subana and Sudrajat, 2005:130).

3.3.2 Reliability of the Test

A test should be reliable as well. It can be defined that a test must be constant. The result of the test will stay the same if the test is tested to the same students for more than once. Brown (2004:20) states that consistent and dependable are the main characteristics of a reliable test. It means if the same test is done by the similar students on two different times, the similar result should appear. Rasinger (2008:28) agrees that statement as he also states that reliability refers to “a method repeatedly and consistently measuring whatever it is supposed to measure”. To measure the reliability of the test, this study employs Kuder-Richardson formula (K-R formula 21) (Tuckman, 1978:163) as follow.

$$r_{K-R21} = 1 - \frac{\bar{X}(n - \bar{X})}{ns^2}$$

Where

r_{K-R21} : Kuder-Richardson reliability coefficient

n : number of items in the test

\bar{X} : mean or average score on the test by the class

s^2 : test variance (a measure of variability)

Tuckman (1975:256-257) states that:

The reliability of a test can vary between 0 and 1.00. A reliability of 0 indicates that a test has no reliability and hence is an inadequate test for making any judgements about the students. ... A reliability of 1.00 is a perfect reliability, indicating a perfect or error-free test (also an unlikely occurrence). Published test usually required test reliabilities of .85 or above when based on the agreement among test items while teacher-built tests are usually consider adequate with reliabilities of .60 or above.

From the statements above, the writer can restate the classifications of reliability criteria are 1.00 is perfect reliability, 0.85 – 0.99 means very high reliability, 0.60 – 0.84 indicates high reliability, 0.40 – 0.59 means fair reliability, 0.25 – 0.39 is low reliability, 0.10 – 0.24 implies very low reliability, and less than 0.10 indicates no reliability.

To check the validity and reliability of the test instrument used in this study, the writer conducted a try-out test to a try-out group, i.e. class 7G. The try-out group consists of 40 students and the number of the test items is 55 questions. The writer calculated the results of the try-out test using manual calculation in Microsoft Excel and also using SPSS 16.0 to know the validity of the test, but to know the reliability of the test the writer only calculated the data manually in Microsoft Excel.

3.4 Data Collection

To collect the data, the writer gave tests to the experimental group and the control group. There were two tests: pre-test and post-test. Firstly, pre-test was given to two groups before the treatment. By giving that test, the writer wants to make sure that the two groups have the same ability so that the results of the treatment later can be measured easily. On the other hand, post-test was given after the writer gave the treatment to the experimental group. In this case, the experimental group was taught using Task-Based Language Teaching (TBLT) while the control group was not treated using that method. The experimental group was taught based on the Lesson Plan as shown in Appendix 3.

3.5 Data Analysis

After collecting the data, the writer computed the data by using a statistical formula called t-test. The writer used this test to determine whether there is significant difference between the group that is taught using Task-Based Language Teaching (TBLT) and the group that is not treated using that method. This study employed SPSS 16.0 to help the writer to do the t-test analysis. T-test is used to find the difference between two groups used as the sample. The difference can be significant or insignificant. The difference is called significant if the t_o is similar to or more than the t_t . Hence, the H_0 is rejected. On the contrary, if the t_o is less than the t_t , it means the difference is insignificant. So, the H_0 is accepted. Moreover, it is also said that t_o can be in positive or negative figure. They mean the same number. T_o is the degree of the difference (Hartono, 2008:146-147). In addition, the hypothesis (H_a) of this study is that there is significant difference in the results of the post-test between the experimental group and the control group. Hence, the H_0 is that there is no significant difference among them.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter consists of three parts. The first part is the research findings and the second is the discussion of the findings. The second part is the answer to the statements of the problem.

4.1 Research Findings

This study is experimental research. The method used is Task-Based Language Teaching (TBLT) and the study is aimed to show the effectiveness of Task-Based Language Teaching (TBLT) for teaching reading the seventh grade students of *SMP PL Domenico Savio* Semarang in academic year 2012-2013 and to find the factor that supports the effectiveness of teaching reading using Task-Based Language Teaching (TBLT) for the seventh grade students of *SMP PL Domenico Savio* Semarang in academic year 2012-2013.

This study focused on the seventh grade students in the second semester in class 7E and 7F as the samples; in which class 7E as the control group and class 7F as the experimental group. Both of them were given pre-test and post-test. The students of 7E and 7F were included in adolescents since they were between 12 to 17 years old. They were able to do abstract thinking, discuss more abstract ideas, and get information better than young children. They were in intermediate level in learning English as they had basic competence in speaking and writing (Harmer, 2007:14-20).

The data were collected from March – April 2013 in the second semester in academic year 2012 – 2013. The research instrument, which is the test, was prepared in the previous month. There were 55 questions in the try-out test, as shown in Appendix 4. The try-out test was conducted in another class, i.e. 7G, before the instrument was analyzed in order to determine its validity and reliability. After the writer got the results of the validity and reliability of the instrument, the writer conducted the pre-test that was followed by the treatment and the post-test.

4.1.1 Validity of the Test

There were 55 questions (test items) that were tested using Pearson Product Moment formula to find each item's validity. Of these 55 questions, there were 32 questions that are valid and 23 questions that are invalid. They are clearly stated in the table below. Moreover, the details of the validity manual calculation can be found in Appendix 5 and the example of the SPSS 16.0 calculation output is enclosed in Appendix 6.

Table 1. Try-Out Test Results

Valid questions	Invalid questions
No. 3, 6, 7, 8, 9, 13, 15, 16, 18, 19, 20, 23, 24, 26, 27, 28, 29, 30, 31, 32, 36, 40, 42, 43, 44, 45, 48, 50, 52, 53, 54, 55	No. 1, 2, 4, 5, 10, 11, 12, 14, 17, 21, 22, 25, 33, 34, 35, 37, 38, 39, 41, 46, 47, 49, 51

From the valid questions above, the writer employed 30 of them for the pre-test and post-test. The writer chose the questions randomly. As the result, the writer ignored question no. 3 and 13. The thirty questions used in the pre-test and post-test are enclosed in Appendix 7.

4.1.2 Reliability of the Test

The reliability of the test is calculated as follows.

$$\begin{aligned}
 r_{KR21} &= 1 - \frac{\overline{X}(n - \overline{X})}{ns^2} \\
 &= 1 - \frac{35.325(55 - 35.325)}{55 * 59.169} \\
 &= 1 - 0.2136 \\
 &= 0.7864
 \end{aligned}$$

Based on the result above, it can be concluded that the test has high reliability. Moreover, it is also stated by Tuckman (1975:257) that a teacher-built test is usually called reliable if its reliability is 0.60 or above. The detailed manual calculation is enclosed in Appendix 11.

4.1.3 Pre-Test

Pre-test was done to find out the reading ability level of the experimental and control group. Both groups should have more or less the same ability, so that later after the treatment it would be easier for the writer to see whether there is significant difference or not. The number of the students the students (n) of the experimental group (group 1) is 35 and control group (group 2) is 35 as well. The mean of pre-test mark of the experimental group is 67.4; on the other hand, the control group is 67.8. Thus, they have more or less the same reading ability level. The detailed results of pre-test of the experimental and control group can be found in Appendix 8. After doing the pre-test, the results were analyzed using t-test. The results of the t-test are in Table 2.

Table 2. T-test Results of Pre-Test

1. Experimental Group, 2. Control Group	N	Mean	Std. Deviation	Std. Error Mean
Score 1	35	67.4257	12.31514	2.08164
2	35	67.8114	13.32836	2.25290

		Levene's Test for Equality of Variances		T-Test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-Tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Score	Equal Variances Assumed	1.362	.247	-.126	68	.900	-.38571	3.06738	-6.50657	5.73514
	Equal Variances Not Assumed			-.126	67.579	.900	-.38571	3.06738	-6.50726	5.73583

From Table 2, we can see that the mean of pre-test mark of the experimental group is lower than the control group, so the mean difference is negative, i.e. -0.38571. Seeing that the significance (2-tailed) is 0.900 or 90.0% (more than 0.05 or 5%), it means the experimental and control group has no big gap in their pre-test results. That gap is not significant. Moreover, the t_0 is -0.126 (the negative symbol means nothing) and the t_{table} for Df 68 is 1.664 (Gerstman, 2007). It means that the t_0 is smaller than the t_{table} , so the difference is insignificant.

4.1.4 Post-Test

After the treatment, the post-test was done to the experimental and control group to see whether there is significant difference or not. The mean of the

experimental group is 80.2 and the control group is 72.1. The difference between them is quite big. The detailed post-test result of the experimental and control group is enclosed in Appendix 9 and the results of the t-test of the post-test are presented in Table 3 below.

Table 3. T-test Results of Post-Test

1. Experimental Group, 2. Control Group	N	Mean	Std. Deviation	Std. Error Mean
Score 1	35	80.1886	9.70060	1.63970
2	35	72.1057	12.65241	2.13865

		Levene's Test for Equality of Variances		T-Test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-Tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal Variances Assumed	2.596	.112	2.999	68	.004	8.08286	2.69489	2.70529	13.46043
	Equal Variances Not Assumed			2.999	63.707	.004	8.08286	2.69489	2.69872	13.46700

The mean difference of the post-test between the experimental group and the control group is positive, i.e. 8.08286; it can be seen in Table 3. This gap is quite wide seeing that the mean of the experimental group is 80.1886 and the control group is 72.1057. Based on that fact, it can be said that the difference is real or significant since the significance (2-tailed) is 0.004 or 0.4%, less than 0.05 or 5%. Furthermore, the t_0 is 2.999 and it is higher than the t_{table} for Df 68 that is 1.664 (Gerstman, 2007). So, the H_0 is rejected. It can be concluded that the difference is significant.

From the analysis above, we can underline that there is no significant difference in the results of the pre-test between experimental and the control group. However, there is significant difference in the results of the post-test between those two groups.

4.2 Discussion

In this part, the writer discusses the answer to the statements of the problem. The discussion will be started from the first question, i.e. how Task-Based Language Teaching (TBLT) is effective for teaching reading for the seventh grade students of *SMP PL Domenico Savio* Semarang in academic year 2012-2013. The effectiveness of TBLT can be seen from to what extent the students' reading ability is taught using Task-Based Language Teaching (TBLT) and to what extent the students' reading ability is taught without Task-Based Language Teaching (TBLT).

The number of the students of the experimental group is 35. The mean of pre-test mark of the experimental group is 67.4 and its post-test is 80.2. It can be said that the students who were taught using Task-Based Language Teaching (TBLT) had big improvement, i.e. 12.8 points. In addition, there were 35 students in the control group. The mean of pre-test mark of the control group is 67.8 and the post-test is 72.1. Hence, the improvement is insignificant, i.e. 4.3 points.

Another question to show the effectiveness of TBLT is whether there is any significant difference in the results of teaching reading using TBLT and without TBLT for the seventh grade students of *SMP PL Domenico Savio* Semarang in academic year 2012-2013 or not. On the one hand, it can be said that

in the pre-test there is no significant difference between the experimental and control group, considering the significance (2-tailed) is 0.900 or 90.0% (more than 0.05 or 5%) and the t_o is less than the t_{table} . The t_o is -0.126 and the t_{table} for Df 68 is 1.664, so the difference is insignificant. On the other hand, significant difference appears between the experimental and control group in the post-test. It is proven by the significance (2-tailed) is 0.004 or 0.4%, less than 0.05 or 5%, and the t_o is higher than the t_{table} . The t_o is 2.999 and it and the t_{table} for Df 68 that is 1.664. Hence, the H_0 is rejected and hypothesis (H_a), i.e. there is significant difference in the results of the post-test between the experimental group and the control group, is accepted. In other words, teaching reading using Task-Based Language Teaching (TBLT) brings significant difference for the seventh grade students of *SMP PL Domenico Savio Semarang* in academic year 2012-2013. Thus, it can be said that the teaching reading using Task-Based Language Teaching (TBLT) is effective.

The next is the answer to the second question, i.e. what is the factor supporting the effectiveness of teaching reading using Task-Based Language Teaching (TBLT) for the seventh grade students of *SMP PL Domenico Savio Semarang* in academic year 2012-2013. The effectiveness of TBLT for teaching reading for the seventh grade students of *SMP PL Domenico Savio Semarang* in academic year 2012-2013 is supported by some factors. They are readability, suitability of content, and exploitability of the text, students' motivation, and achievement of learning objectives.

4.2.1 Readability, Suitability of Content, and Exploitability of the Text

First, this is effective since the materials used were readable. The students

got reading materials that suited their language proficiency level. Suitable proficiency level was the keyword. It was in line with Krashen's five hypotheses about second language acquisition, especially the fourth hypothesis which was called the input hypothesis. Although this study was related to learning, not acquiring, the input hypothesis appeared in this study. Krashen (1982:9) states that the fourth hypothesis, i.e. the input hypothesis, is the most important concept recently as it answers the crucial theoretical questions of how to acquire language and it also gives answers to the problems found everyday in all levels of second language instruction. In this study, the input hypothesis answered the problem about the effectiveness of Task-Based Language Teaching related to the materials given to the experimental group during the treatment. The students in the experimental group were able to learn language successfully since they received language input which was comprehensible even though it was a little bit above their level. It is called $i + 1$ as proposed by Krashen (1982:21-22) in the four points of the Input Hypothesis. They are as follows.

- (1) The input hypothesis relates to acquisition, not learning.
- (2) We acquire by understanding the language that contains structure a bit beyond our current level of competence ($i + 1$). This is done with the help of context or extra-linguistic information.
- (3) When communication is successful, when the input is understood and there is enough of it, $i + 1$ will be provided automatically.
- (4) Production ability emerges. It is not taught directly.

From those four points, the writer neglected the first point, but proved that the rest three points in the treatment for the experimental group. The teacher provided the proper materials, called comprehensible input. It was the language that the students understood more or less, even if it was a bit above their own level of

production (Harmer, 2007:47). The example of the text which has the same level as the students' level is presented in Figure 6.

Cheesy Fried Egg

Ingredients:

- an egg
- five spoonfuls of cooking oil
- a pinch of salt
- some grated cheese

Steps:

1. Pour the oil into the frying pan.
2. Heat the oil.
3. Break the egg into the pan.
4. Cook the egg for 3-4 minutes.
5. Put some salt on the egg.
6. Take out the egg and put on a plate.
7. Sprinkle the fried egg with some grated cheese.

Figure 6. Example of Procedure Text (2)

That procedure text is quite short and the vocabulary used is simple; i.e. “pour”, “heat”, “break”, “cook”, “put”, “take out”, and “sprinkle”. They are suitable for the seventh grade students of junior high school.

How to Make Fried Banana

Ingredients:

- 1 ripe black-skinned plantain or 4 small finger banana (make sure that the banana is sweet)
- 1 egg
- 1 tsp. sugar
- 6 tbsp. flour
- water
- a pinch of salt
- vegetable oil for deep frying

Steps:

- Place flour in a deep mixing bowl. Make a well in the middle of the flour, and add egg, sugar and salt. Add water little by little. Whisk vigorously until batter is evenly smooth for coating and not too thin. If it is too thin, add more flour.
- Peel plantain or banana and cut in half lengthwise and then cut again with 4-inch width. Dip into batter to coat generously.
- Heat oil in a wok or deep fryer until moderately hot. Place coated plantain or banana in the wok or deep fryer and fry slowly until golden brown and crispy. This usually takes approximately 10-15 minutes. Remove bananas from oil, drain on paper napkins and dry well. Serve while still warm.

Figure 7. Example of Procedure Text (3)

Meanwhile, Figure 7 presents a procedure text which is slightly above the seventh grade students' level of competence since the text is quite longer and vocabulary is more difficult; such as “black-skinned plantain”, “vigorously”, “half lengthwise”, “coat generously”, and “moderately hot”.

Second, it is effective because the content of the materials was suitable for the students. Procedure text was one of the text genres that should be mastered by the seventh grade students as stated in the curriculum. For the second semester the students should master six competency standards; they are competency standard number 7, 8, 9, 10, 11, and 12. Those competency standards are broken down into thirteen basic competences; i.e. 8.1, 8.2, 9.1, 9.2, 10.1, 10.2, 11.1, 11.2, 11.3, 12.1, and 12.2. This study focused on basic competence number 11.2 only. It is stated as follows.

Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk procedure (Sari, 2012).

It is to respond the meaning and rhetoric steps of simple short functional written text and essay in the form of procedure which are related to the nearest society accurately, fluently, and acceptably. There were three indicators for that basic competence; they are as follows (Sari, 2012).

- Identify some information on the procedure text. (11.2.1)
- Identify the generic structure of the procedure text. (11.2.2)
- Identify the communicative purpose of the procedure text. (11.2.3)

Moreover, the characters that were expected to develop by the students through the lesson were being independent, having self-confidence, and appreciate diversity. Hence, at the end of the lesson, the students were expected to be able to:

- Identify some information on the procedure text independently.
- Identify the rhetoric steps of the procedure text independently.
- Identify the communicative purpose of the procedure text confidently and appreciate diversity.

Furthermore, the materials for the seventh grade students were broken down into a map of concept. In the first semester, the seventh grade students learnt four themes. They were Self Identity, Family Life, School Life, and Things around Us. The reading materials in those themes were about descriptive texts which were related to each topic or theme; for example reading materials in chapter three were descriptive texts about school, classroom, and school subject. Besides, the seventh grade students learnt three topics in the second semester. They were Job or Profession, Hobby, and Shopping. The seventh grade students dealt with Job or Profession and Hobby in the mid-semester two. They still dealt with descriptive text for the reading materials in the mid-semester two. On the other hand, after mid-semester two, the reading materials were about Shopping. In this last topic, the seventh grade students learnt descriptive text about Shopping and also procedure text. The detail of the map of concept is presented in Appendix 10.

The procedure text that the seventh grade students learnt was still simple. It was related to how to make a simple handicraft, how to operate something, how to cook something easy, how to do something simple, and some others. The procedure texts were so practical since they were related to the seventh grade students' experience, real situation, or action. Additionally, the seventh and eighth grade students of *SMP PL Domenico Savio* Semarang had a Food Science

subject. In this case, learning procedure text really helped them when they have to deal with some recipes before they practiced cooking in the school kitchen.

Procedure text belongs to academic reading as we can find it in some test instructions. It can be classified into job-related reading as well since it can be found in some manuals or directions. It also can be categorized as personal reading due to it appears in some recipes. These reading genres are stated by Brown (2004: 186-187).

The materials that were used in the treatment could be categorized into intensive reading. Intensive reading refers to reading texts which is done in the classrooms and followed by studying activity (Harmer, 2007:99-100). The teacher chose the genre that was in line with the specific purposes of the learning. Besides, the texts belong to one of four types of reading with their tasks according to Brown (2004:189); i.e. interactive reading. It was said so because procedure text was one of text genres that were usually employed in interactive reading and the texts were quite short. The students did interaction with the text. Its goal was to understand the meaning by paying attention to the lexical, symbolic, grammatical, and discourse features of the text. Kind of interactive reading task used was impromptu reading plus comprehension questions.

Third, it is called effective as the materials were exploitable. The reading material in this study was exploited using Task-Based Language Teaching (TBLT) which has a framework that consists of three phases. They are pre-task, task cycle, and language focus (Willis, 1996:38). It also has task as the main part of the preparation and process of the teaching – learning (Richards and Rodgers, 2001:224). The pre-task was not always in the form of reading text, but also

watching a video in order to practice the students' skill in listening. Activities of watching a video or listening to a recording could support the reading skill by giving them background knowledge or activating their prior knowledge. Then, the task was done by having discussion in small groups. The planning and report can be done spoken or written. The steps in the task cycle sometimes had some difficulty since they involved productive skills. It was not an easy thing to make them write or speak for the class. Thus, the teacher should provide some hints for the report. For the language focus (analysis and practice), was mostly done by reading text and answering question.

The treatment was done for four meeting, in which each meeting was done for 2 x 40 minutes. In the first meeting, the students explored the topic by watching a short procedure text video as the pre-task. Then, in the task cycle, they did the task in pairs (what they discovered from the video), prepared to report to the whole class (orally) what they discovered, and some groups presented their reports to the class. After that, the students examined and discussed specific features of the text or transcript of the video and did practice of new words, phrases and patterns occurring in the data, either during or after the analysis (orally).

In the second meeting, the students explored the topic by reading a procedure text. Next, the students did the task in pairs to find information and communicative purpose they can find in the text, prepared the oral report, and presented their report to the class. Then, the students examined and discussed the information and the communicative purpose of other texts and also answered some questions related to them. The activities of the pre-task, task cycle, and

language focus in the third and fourth meeting were similar to meeting two, except the things that should be discussed. They are the generic structure of the text (in meeting three) and all the information, communicative purpose, and the generic structure of the text (in meeting four).

The treatment also considered four principles as stated by Nation (2009:6-8). They are meaning-focused input, meaning-focused output, language-focused learning, and fluency development. Related to the first principle, the reading activities were done for a certain purpose; i.e. reading for general, specific, and detailed information. The students also got reading materials that suited their language proficiency level as a means to develop their ability. In principle number two, the reading activities in pre-task, task cycle, and language focus were integrated with the other language skills; i.e. listening, speaking, and writing.

Furthermore, related to the third principle, the reading materials were prepared by the teacher. It was intensive reading to improve their effective reading mastery. The learning process also covered reading sub-skills and language features like vocabulary and grammar. Students applied reading strategies, such as identifying the goal, questioning, activating background knowledge, understanding the structure of the text, getting the meaning from the context. The last strategy is fluency development. To develop their fluency, the students did reading practice and activities; i.e. scanning and skimming. The students' activities were supervised by the teacher.

As a result, the tasks given to the experimental group in the treatment gave opportunities to activate their background knowledge, exposed them to language, for example by finding the goal, the generic structure, the detailed information,

and the specific features (like conjunction, vocabulary, sentence type), and gave them chances to study language and use it too in their daily life especially when they were in Food Science class. By doing so, the students understood the input + 1 or $i + 1$, communicated the text successfully, and at the same time started to use their productive skills.

4.2.2 Students' Motivation

As it is stated before, the research was conducted at *SMP PL Domenico Savio* Semarang whose students came from middle-high academic and economy level and they were easily motivated. The tasks given improved the students' motivation and support learning process (Richards and Rodgers, 2001:229). The tasks that were applied in the Task-Based Language Teaching became the means of the learning process and the means of motivation as well. This kind of motivation is called intrinsic motivation since it was caused by the activities happened in the classroom. Harmer (2007:20-21) defines that intrinsic motivation is the kind of motivation that is caused by what happens inside the classroom; this could be the teaching methods, the learning activities, or their perception of their success or failure.

In addition, the students come from middle-high economy level, in which the parents are very supportive. The students got not only mental support from their parents and family, but also material support such as enough reading sources and electronic devices, such as smart phone and computer with internet connection. They also had good educational background. The students were from families which consider education as important thing and their parents really

support them. According to Harmer (2007:20-21), motivation which comes from outside the classroom and may be influenced by some external factors such as attitudes of society, family, and peers is often called extrinsic motivation. It is the motivation that the students bring into the classroom from outside.

The writer as the teacher at *SMP PL Domenico Savio* Semarang always motivated the students at the end of the meeting as one of the listed things to do in the closing activities. It is stated in Appendix 3. It was also done by asking the students to take part or participate in the learning process and rewarding them orally. However, the most important thing was that the students of *SMP PL Domenico Savio* had the motivation which came from the students themselves. The intrinsic motivation, extrinsic motivation, and the motivation which was from the seventh grade students of *SMP PL Domenico Savio* Semarang themselves truly support the effectiveness of TBLT for teaching reading for them.

4.2.3 Achievement of Learning Objectives

To check the effectiveness of teaching reading using Task-Based Language Teaching (TBLT) for the seventh grade students of *SMP PL Domenico Savio* Semarang in academic year 2012-2013, pre-test and post-test were conducted for both the experimental group and control group. The post-test used the same texts and questions as the pre-test. The post-test belonged to one of four types of reading according to the main reason of the test Harmer (2007:379-381). It was a progress test. The test was made to measure the students' language and reading skill progress related to the treatment they have taken. It was done at the

end of a unit. It was also called a formative assessment since it was used to examine the students' progress (Harmer, 2007:379).

The test consisted of some procedure texts with multiple-choice comprehension questions. They are about the main idea, vocabulary in context, and implicit and explicit detail as stated in Appendix 7. To answer those questions, the students can apply some strategies; like skimming, scanning, and guessing meaning from context.

The writer could say that this method is effective seeing the students in the experimental group, after the treatment, could understand the texts better than the control group. They were able to achieve the learning objectives; i.e. to identify some information on the procedure text independently, to identify the rhetoric steps of the procedure text independently, and to identify the communicative purpose of the procedure text confidently and appreciate diversity. It was proved by result of the post-test of the experimental group which was better than its pre-test result. It was also much better than the control group's post-test result.

Based on the research findings and the discussion above, the writer could say that this study is similar to Balkis' study as well as Pamelasari's. Balkis proved the effectiveness of using L1 (Bahasa Indonesia) during the reading class at the first grader of Package C of SKB Kersana Brebes Regency. Pamela verified that "STAD" Cooperative Learning is effectiveness on reading descriptive texts for the eighth grade students of "SMP" Yoannes XXII Semarang in academic year 2009/2010.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two parts. The first part is conclusions of the study. The second part is the suggestions for students of *SMP PL Domenico Savio* Semarang, for the English teachers, and the future researchers who are interested in conducting similar study.

5.1 Conclusions

The purposes of this study are to show the effectiveness of Task-Based Language Teaching (TBLT) for teaching reading the seventh grade students of *SMP PL Domenico Savio* Semarang in academic year 2012-2013 and to find the factor that supports the effectiveness of teaching reading using Task-Based Language Teaching (TBLT) for the seventh grade students of *SMP PL Domenico Savio* Semarang in academic year 2012-2013.

To gain two purposes above, the writer employs experimental research in which there are two groups, they are experimental and control group. The experimental group is treated using Task-Based Language Teaching (TBLT) while the control group is not treated using that method. Before the treatment they have pre-test and they get post-test after the treatment.

Related to the first purpose of this study, pre-test and post-test were done for the experimental and control group. The mean of pre-test mark of the experimental group is 67.4 and its post-test is 80.2. The students who were taught using Task-Based Language Teaching (TBLT) had big improvement, i.e. 12.8

points. In addition, there were 35 students in the control group. The mean of pre-test mark of the control group is 67.8 and the post-test is 72.1. Hence, the improvement is insignificant, i.e. 4.3 points.

Moreover, the writer used t-test result to describe the significant difference in the results of teaching reading using TBLT and without TBLT for the seventh grade students of *SMP PL Domenico Savio* Semarang in academic year 2012-2013. The number of the students (n) of the experimental group (group 1) was 35 and control group (group 2) was 35 as well. The mean of pre-test mark was 67.4257 for the experimental group and 67.8114 for the control group. The mean difference was -0.38571. The experimental and control group had no big gap in their pre-test results since the significance (2-tailed) was 0.900 or 90.0% (more than 0.05 or 5%). It was not significant. Moreover, the t_o is -0.126 (the negative symbol means nothing) and the t_{table} for Df 68 is 1.664 (Gerstman, 2007). The difference was insignificant because the t_o was smaller than the t_{table} .

On the opposite, the mean difference of the post-test was 8.08286, as the mean of the experimental group was 80.1886 and the control group was 72.1057. The difference was real or significant since the significance (2-tailed) is 0.004 or 0.4%, less than 0.05 or 5%. Furthermore, the t_o was 2.999 and it was higher than the t_{table} for Df 68 that was 1.664 (Gerstman, 2007). So, the H_0 is rejected. It can be concluded that there was significant difference in the results of the post-test between experimental and the control group. To conclude, teaching reading using Task-Based Language Teaching (TBLT) is effective for the seventh grade students of *SMP PL Domenico Savio* Semarang in academic year 2012-2013.

In accordance with the second purpose of this study, the writer concludes that the effectiveness of TBLT for teaching reading for the seventh grade students of *SMP PL Domenico Savio Semarang* in academic year 2012-2013 is supported by some factors. They are readability, suitability of content, and exploitability of the text, students' motivation, and achievement of learning objectives.

The reading materials that the students received were readable since they were suitable for their language proficiency level. It was the realization of Krashen's input hypothesis. The students in the experimental group were able to learn language successfully since they received language input which was comprehensible even though it was a little bit above their level. It is commonly known as $i + 1$. Harmer (2007:47) agrees that the teacher provided the proper materials, called comprehensible input. It is the language that the students understood more or less, even if it is a bit above their own level of production.

The materials used in the treatment, i.e. procedure text, had suitable content for the students. Procedure text was stated in the curriculum to be one of two text genres that should be mastered by seventh grade students, the procedure texts were so practical since they were related to the seventh grade students' experience, real situation, or action, and the seventh and eighth grade students of *SMP PL Domenico Savio Semarang* had a Food Science subject.

Moreover, the materials were exploited using Task-Based Language Teaching (TBLT). It has a framework that consists of three phases. They are pre-task, task cycle, and language focus (Willis, 1996:38). The writer applied the framework in the main activity of the learning process. For example, the students watched a short procedure text video as the pre-task. In the task cycle phase, they

tried to find the specific information from the video with their partner, prepare to report it, and they report it to the whole class. After that, in the language focus phase, the students together with the teacher discussed the specific features or information they found. Then, they practiced to use the vocabulary or pattern that existed in the procedure text.

The seventh grade students of *SMP PL Domenico Savio* Semarang had intrinsic motivation (TBLT as the teaching method), extrinsic motivation. They were from middle-high economy level and good education background), and the motivation which was from themselves. Those motivations truly support the effectiveness of TBLT for teaching reading for them.

Furthermore, this method is effective since the students in the experimental group, after the treatment, were able to achieve the learning objectives; i.e. to identify some information on the procedure text independently, to identify the rhetoric steps of the procedure text independently, and to identify the communicative purpose of the procedure text confidently and appreciate diversity. The result of the post-test of the experimental group was better than the control group.

To conclude, Task-Based Language Teaching (TBLT) is effective for teaching reading the seventh grade students of *SMP PL Domenico Savio* Semarang in academic year 2012-2013 and the effectiveness is supported by some factors. They are readability, suitability of content, and exploitability of the text, students' motivation, and achievement of learning objectives. Although TBLT is effective, the steps in the task cycle sometimes had some difficulty since they

involved productive skills. It was not an easy thing to make the students write or speak for the class. Thus, the teacher should provide some hints for the report.

5.2 Suggestions

The writer also offers some suggestions. They are for the students of *SMP PL Domenico Savio* Semarang, for the English teachers who want to apply Task-Based Language Teaching (TBLT), and also for future researchers who are interested in conducting a similar study.

It is suggested that the students should be more active in the learning process. It would give them benefit to develop their reading skill well. The writer also suggests the students to practice reading more since practice makes perfect.

For the English teachers who want to implement Task-Based Language Teaching (TBLT), the writer has some suggestions. First, the teacher should comprehend the Task-Based Learning framework well before conducting the lessons. Second, the teacher should explain the Task-Based Learning framework to the students as well so that they understand how to deal with each step of the learning process. Third, the teacher should let the students try to solve their problems by themselves, so they can learn from the process.

For future researchers, they can develop the research of applying Task-Based Language Teaching (TBLT) not only for reading skill but also for the other skills in learning language; they are listening, speaking, and writing.

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Appendix 1: Mid-Test Result of Class 7E in the Second Semester

No.	Name	Mark
1	Agnes Anindya Nararia	80
2	Anastasia Mutiara Melinda	74
3	Angelica Kinanthi W A	70
4	Bernadetha Grace Donata	68
5	Brandy Befani Herdin J	82
6	Caroline Andreana W D	76
7	Carolus Christyan Ariello	76
8	Clearesta Ardra Gavril K	62
9	Dea Mahendra Yoel W	64
10	Egidius Devin Destho A	66
11	Ezekiel Shandisa Susanto	90
12	Flavia Sheliarselia P	86
13	Gloria Anggita P	70
14	Hardiyanto Danu Satrio	70
15	Hiro Surya Saputra	86
16	Ivana Sylvia Sedjati	78
17	Kho, Melly Nagata	60
18	Luiziao Assen De P L	72
19	Megan Gerinia Rusli	82
20	Michelle Vania H H	76
21	Monika Kumala Dewi	94
22	Ong, Aurellia Putri Sanjaya	88
23	Patrick Valentino Leonardi	88
24	Regia Verbenaningrum	88
25	Rizki Wahyuningtyas S	78
26	Safitri Jayaningrum	66
27	Samuel Kurniawan Santoso	86
28	Sekar Paring Gusti	68
29	Shella Feby Arista	66
30	Tadisya Victory Emeraldal	78
31	Victor The	78
32	Vincentius Enrico R	76
33	Welmanco Pandapotan M	78
34	Yustinus Sukma Narendro	58
35	Haniel Siswanto	84
	Total	2662
	Mean	76,06

Minimum Criteria (*Kriteria Ketuntasan Minimal / KKM*) is 72.

There are 12 students who do not meet the criteria; it is 34% of the total students in that class.

Appendix 2: Mid-Test Result of Class 7F in the Second Semester

No.	Name	Mark
1	Adrian Herlambang A. S.	74
2	Alan Kuntjoro	62
3	Ancilla Maywandira	86
4	Aryaguna Pangestu	70
5	Bernadine Auberta A	68
6	Brigitta Thalia Kasih T	68
7	Cellina Olivia Pranoto	52
8	Citra Tatius	98
9	Claudia Agatha	78
10	Dimas Pratama	82
11	Ditapuri Adhyaksa Putra	86
12	Elisabeth Thyrza Laurentya	54
13	Emmanuelle Naomi E N	66
14	Euphrasia Maria De Angel	94
15	Farrel Jason Rahmanto	66
16	Felix Nathaniel Susanto	92
17	Gabriella Clarissa Dayon	66
18	Grace Victoria Adhiputri	84
19	Lidwina Toti Fedora	70
20	Maria Sicilia Ananda Agit	90
21	Martha Caesarin Putri Y	64
22	Natasha Jordan	64
23	Oei, Kevin Budisetio	96
24	Patrick Suwandi, Ng	92
25	Paulus Advent Satya N	84
26	Rafael Galih Cahyo Putro	80
27	Rani Apsari Utamanyu	90
28	Richardo Surya Sanjaya	66
29	Robby Susanto	62
30	Samuel Kevin Tjahjana	86
31	Stephani Amalia Laksmi	82
32	Theodora Hernita P	80
33	Valencia Clarissa Adrianto	82
34	Wilbert Benjamin	94
35	Ignatius De Loyola D S	66
	Total	2694
	Mean	76,97

Minimum Criteria (*Kriteria Ketuntasan Minimal / KKM*) is 72.

There are 15 students who do not meet the criteria; it is 43% of the total students in that class.

Appendix 3: Lesson Plan

LESSON PLAN
BC 11.2

School	: SMP PL Domenico Savio
Lesson	: English
Class/Semester	: VII / 2
Competence Standard	: 11. Reading Understand the meaning of simple short functional written text and essay in the form of procedure which are related to the nearest society.
Basic Competence	: 11.2. Respond the meaning and rhetoric steps of simple short functional written text and essay in the form of procedure which are related to the nearest society accurately, fluently, and acceptably.
Indicators	: 11.2.1. Identify some information on the procedure text. 11.2.2. Identify the generic structure of the procedure text. 11.2.3. Identify the communicative purpose of the procedure text.
Time Allotment	: 8 x 40 minutes (4 meetings).

A. Learning Objectives

At the end of the lesson, the students are able to:

1. Identify some information on the procedure text independently.
2. Identify the rhetoric steps of the procedure text independently.
3. Identify the communicative purpose of the procedure text confidently and appreciate diversity.

The character of students expected:

- Independent
- Self-confidence
- Appreciate Diversity

B. Material

The learning material is Procedure Text.

C. Learning Method

Task-Based Language Teaching

D. Learning Activities

Meeting 1

Steps	Activities	Time Allotment
Introduction	The students: <ul style="list-style-type: none"> ✓ greet the teacher ✓ respond the roll call ✓ get the topic of the learning ✓ get the objectives of the learning 	5 minutes
Main Activities a. Pre-Task	✓ The students explore the topic by watching a short procedure text video.	5 minutes
b. Task Cycle	<ul style="list-style-type: none"> ✓ Task The students do the task in pairs (What they discovered from the video). ✓ Planning The students prepare to report to the whole class (orally) what they discovered. ✓ Report Some groups present their reports to the class. 	10 minutes
c. Language Focus	<ul style="list-style-type: none"> ✓ Analysis Students examine and discuss specific features of the text or transcript of the video. ✓ Practice The students do practice of new words, phrases and patterns occurring in the data, either during or after the analysis (orally). 	15 minutes
Closing	<ul style="list-style-type: none"> ✓ The students summarize the materials they've learnt. ✓ The teacher evaluates the students' mastery on the material. ✓ The teacher motivates the students. ✓ The students greet the teacher. 	5 minutes

Meeting 2

Steps	Activities	Time Allotment
Introduction	The students: <ul style="list-style-type: none"> ✓ greet the teacher ✓ respond the roll call ✓ get the topic of the learning 	5 minutes

	✓ get the objectives of the learning	
Main Activities		
a. Pre-Task	✓ The students explore the topic by reading a procedure text.	5 minutes
b. Task Cycle	<ul style="list-style-type: none"> ✓ Task The students do the task in pairs (the information and the communicative purpose they can find in the text). ✓ Planning The students prepare to report to the whole class (orally) what they discovered. ✓ Report Some groups present their reports to the class. 	10 minutes
c. Language Focus	<ul style="list-style-type: none"> ✓ Analysis The students examine and discuss information and the communicative purpose of other texts. ✓ Practice The students answer some questions related to the information and the communicative purpose of the text. 	15 minutes
Closing	<ul style="list-style-type: none"> ✓ The students summarize the materials they've learnt. ✓ The teacher evaluates the students' mastery on the material. ✓ The teacher motivates the students. ✓ The students greet the teacher. 	5 minutes

Meeting 3

Steps	Activities	Time Allotment
Introduction	The students: <ul style="list-style-type: none"> ✓ greet the teacher ✓ respond the roll call ✓ get the topic of the learning ✓ get the objectives of the learning 	5 minutes
Main Activities		
a. Pre-Task	✓ The students explore the topic by reading procedure text.	5 minutes
b. Task Cycle	✓ Task	10 minutes

	<p>The students do the task in pairs (the generic structure of the text).</p> <ul style="list-style-type: none"> ✓ Planning <p>The students prepare to report to the whole class (orally) what they discovered.</p> <ul style="list-style-type: none"> ✓ Report <p>Some groups present their reports to the class.</p>	
c. Language Focus	<ul style="list-style-type: none"> ✓ Analysis <p>Students examine and discuss the generic structure of other texts.</p> <ul style="list-style-type: none"> ✓ Practice <p>The students answer some questions related to the generic structure of the text.</p>	15 minutes
Closing	<ul style="list-style-type: none"> ✓ The students summarize the materials they've learnt. ✓ The teacher evaluates the students' mastery on the material. ✓ The teacher motivates the students. ✓ The students greet the teacher. 	5 minutes

Meeting 4

Steps	Activities	Time Allotment
Introduction	<p>The students:</p> <ul style="list-style-type: none"> ✓ greet the teacher ✓ respond the roll call ✓ get the topic of the learning ✓ get the objectives of the learning 	5 minutes
Main Activities		
a. Pre-Task	<ul style="list-style-type: none"> ✓ The students explore the topic by reading a procedure text. 	5 minutes
b. Task Cycle	<ul style="list-style-type: none"> ✓ Task <p>The students do the task in pairs (the information, communicative purpose, and the generic structure of the text).</p> <ul style="list-style-type: none"> ✓ Planning <p>The students prepare to report to the whole class (orally) what they discovered.</p> <ul style="list-style-type: none"> ✓ Report <p>Some groups present their reports to the</p>	10 minutes

	class.	
c. Language Focus	<ul style="list-style-type: none"> ✓ Analysis The students examine and discuss the information, communicative purpose, and the generic structure of the text of other texts. ✓ Practice The students answer some questions related to the information, communicative purpose, and the generic structure of the text. 	15 minutes
Closing	<ul style="list-style-type: none"> ✓ The students summarize the materials they've learnt. ✓ The teacher evaluates the students' mastery on the material. ✓ The teacher motivates the students. ✓ The students greet the teacher. 	5 minutes

E. Sources

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F. Evaluation

Meeting 1:

Assessment		
Techniques	Instruments	Examples of the instruments
Spoken	Giving Respond	The students do practice of new words, phrases and patterns occurring in the data, either during or after the analysis (orally).

Assessment guidelines (meeting 1):

1. Score for correct answer of each number = 2
2. The number of the questions = 5
3. The students' mark = the number of correct answers x the score
4. Maximum mark = 10

Meeting 2:

Assessment		
Techniques	Instruments	Examples of the instruments
Written	Answering questions	Read the text and answer the questions briefly.

Meeting 3:

Assessment		
Techniques	Instruments	Examples of the instruments
Written	Answering questions	Read the text and answer the questions briefly.

Assessment guidelines (meeting 2 – 3):

1. Score for correct answer of each number = 1
2. The number of the questions = 10
3. The students' mark = the number of correct answers x the score
4. Maximum mark = 10

Meeting 4:

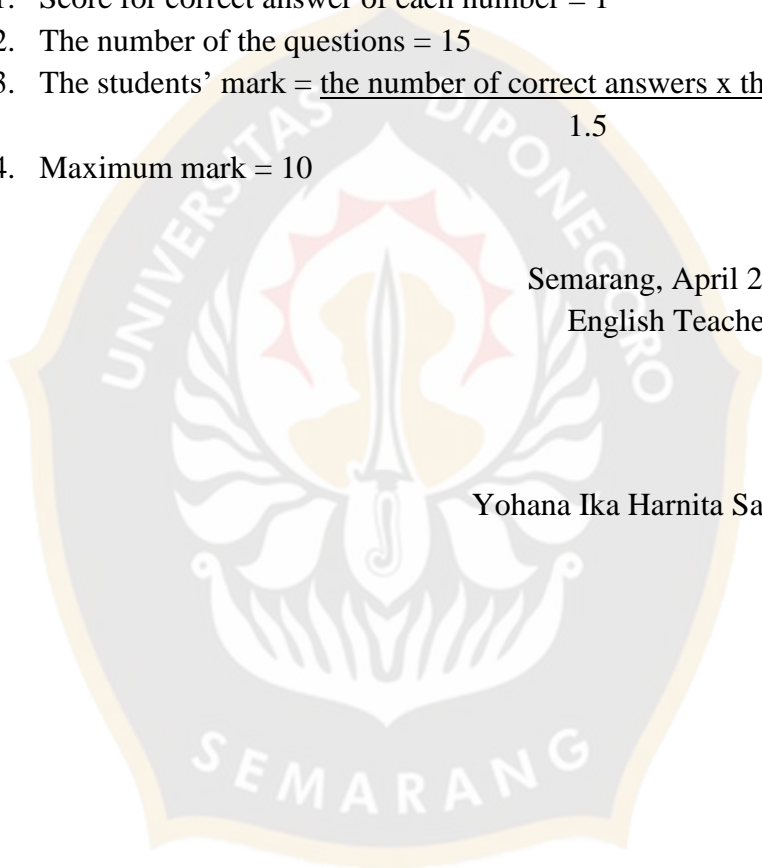
Assessment		
Techniques	Instruments	Examples of the instruments
Written	Multiple Choice Questions	Read the text and choose the best answer.

Assessment guidelines (meeting 2 – 4):

1. Score for correct answer of each number = 1
2. The number of the questions = 15
3. The students' mark = $\frac{\text{the number of correct answers} \times \text{the score}}{1.5}$
4. Maximum mark = 10

Semarang, April 2013
English Teacher,

Yohana Ika Harnita Sari, S.Pd.



MATERIALS**Meeting 1**✓ **Pre-Task****Video**

For examples from

<http://www.youtube.com/watch?v=FK2LUqxY9Qk><http://www.youtube.com/watch?v=27BigIWxMMw>✓ **Language Focus****Video transcript****Meeting 2**✓ **Pre-Task****HOW TO MAKE A CUP OF COFFEE**

You will need a spoonful of sugar, a teaspoon of coffee, and some water.

- a. First, boil some water in a kettle.
- b. Then, put a teaspoon of coffee into a cup.
- c. Add a spoonful of sugar.
- d. Fill in the cup with boiling water.
- e. Finally, stir the mixture for a few moments and the coffee is ready to serve.

✓ **Language Focus****I. Read the text and answer the question briefly.****How to Boil Egg in Simple and Easy Way**

Eggs are a rich source of protein and vitamins and are generally healthy to eat, unless you have a high cholesterol level.

You can eat eggs raw, boiled or cooked in a pan as scrambled eggs or an omelet. Boiling eggs is one of the easiest ways to prepare them. Follow the steps!

First of all, place the raw egg in a saucepan.

Second, run cold water into the saucepan until the water is 1 inch above the egg.

After that, place the saucepan on a stove and cook over medium heat until the water begins to boil.

Next, don't forget to reduce the heat to low.

Then, simmer for 2 to 3 minutes for soft-boiled eggs or 10 to 15 minutes for hard-boiled eggs.

Finally, remove the egg with a spoon or ladle and let it cool slowly, or run cold water over it to cool it more quickly.

1. What is the purpose of the text?
2. Why are eggs good for our health?

3. What is the antonym of the word **raw**?
4. What is the meaning of the word **simmer**?
5. What do we use to boil the eggs?

II. Read the text and answer the question briefly.

YUMMY MILKSHAKE

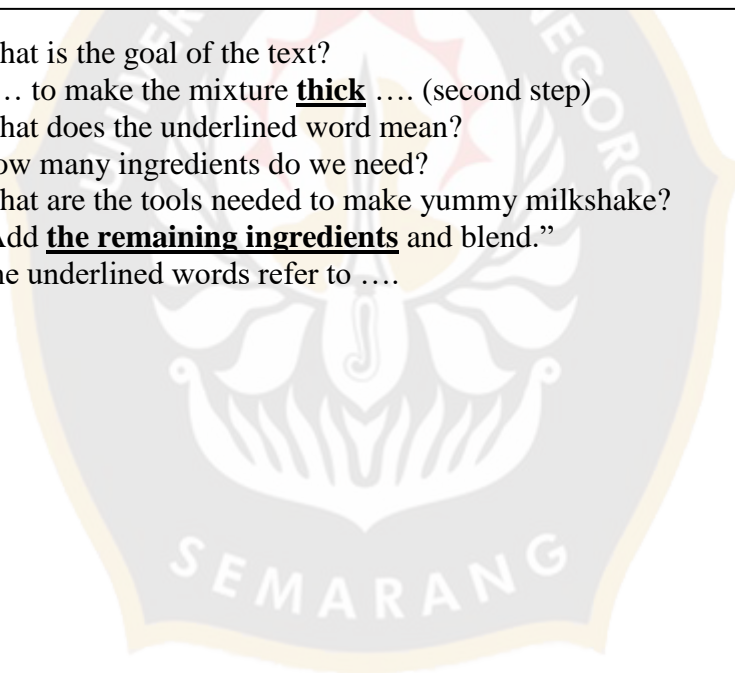
Ingredients:

- Chocolate ice cream
- 10 coconut biscuits
- Milk

Procedure:

- Put a few scoops of ice cream into the blender.
- Blend with enough milk to make the mixture thick, but fairly liquid.
- Add the remaining ingredients and blend.

1. What is the goal of the text?
2. "... to make the mixture **thick** (second step)
What does the underlined word mean?
3. How many ingredients do we need?
4. What are the tools needed to make yummy milkshake?
5. "Add **the remaining ingredients** and blend."
The underlined words refer to



Meeting 3**✓ Pre-Task****SNOWFLAKES**

Do you want to make snowflakes falling down in your room?

Follow the instructions below.

Things needed:

- A glass jar
- A white plastic bag
- Strong glue
- A small plastic toy
- A pair of scissors
- Some water

Steps:

1. Cut a part of the bag into very small pieces.
2. Glue the small plastic toy on the inside of the jar cap. Leave it to dry.
3. Next, put the small pieces of the white plastic bag into the jar and fill the whole jar with some water.
4. When the glue is dry, fix the cap back tightly onto the jar. Turn the jar upside down and watch the 'snowflakes' falling down on the toy. Beautiful, isn't it?

✓ Language Focus**I. Read the text and answer the question briefly.****Cheesy Fried Egg**

Ingredients:

- An egg
- Five Spoonfuls of cooking oil
- A pinch of salt
- Some grated cheese

Steps:

1. Pour the oil into the frying pan.
2. Heat the oil.
3. Break the egg into the pan.
4. Cook the egg for 3-4 minutes.
5. Put some salt on the egg.
6. Take out the egg and put on a plate.
7. Sprinkle the fried egg with some grated cheese.

1. What are the materials we need to make cheesy fried egg?
2. How many steps are there to make cheesy fried egg?
3. What should we do before we take out the egg from the frying pan?
4. How long should we cook the egg?
5. What is the last step to do?

II. Read the text and answer the question briefly.**HOW TO MAKE FRIED BANANA****INGREDIENTS:**

- 1 ripe black-skinned plantain or 4 small finger banana (make sure that the banana is sweet)
- 1 egg
- 1 tsp. sugar
- 6 tbsp. flour
- water
- a pinch of salt
- vegetable oil for deep frying

STEPS:

- Place flour in a deep mixing bowl. Make a well in the middle of the flour, and add egg, sugar and salt. Add water little by little. Whisk vigorously until batter is evenly smooth for coating and not too thin. If it is too thin, add more flour.
- Peel plantain or banana and cut in half lengthwise and then cut again with 4-inch width. Dip into batter to coat generously.
- Heat oil in a wok or deep fryer until moderately hot. Place coated plantain or banana in the wok or deep fryer and fry slowly until golden brown and crispy. This usually takes approximately 10-15 minutes. Remove bananas from oil, drain on paper napkins and dry well. Serve while still warm.

1. What are the materials do we need?
2. What kind of bananas do we need?
3. How many steps are there to make fried banana?
4. What should we do after peeling and cutting the bananas?
5. When should we serve the fried banana?

Meeting 4✓ **Pre-Task****INSTANT 3-IN-1 COFFEE MIX**

Preparation:

Add one sachet of Instant Coffee to hot water (150ml), stir, and serve instantly.

1. What does the text tell us about?
 - A. How to make a glass of hot water
 - B. The ingredients of delicious coffee
 - C. How to make a cup of coffee
 - D. The recipe of making a good coffee
2. Based on text above, what materials do we need to make a coffee?
 - A. a sachet of instant coffee
 - B. a sachet of instant sugar
 - C. a sachet of instant coffee and hot water
 - D. a sachet of instant coffee, hot water and sugar
3. What should we serve the coffee?
 - A. While the coffee is black.
 - B. Before it gets hot.
 - C. After it gets cold.
 - D. While it is still hot.

✓ **Language Focus**

Read the text and choose the best answer.

The text is for questions no. 1-5.

‘MAMAMIA’ FRIED RICE

‘Mamamia’ Fried rice is healthy and delicious. It’s also so easy to make.

Ingredients:

- Chicken fillet
- Two eggs
- A plate of rice
- Leeks
- Frozen green peas, soaked in hot water
- Garlic
- Pepper
- Salt
- A spoonful of oyster sauce
- 5 spoonfuls of cooking oil

Preparation:

- Cut up chicken fillet into small pieces.
- Chop up the leeks.
- Grind together garlic, pepper, and salt.
- Break in and stir in two eggs.

How to make it:

- First, fry the chicken fillet
- Then, pour the eggs and green peas
- After that, pour the ground garlic, pepper, and salt
- Add a spoonful of oyster sauce
- Put in the leeks
- Then, put in the rice. Mix well.
- Finally, garnish the ‘Mamamia’ fried rice and serve it on a plate.

1. What kind of chicken do we use in the recipe?
 - A. sliced
 - B. fillet
 - C. cut up
 - D. chopped up
2. How much oyster sauce do we use?
 - A. a teaspoonful
 - B. a spoonful
 - C. a bottle
 - D. a cup
3. What should we do the garlic, pepper and salt?
 - A. slice them
 - B. sauté them
 - C. grind them
 - D. cut them up

4. What should we do to the leeks?
 - A. soak them in hot water
 - B. chop them up
 - C. slice them
 - D. dry them
5. "Frozen green peas, soaked in hot water".
What does the underlined word mean?
 - A. to clean something using a liquid
 - B. to wash something
 - C. to put something into a liquid for some time
 - D. to fill something with water

The text is for questions no. 6-9.

A Paper Mask

Materials:

- Thick paper
- Scissors
- Two rubber bands
- Colouring pencils
- A cutter
- A pencil

Steps:

1. Draw a pattern of face as you like on thick paper.
2. Colour your drawing.
3. Use the scissors to cut the picture. Follow the line.
4. Use the cutter to make the holes on the eyes.
5. Use the cutter to make a small hole on each ear.
6. Tie the rubber band on each hole.
7. Now, try your mask on. Hook the rubber bands on your ears.

6. The text mainly discusses
 - A. the way to make a paper mask
 - B. how to cut the paper using scissors
 - C. the materials needed to make a mask
 - D. the steps of using a paper mask
7. What kind of paper do we need to make the mask?
 - A. Thick
 - B. Thin
 - C. Soft
 - D. hard
8. What do we need to make the holes on the eyes?
 - A. a cutter
 - B. a pair of scissors
 - C. a trowel
 - D. a sharp knife

9. To fix the mask on your face, you should
- hook the rubber bands on your ears
 - cut the holes on the eyes
 - cut a big hole on the mouth
 - the rubber bands on your nose

The text is for questions no. 10-12.

How to Use a Correction Pen

You need a correction pen and a text with misprinted words on it.

Instructions:

- Shake well the correction pen.
 - Open the cap.
 - Press the tip of the correction pen on the misprinted word.
 - Cover the word with the liquid.
 - Let the liquid dry.
 - Correct the word.
10. What is the purpose of the text above?
- to describe what a correction pen is
 - to retell the writer's experience using his/her correction pen
 - to tell how to use a correction pen
 - to tell how to make misprinted words
11. What should we do to make the liquid eject from the correction pen?
- shake it
 - cover it
 - press the tip
 - open the cap
12. "Let the liquid dry." (Step 5)
The antonym of the underlined word is
- wet
 - thick
 - clean
 - clear

The text is for questions no. 13-15.

Juicy Pineapple Juice

First, cut up a piece of pineapple.
Then, put the pineapple into a blender.
Pour a half glass of water into the blender.
Add some ice cubes into the blender.
Blend for several minutes.
Now, your juice is ready to be served.

13. What is the purpose of the text above?
- A. to describe what Juicy Pineapple Juice is
 - B. to tell how to use a blender
 - C. to tell how to make pineapple juice
 - D. to describe the materials to make the juice
14. What is **not** needed to make the juice?
- A. pineapple
 - B. ice cubes
 - C. water
 - D. sugar
15. “Add some ice cubes into the blender.” (Step 4)
The underlined word has similar meaning to
- A. put in
 - B. put on
 - C. put out
 - D. put away



Appendix 4: Try-out Test

**TRY-OUT TEST
PROCEDURE TEXT
CLASS 7**

Read the text and choose the best answer.

The text is for questions no. 1-5.

HOW TO MAKE FRIED BANANA

INGREDIENTS:

- 1 ripe black-skinned plantain or 4 small finger banana (make sure that the banana is sweet)
- 1 egg
- 1 tsp. sugar
- 6 tbsp. flour
- water
- a pinch of salt
- vegetable oil for deep frying

STEPS:

- Place flour in a deep mixing bowl. Make a well in the middle of the flour, and add egg, sugar and salt. Add water little by little. Whisk vigorously until batter is evenly smooth for coating and not too thin. If it is too thin, add more flour.
- Peel plantain or banana and cut in half lengthwise and then cut again with 4-inch width. Dip into batter to coat generously.
- Heat oil in a wok or deep fryer until moderately hot. Place coated plantain or banana in the wok or deep fryer and fry slowly until golden brown and crispy. This usually takes approximately 10-15 minutes. Remove bananas from oil, drain on paper napkins and dry well.
- Serve while still warm.

1. What is **not** needed to make fried banana?

A. egg	C. cooking oil
B. flour	D. banana skin
2. How much sugar do we need?

A. a bit	C. a teaspoon
B. a pinch	D. a tablespoon
3. What should we do after peeling and cutting the banana?

A. coat the banana with the batter
B. deep fry the banana
C. whisk the batter
D. heat the oil

8. What is pedal? It is a small part of bicycle
- for the rider to sit
 - that is hold to direct where to move
 - which is filled with air and made of a thick rubber ring
 - which is pushed down with the foot to operate the bicycle
9. "... **raise** the seat up so that only your toes can" (Step 6)
The underlined word has the similar meaning to
- drop
 - move
 - lift
 - put

The text is for questions no. 10-13.

How to Boil Egg in Simple and Easy Way

Eggs are a rich source of protein and vitamins and are generally healthy to eat, unless you have a high cholesterol level.

You can eat eggs raw, boiled or cooked in a pan as scrambled eggs or an omelet. Boiling eggs is one of the easiest ways to prepare them. Follow the steps!

First of all, place the raw egg in a saucepan.

Second, run cold water into the saucepan until the water is 1 inch above the egg.

After that, place the saucepan on a stove and cook over medium heat until the water begins to boil.

Next, don't forget to reduce the heat to low.

Then, simmer for 2 to 3 minutes for soft-boiled eggs or 10 to 15 minutes for hard-boiled eggs.

Finally, remove the egg with a spoon or ladle and let it cool slowly, or run cold water over it to cool it more quickly.

10. What is the aim of the text above?
It is to tell the readers how to
- cook scrambled eggs
 - make raw eggs
 - fry an omelet
 - boil eggs
11. According to the text above, eggs are generally healthy to eat because
- you will have a high cholesterol level
 - eggs contain protein and vitamins
 - the steps to cook them are simple
 - eggs are easy to eat
12. "Second, **run** cold water into the saucepan,"
The underlined word has the similar meaning to
- spread
 - pour
 - take
 - stir

13. “Then, simmer for 2 to 3 minutes for”

The underlined word means to cook something with liquid in it

- A. at a temperature slightly below boiling
- B. at a high temperature
- C. for 2 – 15 minutes
- D. using a saucepan

The text is for questions no. 14-17.

How to Wash a Car

First, prepare the materials needed. They are a sachet of car shampoo, a sponge/a sheet of cloth, chamois, and water.

Then, prepare the water and moisten the body of car. Make sure that all parts of the body become moist.

Next, pour a sachet of car shampoo into 2-3 liters of pure water and stir the mixture up by using a hand.

After that, clean the car up by using a sponge with the mixture of shampoo and pure water.

Next, rinse the body off by water until it is clean.

Finally, dry the body up by using a plas chamois. When it looks shiny, the car is ready to use. It is easy, isn't it?

14. How many steps are there in the text?

- A. five
- B. six
- C. seven
- D. eight

15. What do we need to moisten the body of the car?

- A. chamois
- B. shampoo
- C. sponge
- D. water

16. What should we do after cleaning the car up using the sponge with the mixture?

- A. polish the car until it is shiny
- B. dry the car using a chamois
- C. clean the car from the mixture or dirt using water
- D. make the mixture containing shampoo and pure water

17. “When it looks shiny,”

The underlined word refers to

- A. the body of the car
- B. the chamois
- C. the mixture
- D. the water

The text is for questions no. 18 – 21.

How to Sew a Pillowcase

The steps on how to make a pillowcase are easy. Let us start off with the materials before going into the details of the sewing steps. Check out the list given below.

- 2 yards colored fabric piece (45 inches wide; 21 by 32 inches)
- Thread
- Sewing machine
- Measuring tape / Sewing ruler
- Scissors
- Fabric marking pencil
- Lace or ribbon

First of all, make sure that the fabric is of a good quality and does not shrink after wash.

Next, decide the size of the pillowcase well.

Measure and cut the fabric accordingly, here, 45 inches wide.

After you have cut the fabric properly, you need to fold it lengthwise.

Now, sew the lengthwise long side of the fabric together, leave only one side open which is of course for the pillow to go in.

Next, what you need to do is turn the pillowcase inside out so that the finished end is now outside.

To make it perfect, lace the border especially near the open end.

Finally, place the pillow inside and see whether it fits in properly.

18. What do we need to measure the fabric?
- | | |
|--------------------------|-------------------|
| A. fabric marking pencil | C. sewing ruler |
| B. thread | D. lace or ribbon |
19. According to the text above, we can ... to decorate the pillowcase.
- | |
|-----------------------------------|
| A. lace the border |
| B. cut the fabric properly |
| C. choose good quality fabric |
| D. turn the pillowcase inside out |
20. Why do we need to leave one side open when we are sewing the pillowcase?
- | |
|------------------------------|
| A. to cut it easily |
| B. to fold it lengthwise |
| C. to let the pillow go in |
| D. to make it more beautiful |
21. "... and does not **shrink** after wash."
The underlined word means become
- | | |
|------------|--------------|
| A. bigger | C. discolour |
| B. smaller | D. colourful |

The text is for questions no. 22-25.

The Procedure of Making Meatballs

The ingredients:

- 1 kilo of very fine minced meat (preferably beef)
- 2 eggs
- 300 grams of tapioca-flour
- 4-8 cloves of garlic
- 1 red onion
- 1 teaspoon of white pepper
- 2 teaspoons of salt



The steps

These steps are instruction on how to make meatballs, just meatball, the soup is made separately.

First of all, mix garlic, red onion, salt, and white pepper in a mortar or mixer.

Second step, mix the spice-mixture with the eggs, the tapioca-flour, and the minced meat.

After that, use your fingers, add a cup of water, and keep on working until the mixture feels soft and smooth.

Then, boil some water in a rather large pot, at least about 2 liters.

Next step, start rolling the mixture into small meatballs.

Finally, lower the meatballs into the boiling water. When they float up to the surface the meatball are ready to serve.

22. What is the purpose of the text above? It is
- A. to describe meatballs
 - B. to tell how to make meatballs
 - C. to tell experience about meatballs
 - D. to give information about meatballs
23. Which statement is **not true** according to the text above?
- A. We boil the water in a pan.
 - B. The spice should be mixed using a mixer or mortar.
 - C. We do not need any water to make the the meatballs.
 - D. We use our fingers to mix the spice, with the eggs, the tapioca-flour, the minced meat, and water.
24. “1 kilo of very fine **minced** meat (preferably beef)”
The underlined word means
- A. having been cut up into very small pieces
 - B. having been cut into thin flat pieces
 - C. having been cut from the bones
 - D. having been cut into pieces

25. What kind of meat do we need to make the meatballs?
- | | |
|---------|------------|
| A. fish | C. pork |
| B. beef | D. chicken |

The text is for questions no. 26-27.

Planting Chilies

Planting is a nice activity in our spare time. The following is guided information on how to plant a chili-plant easily. Here are the steps.

Firstly, dry a handful seeding under the sunlight.

Secondly, put the seeding on the soil. It should be in open area.

Next, wait it. There will come out the sprout, after that let it be bigger.

Finally, put it in another big pot. It will soon grow bigger and bigger and yield us some fresh chilies soon.

26. The followings are the materials to plant chilies, **except**

- | | |
|----------|-------------|
| A. soil | C. sprout |
| B. seeds | D. sunlight |

27. “ ... put it in another big pot.”

The underlined word refers to

- | | |
|----------------------|--------------|
| A. a handful seeding | C. small pot |
| B. fresh chilies | D. sprout |

The text is for questions no. 28-30.

How to Iron a Shirt

What you need to iron a shirt are iron board, iron cover, iron, hanger, and sprayer.

The steps of ironing shirt:

1. Use protector for safety.
2. Plug in the electricity.
3. Choose the suitable temperature for the clothes material.
4. Make wet the 100% cotton clothes if it is necessary.
5. Start to iron the shirt from the collar, sleeve then body.
6. Iron by following line if there is a fold.
7. After completely done, hang the shirt.
8. Check the result and do it again if it is necessary.
9. After completely ironing, put back the equipments and chemicals.
10. And don't forget, clean working area.

28. What don't we need to iron the clothes?

- | | |
|------------|-------------|
| A. iron | C. hanger |
| B. sprayer | D. iron box |

29. What should we do before ironing the clothes?
- | | |
|---------------------------|---------------------|
| A. clean the working area | C. check the result |
| B. plug in the cable | D. hang the shirt |
30. What is the best way to iron the clothes?
- starting from the body, sleeve, and then the collar
 - choosing the highest temperature
 - making wet all kinds of clothes
 - following the line

The text is for questions no. 31-33.

How to Make a Greeting Card

Materials:

- hard paper
- stickers
- colouring pens

Instructions:

- Fold the paper into two.
 - Decorate the front page with stickers.
 - Open the paper.
 - Write the name of the receiver of the card at the top centre with colouring pens.
 - Then, write your message in the centre part of the page.
 - Don't forget to write the name of the sender, below the message.
 - Your greeting card is ready to send.
31. We write the name of the sender of the card on the
- front page of the card
 - upper part of the second page
 - centre part of the page
 - below the message content
32. From the text we can conclude that the stickers are used to make the card
- | | |
|-----------|---------------|
| A. easy | C. attractive |
| B. useful | D. expensive |
33. What is the text about? It is about
- how to look after a greeting card
 - the steps on how to send a greeting card
 - the description of a greeting card
 - the steps on how to make a greeting card

The text is for questions no. 34-35.

Rujak Buah

Ingredients:

- 1 cucumber : peeled
- 1 papaya : cut into ½ inch cubes
- 1 pineapple : cut into ½ inch cubes, fresh or canned
pineapple
- 1 apple tart : cut into ½ inch cubes
- 1 mango : peeled, cubed
- 3 tablespoons peanuts : roasted
- Chilies
- 1 teaspoon salt
- ¼ cup brown sugar
- 1 tablespoon tamarind : dissolved in ½ cup water, strained

Directions:

1. Mix all the fruit together.
 2. Grind chilies and salt.
 3. Add brown sugar.
 4. Add roasted peanuts and grind.
 5. Add tamarind liquid.
 6. Mix the sauce and fruit together.
 7. Serve chilled.
34. What is the purpose of the text? It is
- A. to inform about delicious *rujak buah*
 - B. to show how easy it is to make *rujak buah*
 - C. the steps on how to make *rujak buah*
 - D. to inform the ingredients used to make *rujak buah*.
35. What should be dissolved?
- | | |
|--------------|------------------|
| A. the apple | C. the tamarind |
| B. the mango | D. the pineapple |

The text is for questions no. 36-37.

How to Make a Pencil Case

Steps:

1. Choose the size. If you would like to place longer items, such as a ruler, in your pencil case, you'll need a long pencil case.
2. Find a bag or box that suits your choice of size, but ensure it is strong and clean.
3. Cover the box with coloured paper.

4. Decorate the container.
Try the following ideas:
 - Stick on cool stickers
 - Decorate with your own artwork
 - Cut pictures from magazine and stick on
 - Glue on shells or button
 - Add glitter if you like.
5. Your unique pencil case is ready to use.

36. The length of the pencil case depends on
 - A. the items we are going to place in it
 - B. the ruler we have
 - C. the size of the pen
 - D. the box that we find
37. From the text above, we can conclude that we have to be ... in decorating the box, for a good result.
 - A. brave
 - B. careful
 - C. creative
 - D. risky

The text is for questions no. 38-43.

‘GREAT DRACULA’ TOMATO SOUP

Ingredients:

- | | |
|------------------------------|--|
| • 2 ½ kg ripe tomatoes | • 1 tsp sugar |
| • 2 medium onions | • 1 ½ pinch salt |
| • 1 clove of garlic | • 1 pinch pepper |
| • 2 tbsp butter or margarine | • 4 tsp whipped cream |
| • 3-4 tbsp all-purpose flour | • 4 fresh basil leaves, torn into pieces |
| • 4 tbsp tomato paste | |
| • 4 cups hot water | |



Steps:

1. Pour some boiling water over the tomatoes and scare them next with some cold water.
This makes them pop out of their skins easily.
2. Peel the skin off, cut out the tops, discard the seeds, and dice the flesh.
3. Peel the onions and the garlic and chop them finely.
4. Heat the butter or margarine in a pan and sauté the chopped onion and garlic.
5. Sprinkle the flour and add the tomato paste. Stir it and add the hot water.
6. Remove the pan from the stove and stir the mixture until the soup is smooth and there are no more lumps.

7. Boil the soup again and add the diced tomato.
8. Cover the pan and let the soup simmer for about 10 minutes on low heat.
9. Add sugar and season with salt and pepper.
10. Pour the soup into the bowl and garnish with a little whipped cream and a few basil leaves.

For 4 servings.

38. How much tomato paste do you need?
 - A. a bottle
 - B. a half bottle
 - C. four teaspoons
 - D. four tablespoons
39. What tips does the writer give to peel off the tomatoes more easily?
 - A. Pour some boiling water over the tomatoes before scare them with some cold water.
 - B. Boil the tomatoes in a pan before scare them with some cold water.
 - C. Peel the tomatoes using a very sharp knife.
 - D. Pop the tomatoes out of their skins.
40. The text tells us about
 - A. the tips of making 'Great Dracula' Tomato Soup
 - B. the steps done in making 'Great Dracula' Tomato Soup
 - C. the procedure of making 'Great Dracula' Tomato Soup
 - D. the ingredients needed in making 'Great Dracula' Tomato Soup
41. What should we do to the onion and the garlic?

A. peel and sprinkle them	C. slice them
B. chop and sauté them	D. deep fry them
42. "... no more lumps." (6th step)
The underlined word has similar meaning to

A. circle	C. flour
B. chunk	D. cube
43. Which of the following statements is **true** according to the text?
 - A. The basil leaves should be chopped.
 - B. The salt and pepper are added in the beginning
 - C. We don't need the tomato seeds in making the soup.
 - D. We need to add some red chilies to make the soup red.

The text is for questions no. 44-49.

BANANA MINI MUFFINS

Banana Mini Muffins are perfect for snack.

They are so easy to make and suitable for any occasions.



You need:

12 muffins cups	1 teaspoon vanilla extract
½ cup butter, room temperature	2 cups all-purpose flour
1 cup granulated sugar	¼ teaspoon salt
2 large eggs	1 teaspoon baking powder
2 large bananas, ripe mashed	½ teaspoon baking soda

Instructions:

- Grease 12 muffin cups
- Cream butter and sugar with an electric hand-held mixer until light and fluffy.
- Beat the eggs, one at a time, beat after each addition.
- Add bananas and vanilla extract and beat until smooth. Leave it.
- Mix together the flour, salt, baking powder, and baking soda.
- Add the flour mixture into the butter mixture.
- Stir until the ingredients are moistened.
- Spoon the banana muffin batter into the prepared cups.
- Bake at 400°F for about 15 to 18 minutes, or until the tops are lightly browned.
- Cool the muffins by turning them out onto a tray to cool them.

44. What should we do to the bananas?
- A. Chop them finely.
 - B. Eat them while they are ripe.
 - C. Cush them until soft and smooth.
 - D. Warm them up in the oven for about 15 to 18 minutes.
45. Why does the writer ask the readers to grease the muffin cups?
- A. to make the muffin cups hot
 - B. to make the muffin cups dirty
 - C. to make the muffins easy to be taken out of the muffin cups
 - D. to make the muffins more delicious and lightly browned
46. How many ingredients do we need to make banana mini muffins?
- A. 8
 - B. 9
 - C. 10
 - D. 11
47. How many steps do we need to make banana mini muffins?
- A. 8
 - B. 9
 - C. 10
 - D. 11

48. Which of the following statements is **not true**?
- A. We need an oven to make the muffins.
 - B. The recipe needs 12 muffin cups.
 - C. The muffins should be served while they are still hot.
 - D. We need more than 18 minutes to make the muffins.
49. “Stir until the ingredients are **moistened**.” (7th step)
The underlined word means
- A. slightly wet
 - B. thick
 - C. thin
 - D. dry

The text is for questions no. 50-52.

Vegetable Noodles

Ingredients:

- 100 g fine dried egg noodles
- 1 chicken stock
- 100 g cauliflower, cut in small florets
- 100 g Chinese cabbage, cut in chunky pieces
- 4 spring onions
- 1 large tomato, peeled and chopped
- 1 tablespoon light soy sauce
- 1 teaspoon ground cumin
- 1 teaspoon ground coriander



Steps:

1. Soak the noodles in hot water for a few minutes until strands are separated, drain.
2. Prepare the vegetables. Finely chop the spring onions. Heat stock in a pan; add cauliflower, cabbage, chopped spring onions, tomato, soy sauce, cumin, and coriander.
Bring to a boil, reduce the heat, and simmer uncovered for five minutes.
3. Add the noodles, simmer further for 3 minutes or until the noodles are tender. Serve the noodles immediately.

50. What kind of noodles is used for the dish?
- A. dry
 - B. hot
 - C. soft
 - D. hard
51. “...,cut in **chunky** pieces” (ingredients)
The underlined word means
- A. thin
 - B. broken pieces
 - C. flat and small
 - D. short and broad

52. The third step says that we have to
- cook the noodles for more than three minutes
 - cook the noodles until tender
 - make the noodles hardy
 - keep the noodles

The text is for questions no. 53-55.

How to Charge the Batter of Your Cell Phone

- Connect the charger to a wall outlet.
- Connect the charger to the phone. The battery indicator starts scrolling. If *Not Charging* is displayed, wait for a while, disconnect the charger, plug it in again and retry. If charging still fails, contact your dealer.
- When the battery is fully charged, the bar stops scrolling. Disconnect the charger from the phone and the wall outlet.

53. Which of the following pictures refers to a wall outlet?

A.



C.



B.



D.



54. What sign shows the charging is in process?
- The battery indicator bar scrolls.
 - The cell phone vibrates.
 - The battery is fully charged.
 - The lamp blinks.
55. What should we do when the bar has stopped scrolling? We should
- disconnect the charger
 - press the wall outlet
 - press on button
 - contact the dealer



Appendix 5: Validity Manual Calculation

No.	Name					
		1	2	3	4	5
1	ADELAIDE KATHYA SETIANTO	0	1	1	0	1
2	ADITYA WIBOWO SETIA BUDHI	1	1	0	1	1
3	ALBERT KENNY ROBERTTUS	0	1	0	0	0
4	ALBERTA PUTRI SUNARTO	1	1	1	1	0
5	ALVIN WANGSADIHARDJA	0	1	0	0	0
6	AURELIUS JOVAN PRADIPTA	1	1	1	0	0
7	BERENIA MAGDADEWI DWITAMA	1	1	1	1	0
8	BERNARDINO REALINO SATYA WAHYU	0	1	0	1	0
9	BERNHARD RICARDO PUTRANTO	0	1	0	1	0
10	BRIGITTA IRMA NUGRAHENY	0	1	1	1	1
11	CAROLINE CITRA KUSUMA	1	1	0	1	0
12	DIAN AVIRA PUTRI	1	1	0	0	0
13	DISMAS WIDYANTO	0	1	1	1	1
14	ENRICO HADI PRAYITNO	1	1	0	0	1
15	FIDELIS MASSYMILLIANO RAGANING S	1	1	1	1	1
16	FIONA SUDARMANA	1	1	1	1	1
17	FRANSISCA LIANA BUDIMAN	1	1	0	1	0
18	FRANSISCA OLIVIA RAHARDJO	1	1	0	1	0
19	GABRIELA SONYA DARAS	0	1	0	1	0
20	GRESIA AYU ASTRIDA	0	1	0	0	0
21	JESSICA VIONA KARENINA	1	1	1	1	0
22	KENNY DHARIAN HADIRAHARDJA	0	1	0	1	0
23	KEVINA NATHANAEL INDRIA ARDY	1	1	1	1	0
24	LAKSHITA AKIRA ZORA	1	0	1	1	0
25	MARIETTA GRACE	1	1	1	1	0
26	MATHEUS AGUNG PUTRA YOGA	1	0	0	1	0
27	MAURA SABRINA PUTRI NATASHA	0	1	0	1	1
28	MICHELLE ROSA PERTIWI	0	1	1	1	1
29	NATASYA RUTH AGATHA TAKASENSEH	1	1	1	1	1
30	NI LUH GEDE NIRMALA KOMANG	0	1	0	1	1
31	PHOA, CINDIE PERMANA	1	1	0	0	0
32	REGINA GALUH PRAMESWARI PRATIDI	1	1	1	1	1
33	RESTU DEWANTO	1	1	1	1	1
34	STEFANOVA DANDY PERDANA	1	1	0	1	1
35	TAN, NOVITA ANGELINA	0	1	0	1	1
36	TJAN, VINSENDA THALIA KUSUMA	1	1	1	1	0
37	TUSNING HARYA PRAMESWARI	0	1	0	1	1
38	VISKARANI BERTYS ENGGARETI	1	1	1	1	1
39	YOHANA CITRA	0	1	1	1	0
40	YONATHAN CAHYADI	1	1	1	1	0
	Total	24	38	20	32	17
Validity	$\sum X$	24	38	20	32	17
	$\sum X^2$	24	38	20	32	17
	$(\sum X)^2$	576	1444	400	1024	289
	$\sum Y$	1413	1413	1413	1413	1413
	$\sum Y^2$	52281	52281	52281	52281	52281
	$(\sum Y)^2$	1996569	1996569	1996569	1996569	1996569
	$\sum XY$	875	1358	755	1151	612
	r_{xy}	0,180449133	0,233377538	0,315255921	0,167378144	0,075442457
r table	0,312	0,312	0,312	0,312	0,312	

	Note	invalid	invalid	valid	invalid	invalid
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valid	valid	valid	valid	invalid	invalid	invalid	valid
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invalid	valid	valid	invalid	valid	valid	valid	invalid
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TRY-OUT TEST (CLASS 7G)

Test Item (X)							
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1	0	0	0	0	1	0	1
1	0	0	1	0	0	1	0
1	1	0	1	1	1	1	1
39	22	16	39	15	22	33	22
39	22	16	39	15	22	33	22
39	22	16	39	15	22	33	22
1521	484	256	1521	225	484	1089	484
1413	1413	1413	1413	1413	1413	1413	1413
52281	52281	52281	52281	52281	52281	52281	52281
1996569	1996569	1996569	1996569	1996569	1996569	1996569	1996569
1388	828	633	1381	601	873	1203	841
0,214936051	0,332196363	0,449796002	0,069216694	0,477483265	0,626175445	0,318832931	0,417123653
0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312

invalid	valid	valid	invalid	valid	valid	valid	valid
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30	31	32	33	34	35	36	37
1	1	1	0	1	1	1	1
0	1	1	1	1	1	1	1
0	0	1	1	0	1	0	1
0	1	0	1	1	1	1	1
0	1	0	1	1	1	0	1
0	0	1	0	0	1	0	0
0	0	0	1	1	1	0	1
1	0	0	1	1	1	0	1
1	1	0	1	1	1	0	1
0	1	0	1	0	1	0	1
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1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1
0	1	0	1	1	1	0	0
1	1	1	1	1	1	1	1
1	1	0	1	1	1	0	1
1	1	1	1	1	1	1	1
0	1	0	1	1	1	1	1
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0	0	0	1	0	1	0	1
0	0	0	1	1	1	0	1
1	1	1	1	1	1	1	1
0	1	1	1	1	1	1	1
1	0	1	1	1	1	0	1
1	1	1	1	1	0	0	1
0	0	0	1	0	1	1	1
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0	1	0	1	0	1	0	1
0	0	1	1	1	1	0	1
0	1	1	1	1	1	1	1
16	29	21	37	27	36	18	37
16	29	21	37	27	36	18	37
16	29	21	37	27	36	18	37
256	841	441	1369	729	1296	324	1369
1413	1413	1413	1413	1413	1413	1413	1413
52281	52281	52281	52281	52281	52281	52281	52281
1996569	1996569	1996569	1996569	1996569	1996569	1996569	1996569
647	1092	841	1314	993	1275	741	1326
0,542674232	0,491860811	0,645456934	0,086066518	0,272182941	0,035750671	0,686931122	0,234137946
0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312

valid	valid	valid	invalid	invalid	invalid	valid	invalid
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38	39	40	41	42	43	44	45
0	1	1	1	1	1	1	1
1	1	1	0	1	0	0	1
1	1	1	0	0	1	0	1
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1	1	0	0	0	0	0	0
1	1	1	1	0	0	0	1
1	1	1	1	0	1	1	0
1	1	1	1	0	0	0	0
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1	1	1	1	0	0	1	0
1	1	0	0	0	0	1	1
1	0	0	0	1	0	1	0
1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1
1	1	1	0	1	0	1	1
1	1	1	0	1	0	1	0
1	1	0	0	1	1	1	1
1	1	1	0	1	0	0	1
1	1	1	0	0	1	1	0
1	1	1	1	1	1	0	1
1	1	1	0	0	0	1	0
1	1	1	0	1	0	1	0
1	0	1	0	0	0	0	0
1	1	0	1	0	0	1	1
1	1	1	1	0	0	1	1
0	0	0	0	0	0	1	0
1	1	0	0	0	0	1	0
1	0	1	1	1	0	1	1
1	0	1	1	0	1	0	1
1	1	0	1	0	1	0	0
1	1	1	0	1	0	1	0
1	1	0	0	0	0	1	1
1	1	1	0	1	1	1	1
37	32	30	18	14	16	27	21
37	32	30	18	14	16	27	21
37	32	30	18	14	16	27	21
1369	1024	900	324	196	256	729	441
1413	1413	1413	1413	1413	1413	1413	1413
52281	52281	52281	52281	52281	52281	52281	52281
1996569	1996569	1996569	1996569	1996569	1996569	1996569	1996569
1315	1145	1115	671	558	624	1002	802
0,098405803	0,118627228	0,414689619	0,229630328	0,432346994	0,390088568	0,334634094	0,391634696
0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312

invalid	invalid	valid	invalid	valid	valid	valid	valid
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46	47	48	49	50	51	52	53
0	1	1	1	1	0	1	1
0	1	0	0	1	0	1	1
0	1	0	0	0	0	1	1
0	1	0	1	0	0	1	1
0	1	0	1	0	0	1	0
0	0	1	0	1	0	0	1
1	1	1	0	0	0	0	0
1	1	0	0	1	0	1	1
0	1	0	0	0	0	0	1
0	1	0	1	0	0	1	1
0	1	1	1	1	0	1	1
1	1	0	1	0	0	0	0
0	1	1	1	1	0	1	1
0	1	0	0	1	0	1	1
0	0	1	0	0	0	0	1
0	1	1	0	0	0	1	1
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0	1	1	0	1	0	1	1
0	1	1	0	0	1	0	1
0	1	1	0	0	1	0	1
1	1	0	1	1	0	1	1
0	0	1	0	1	0	1	1
0	1	0	0	1	1	1	1
0	0	0	0	1	1	1	1
0	0	1	1	0	1	1	1
0	1	1	1	1	1	1	1
1	0	0	0	0	0	0	1
0	1	0	1	0	1	1	0
0	1	1	1	1	0	1	1
0	1	0	0	1	0	1	1
0	1	0	1	0	0	1	1
0	1	1	1	0	0	1	1
0	1	0	0	1	1	1	0
0	1	1	0	1	0	0	0
0	0	0	0	0	0	0	1
0	1	0	1	0	0	1	1
1	1	1	1	1	0	1	1
0	1	1	1	0	0	0	1
0	0	0	1	1	0	1	0
0	0	0	0	0	1	0	1
0	1	0	1	1	0	1	1
0	1	0	1	1	0	1	1
6	31	18	19	20	8	29	33
6	31	18	19	20	8	29	33
36	961	324	361	400	64	841	1089
1413	1413	1413	1413	1413	1413	1413	1413
52281	52281	52281	52281	52281	52281	52281	52281
1996569	1996569	1996569	1996569	1996569	1996569	1996569	1996569
191	1126	689	683	791	291	1105	1213
-0,190686722	0,240690592	0,347221961	0,076960204	0,549260316	0,068251282	0,586484423	0,404368258
0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312

invalid	invalid	valid	invalid	valid	invalid	valid	valid
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54	55	Total Score (Y)	Mark	No.	Y ²	1	2	3	4	5	6	7
1	1	48	87,27273	1	2304	0	48	48	0	48	48	48
1	1	41	74,54545	2	1681	41	41	0	41	41	41	41
1	1	30	54,54545	3	900	0	30	0	0	0	30	30
1	1	38	69,09091	4	1444	38	38	38	38	0	0	38
0	1	20	36,36364	5	400	0	20	0	0	0	20	0
0	0	25	45,45455	6	625	25	25	25	0	0	0	25
1	0	30	54,54545	7	900	30	30	30	30	0	0	0
1	1	31	56,36364	8	961	0	31	0	31	0	0	0
0	0	27	49,09091	9	729	0	27	0	27	0	0	0
0	1	28	50,90909	10	784	0	28	28	28	28	0	28
1	1	43	78,18182	11	1849	43	43	0	43	0	43	43
0	1	25	45,45455	12	625	25	25	0	0	0	25	25
1	1	44	80	13	1936	0	44	44	44	44	44	0
1	1	39	70,90909	14	1521	39	39	0	0	39	39	39
1	0	32	58,18182	15	1024	32	32	32	32	32	32	0
1	1	49	89,09091	16	2401	49	49	49	49	49	49	49
1	1	38	69,09091	17	1444	38	38	0	38	0	0	38
1	1	42	76,36364	18	1764	42	42	0	42	0	42	42
1	1	34	61,81818	19	1156	0	34	0	34	0	34	34
1	1	36	65,45455	20	1296	0	36	0	0	0	36	36
1	1	44	80	21	1936	44	44	44	44	0	44	44
1	1	40	72,72727	22	1600	0	40	0	40	0	40	40
1	1	43	78,18182	23	1849	43	43	43	43	0	43	43
0	0	29	52,72727	24	841	29	0	29	29	0	29	29
1	1	47	85,45455	25	2209	47	47	47	47	0	47	47
1	1	26	47,27273	26	676	26	0	0	26	0	26	0
1	1	33	60	27	1089	0	33	0	33	33	33	0
1	1	49	89,09091	28	2401	0	49	49	49	49	49	49
1	1	43	78,18182	29	1849	43	43	43	43	43	43	0
1	1	29	52,72727	30	841	0	29	0	29	29	0	0
1	1	39	70,90909	31	1521	39	39	0	0	0	39	39
1	1	35	63,63636	32	1225	35	35	35	35	35	35	35
0	1	25	45,45455	33	625	25	25	25	25	25	25	0
1	1	26	47,27273	34	676	26	26	0	26	26	0	0
1	1	31	56,36364	35	961	0	31	0	31	31	31	31
1	1	43	78,18182	36	1849	43	43	43	43	0	43	0
0	1	28	50,90909	37	784	0	28	0	28	28	0	0
1	1	32	58,18182	38	1024	32	32	32	32	32	32	0
0	1	30	54,54545	39	900	0	30	30	30	0	30	0
0	1	41	74,54545	40	1681	41	41	41	41	0	41	0
30	35	1413			52281	875	1358	755	1151	612	1113	873
30	35											
30	35											
900	1225											
1413	1413											
52281	52281											
1996569	1996569											
1135	1270											
0,564803509	0,330441647											
0,312	0,312											

valid	valid
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8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
48	48	48	48	48	48	48	48	48	48	48	48	48	0	48	48	48
41	41	41	41	0	0	41	41	0	41	41	41	41	0	41	0	41
30	0	30	30	0	30	30	30	0	30	30	30	0	0	30	0	30
38	38	38	38	0	38	0	0	38	38	38	0	0	38	38	38	38
20	0	20	20	0	0	0	0	0	20	0	0	0	0	20	0	0
25	0	25	25	25	25	25	0	0	25	25	0	25	25	0	0	0
30	0	0	30	0	0	30	30	0	30	0	0	30	30	30	30	0
31	0	31	31	0	0	31	31	0	31	0	0	31	0	31	31	0
27	0	27	27	27	0	27	27	27	27	0	0	0	0	27	27	0
0	0	0	0	28	0	28	0	28	28	0	0	28	0	28	0	28
43	43	43	0	43	0	43	43	43	43	43	43	0	43	43	43	43
0	0	25	25	25	0	25	0	0	25	25	25	0	0	25	25	0
44	44	44	44	44	44	44	44	44	44	44	0	44	0	44	44	44
39	39	39	39	39	39	39	39	39	39	39	0	0	0	39	39	0
32	0	32	32	32	32	32	32	32	32	0	32	0	0	32	32	0
49	49	49	49	49	49	49	0	49	49	49	49	49	49	49	49	49
38	0	0	38	38	0	38	38	38	38	0	0	0	38	38	0	38
42	42	42	42	42	42	42	42	42	42	0	42	42	0	42	42	0
34	0	34	34	34	34	34	0	0	34	0	0	34	0	34	34	0
36	0	36	36	36	36	36	0	36	36	0	0	36	0	36	0	0
44	44	44	44	44	44	44	44	44	44	0	44	44	44	44	0	44
40	40	40	40	40	0	40	0	40	40	40	40	0	40	40	40	40
43	0	43	43	43	0	0	43	43	43	0	43	43	0	43	43	43
29	0	29	29	29	0	0	29	29	29	0	0	29	0	29	0	0
47	47	47	47	47	47	47	47	47	47	47	47	47	0	47	47	0
0	26	26	26	26	0	26	26	26	26	0	26	0	0	26	26	26
0	0	33	33	33	33	33	33	0	33	0	0	0	33	33	33	33
49	49	49	49	49	49	49	49	49	49	49	49	49	49	49	49	49
43	43	43	43	43	43	43	43	43	43	0	0	43	0	43	0	0
29	0	29	29	0	0	29	0	29	29	0	29	29	0	29	0	0
39	39	39	0	39	0	39	0	39	39	39	39	0	39	39	39	39
35	0	35	35	0	0	35	0	0	35	35	35	0	0	35	0	0
25	0	25	25	25	25	25	0	0	25	0	0	0	0	25	0	0
26	26	26	26	26	26	26	0	26	26	0	26	0	0	26	0	0
0	0	31	31	0	31	31	31	31	31	0	0	31	0	31	0	0
43	43	43	43	43	43	43	43	43	43	0	43	43	0	43	0	0
28	0	28	28	28	0	28	0	0	28	0	28	0	0	28	28	0
32	0	32	32	32	0	32	0	0	32	32	0	32	0	32	0	0
30	30	30	30	30	30	30	30	0	30	30	0	0	30	30	0	0
41	0	41	41	0	41	41	0	41	41	0	41	41	0	41	41	0
1270	731	1317	1303	1087	829	1283	863	994	1413	654	800	839	458	1388	828	633



25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
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XY

48	48	48	48	48	48	48	48	0	48	48	48	48	0	48	48	48
41	41	41	41	41	0	41	41	41	41	41	41	41	41	41	41	0
30	0	0	0	30	0	0	30	30	0	30	0	30	30	30	30	0
38	0	0	38	38	0	38	0	38	38	38	38	38	38	38	38	38
20	0	0	20	0	0	20	0	20	20	20	0	20	20	20	0	0
25	0	0	0	0	0	0	25	0	0	25	0	0	25	25	25	25
30	0	30	30	0	0	0	0	30	30	30	0	30	30	30	30	30
31	31	0	31	31	31	0	0	31	31	31	0	31	31	31	31	31
27	0	0	27	27	27	27	0	27	27	27	0	27	27	27	27	27
28	0	28	28	0	0	28	0	28	0	28	0	28	28	28	28	28
43	43	43	43	0	43	43	43	43	43	0	0	43	43	0	43	43
25	0	0	25	0	0	0	0	25	0	25	25	25	0	25	25	0
44	0	44	44	0	44	44	44	44	44	44	44	44	44	44	44	44
39	0	0	39	39	39	39	39	39	39	39	39	39	39	39	0	0
32	32	0	32	32	0	32	0	32	32	32	0	0	32	0	0	0
49	0	49	49	49	49	49	49	49	49	49	49	49	49	49	49	49
38	0	38	38	38	38	38	0	38	38	38	0	38	38	38	38	38
42	0	0	42	0	42	42	42	42	42	42	42	42	42	42	42	0
34	0	34	34	0	0	34	0	34	34	34	34	34	34	34	34	0
36	0	36	36	0	36	36	0	36	0	36	36	36	36	36	36	0
44	44	44	44	44	0	44	44	44	44	44	44	44	44	44	44	0
40	40	40	40	40	0	40	40	40	0	40	0	40	40	40	40	0
43	43	43	0	43	43	43	43	43	43	43	43	43	43	43	43	43
29	0	0	0	0	0	29	0	29	29	29	0	29	29	29	29	0
47	47	47	47	47	47	47	47	47	0	47	47	47	47	47	47	0
26	0	26	0	0	0	0	0	26	0	26	0	26	26	0	26	0
33	0	0	33	33	0	0	0	33	33	33	0	33	33	33	0	33
49	49	49	49	49	49	49	49	49	49	49	49	49	49	49	49	49
43	43	43	43	43	0	43	43	43	43	43	43	43	43	43	43	43
29	0	0	29	0	29	0	29	29	29	29	0	29	29	0	0	0
39	39	39	39	0	39	39	39	39	39	0	0	39	39	0	39	0
35	35	35	35	0	0	0	0	35	0	35	35	35	35	35	35	0
25	25	0	0	25	0	0	0	25	25	0	0	25	0	0	0	0
26	0	0	26	0	0	26	0	0	0	26	0	26	26	26	0	0
31	0	0	31	0	0	31	0	31	0	0	0	31	31	0	31	31
43	0	43	43	43	43	43	43	43	0	43	43	43	43	43	0	43
28	0	0	28	28	0	28	0	28	0	28	0	28	28	28	0	28
0	0	32	0	32	0	0	32	32	32	32	0	32	32	32	32	0
30	0	0	30	0	0	30	30	30	30	30	0	0	30	30	0	0
41	41	41	41	41	0	41	41	41	41	41	41	41	41	41	41	0
1381	601	873	1203	841	647	1092	841	1314	993	1275	741	1326	1315	1145	1115	671



42	43	44	45	46	47	48	49	50	51	52	53	54	55
48	48	48	48	0	48	48	48	48	0	48	48	48	48
41	0	0	41	0	41	0	0	41	0	41	41	41	41
0	30	0	30	0	30	0	0	0	0	30	30	30	30
0	38	38	0	0	38	0	38	0	0	38	38	38	38
0	0	0	0	0	20	0	20	0	0	20	0	0	20
0	0	0	25	0	0	25	0	25	0	0	25	0	0
0	30	30	0	30	30	30	0	0	0	0	0	30	0
0	0	0	0	31	31	0	0	31	0	31	31	31	31
0	0	0	0	0	27	0	0	0	0	0	27	0	0
0	0	0	0	0	28	0	28	0	0	28	28	0	28
0	43	43	43	0	43	43	43	43	0	43	43	43	43
0	0	0	0	25	25	0	25	0	0	0	0	0	25
0	0	44	0	0	44	44	44	44	0	44	44	44	44
0	0	39	39	0	39	0	0	39	0	39	39	39	39
32	0	32	0	0	0	32	0	0	0	0	32	32	0
49	49	49	49	0	49	49	0	0	0	49	49	49	49
38	38	38	38	0	38	38	0	0	0	38	38	38	38
42	0	42	42	0	42	42	0	42	0	42	42	42	42
34	0	34	0	0	34	34	0	0	34	0	34	34	34
36	36	36	36	36	36	0	36	36	0	36	36	36	36
44	0	0	44	0	0	44	0	44	0	44	44	44	44
0	40	40	0	0	40	0	0	40	40	40	40	40	40
43	43	0	43	0	0	0	0	43	43	43	43	43	43
0	0	29	0	0	0	29	29	0	29	29	29	0	0
47	0	47	0	0	47	47	47	47	47	47	47	47	47
0	0	0	0	26	0	0	0	0	0	0	26	26	26
0	0	33	33	0	33	0	33	0	33	33	0	33	33
0	0	49	0	0	49	49	49	49	0	49	49	49	49
0	43	43	43	0	43	0	0	43	0	43	43	43	43
0	0	29	29	0	29	0	29	0	0	29	29	29	29
0	39	39	39	0	39	39	39	0	0	39	39	39	39
0	35	35	35	0	35	0	0	35	35	35	0	35	35
0	0	25	0	0	25	25	0	25	0	0	0	0	25
0	0	26	0	0	0	0	0	0	0	0	26	26	26
31	0	31	31	0	31	0	31	0	0	31	31	31	31
0	43	0	43	43	43	43	43	43	0	43	43	43	43
0	28	0	0	0	28	28	28	0	0	0	28	0	28
32	0	32	0	0	0	0	32	32	0	32	0	32	32
0	0	30	30	0	0	0	0	0	30	0	30	0	30
41	41	41	41	0	41	0	41	41	0	41	41	0	41
558	624	1002	802	191	1126	689	683	791	291	1105	1213	1135	1270

