

THESIS
THE IMPLEMENTATION OF TASK-BASED TEACHING
BY USING TRANSLATION METHOD TO IMPROVE
STUDENT'S READING SKILL AT SEVENTH GRADE
SMPN 2 SILIRAGUNG IN ACADEMIC YEAR 2021/2022



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BLOKAGUNG BANYUWANGI

2022

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THESIS

Presented to the Faculty of Education and Teacher Training
in a Partial Fulfillment of the Requirement for the Degree of Strata 1
in English Education Department

BY

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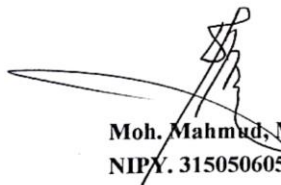
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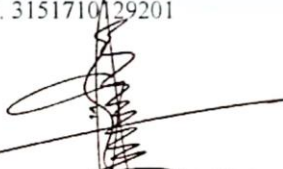
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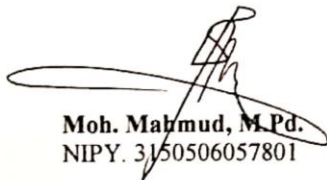
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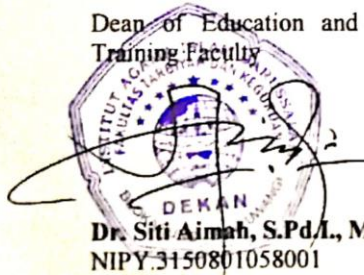


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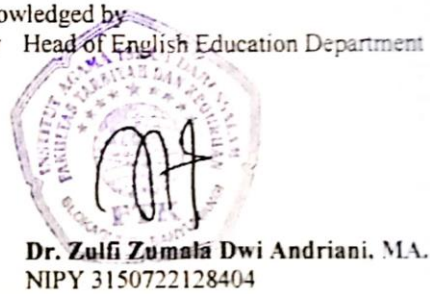
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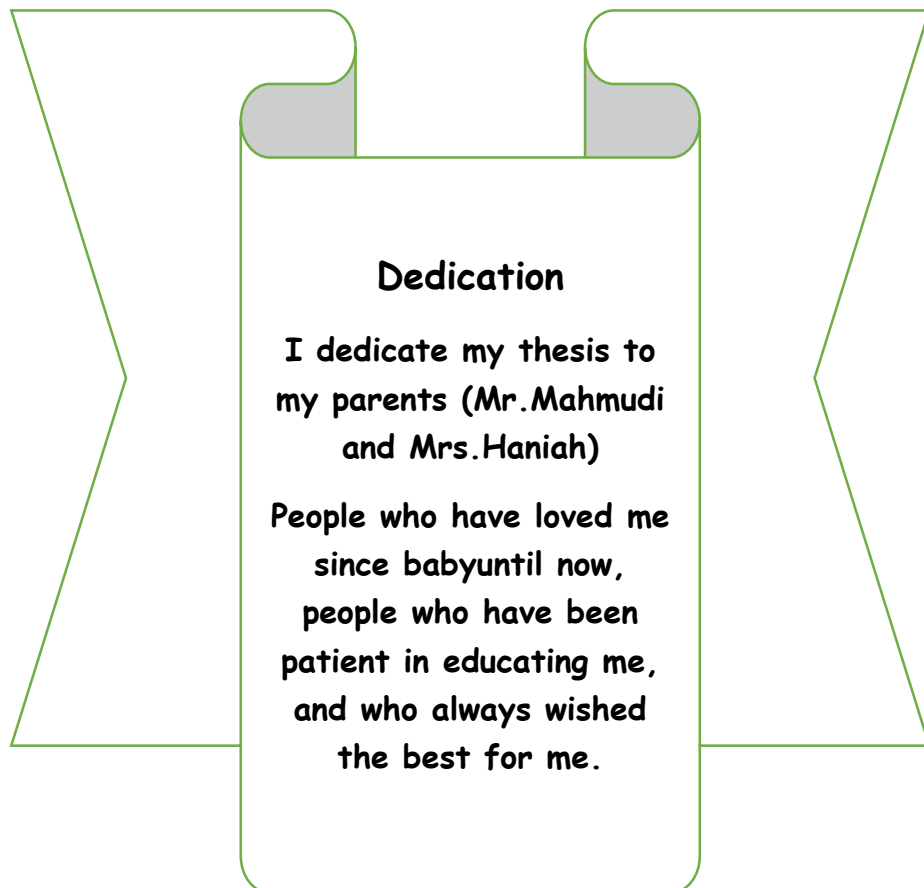


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MOTTO AND DEDICATION



ABSTRACT

Wahdani Puteri Dyah Lailia. 18112210038. *The Implementation of task-Based Teaching by Using Translation Method to Improve Student's Reading Skill at Seventh Grade of SMPN 2 Siliragung in academic year 2021/2022.*

Key words: Task-Based, Translation Method, Reading.

Reading is one of the most important English skills for students to learn. Many students enjoy reading English texts, but there are also many students who have difficulty reading English texts. Students find it difficult when reading descriptive texts, they do not understand the words that are read due to lack of words, and teachers still use traditional methods of reading in class. To get the results of students' reading skills, efforts are needed to develop student participation. Therefore, in this study, we will try to apply task-based learning with the translation method. This model is expected to overcome the problems that occur. This study aims to determine whether reading learning with translation learning can improve students' reading skills, gain students' perceptions and impressions of the task-based learning process, and to obtain increased student participation results in learning to read texts in class VII SMPN 2 Siliragung. The method used in this research is Classroom Action Research, using Kurt Lewin's model: Planning, Action, Observation, and Reflection. The subjects studied were seventh grade students of SMPN 2 Siliragung. The instruments used in this study were observation, interviews and test.

This research method use Classroom Action Research Design, and this research consists of two cycles. In addition, this research will be carried out based on Classroom Action Research procedures, as follows: Preliminary study, planning, acting, observation and reflection. And this classroom action research involved thirty seventh grade students of SMPN 2 Siliragung as the population. There were eighteen female students and twelve male students. In addition, this researcher will use a qualitative approach, there are data collection techniques that will be used to collect data such as interviews, observations, and tests. And the researchers analyzed the data using the score rubric and Microsoft Excel as the technique.

The results of this study indicate that the application of the task-based teaching strategy with the translation method for class VII SMPN 2 Siliragung has a positive impact on students, especially in reading. This is evidenced by the average number of students who have increased in each cycle. In the preliminary study, the average number of students became 56, increased to 69.67 in the first cycle, and increased to 83 in the second cycle.

ABSTRACT

Wahdani Puteri Dyah Lailia. 18112210038. *Penerapan strategi pengajaran berbasis tugas dengan menggunakan metode penerjemahan untuk meningkatkan kemampuan membaca siswa kelas tujuh di SMPN 2 Siliragung tahun ajaran 2021/2022.*

Kata kunci : Pengajaran berbasis tugas, penerjemahan, membaca.

Membaca adalah salah satu keterampilan bahasa Inggris yang paling penting untuk dipelajari siswa. Banyak siswa yang senang membaca teks bahasa Inggris, namun banyak juga siswa yang kesulitan membaca teks bahasa Inggris. Siswa merasa kesulitan ketika membaca teks deskriptif, mereka tidak memahami kata-kata yang dibacakan karena kekurangan kata, dan guru masih menggunakan metode membaca tradisional di kelas. Untuk mendapatkan hasil keterampilan membaca siswa, diperlukan upaya untuk mengembangkan partisipasi siswa. Oleh karena itu, dalam penelitian ini, kami akan mencoba menerapkan pembelajaran berbasis tugas dengan metode penerjemahan. Model ini diharapkan dapat mengatasi permasalahan yang terjadi. Penelitian ini bertujuan untuk mengetahui apakah pembelajaran membaca dengan pembelajaran penerjemahan dapat meningkatkan keterampilan membaca siswa, memperoleh persepsi dan kesan siswa terhadap proses pembelajaran berbasis tugas, dan untuk memperoleh hasil partisipasi siswa yang meningkat dalam pembelajaran membaca teks di kelas VII SMPN 2 Siliragung. . Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas, dengan menggunakan model Kurt Lewin: Perencanaan, Tindakan, Observasi, dan Refleksi. Subyek yang diteliti adalah siswa kelas VII SMPN 2 Siliragung. Instrumen yang digunakan dalam penelitian ini adalah observasi, wawancara dan tes.

Metode penelitian ini menggunakan Desain Penelitian Tindakan Kelas, dan penelitian ini terdiri dari dua siklus. Selain itu, penelitian ini akan dilaksanakan berdasarkan prosedur Penelitian Tindakan Kelas, sebagai berikut: Studi pendahuluan, perencanaan, akting, observasi dan refleksi. Dan penelitian tindakan kelas ini melibatkan tiga puluh siswa kelas tujuh SMPN 2 Siliragung sebagai populasi. Ada delapan belas siswa perempuan dan dua belas siswa laki-laki. Selain itu, peneliti ini akan menggunakan pendekatan kualitatif, ada teknik pengumpulan data yang akan digunakan untuk mengumpulkan data seperti wawancara, observasi, dan tes. Dan peneliti menganalisis data menggunakan rubrik skor dan Microsoft Excel sebagai tekniknya.

Hasil penelitian ini menyatakan bahwa penerapan strategy task-based teaching dengan metode penerjemahan terhadap kelas VII SMPN 2 Siliragung memberikan dampak positive terhadap pencapaian peserta didik, khususnya dalam reading. Hal ini dibuktikan dengan jumlah rata-rata peserta didik yang mengalami peningkatan pada setiap sirkel. Pada preliminary study, jumlah rata-rata pencapaian peserta didik adalah 56, Kemudian meningkat menjadi 69,67 pada sirkel pertama, dan meningkat menjadi 83 pada sirkel kedua.

ACKNOWLEDGEMENT

All praise to be Allah the lord of this universe, by the grace of Allah the highest finally the writer can finish this “Thesis” after a long effort of writing. Peace, blessing and salutation be upon our great prophet Muhammad SAW, his family, his descendants, and his followers who strived in Islam.

The gratitude and appreciation are addressed to :

1. H. Ahmad Munib Syafa’at, Lc., M.E.I. The Rector of Islamic Institut of Darussalam.
2. Dr. Siti Aimah, S.Pd.I., M.Si. Dean of the Faculty of Education and Teacher Training.
3. Dr.Hj. Zulfi Zumala Dwi Andriani, SS.,MA. Head of Undergraduate Program in English Education Departement.
4. Moh. Mahmud, M.Pd. as my advisor who has given me sincere advice and available guidance during the preparation and completion of this thesis.
5. My parents, all of my family and my friends who have supported my spirit and have helped me to finish this thesis.

I do expect this Thesis gives advantages to the world of education. For improvement of this Thesis, I welcome warmly for any constructive and suggestions. Hopefully , my God blesses those mentioned above for all their sacrifices and effort that will be valuable and beneficial for them to get successful in the future life. Aamiin.

Banyuwangi, 30 May 2022

The Writer

TABLE OF CONTENT

COVER	i
COVER	ii
ADVISOR APPROVAL SHEET	iii
APPROVAL EXAMINATIONS COMMITTEE	iv
DECLARATION OF AUTHORSHIP	v
MOTTO AND DEDICATION	vi
ABSTRACT(English)	vii
ABSTRACT(Indonesian)	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENT	x
LIST OF TABLE	xii
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION	1
A. Research Background.....	1
B. Research Problem.....	5
C. Research Objective.....	5
D. Research Significance	6
E. Research Scope and Limitation.....	6
F. Definition of Key Terms	6
CHAPTER II REVIEW OF RELATE LITERATURE	8
A. Relate Literature.....	8
B. Previous Study	16
CHAPTER III RSERCH METHOD	18

A. Research Design.....	18
B. Research Setting.....	22
C. Research Subject.....	22
D. Research Instrument.....	23
E. Procedure of the Research.....	25
F. Procedure of data Collection.....	40
G. Data Analysis	41
CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS.....	44
A. Research Finding.....	44
B. Discussion	46
CHAPTER V CONCLUSION	49
A. Conclusion	49
B. Suggestion.....	50
REFERENCES.....	52
APPENDICES	54

LIST OF TABLE

Table 3.1 Observation Checklist for students	23
Table 3.2 Observation checklist for teacher.....	23
Table 3.3 Students score in preliminary study	26
Table 3.4 Scoring Rubric	42

LIST OF APPENDIX

Appendix 1 Lesson Plan	54
Appendix 2 Interview Transcripts.....	62
Appendix 3 Students' Reading Test	64
Appendix 4 Students' Score	67
Appendix 5 Documentations	69
Appendix 6 Map of SMPN 2 Siliragung.....	72
Appendix 7 Research Aministrations	73
Appendix 8 Researcher Autobiography.....	77

CHAPTER I

INTRODUCTION

A. Research Background

English is a global language that is spoken in practically every country. At this time, English takes an important role as a communication language that can be used in communication various sectors of life such as trade, education, science, technology, business and much more. English has become the language used by many people around the world to connect and share with others. Therefore, one should understand, mastering English to increase knowledge, information, and technology (Andinirwana:2017).

English consists of several skills such as: Listening, Speaking, Reading, and Writing. Of these skills, reading skills are very important and useful for everyone in the world. Generally, reading is communication between reader and book being read, same as Robert and Eric said reading is interpretation and interaction (Eric and Robert:1987). When a people want to know about new information, usually ask to other people about what they want to know or they can read information in textbook, magazine, news paper, article or social media. According to NurHadi (2016:2) "Reading is the process of processing reading critically-creative things done by the reader to gain understanding thorough examination of the reading, followed by an assessment of the situation, value, function, and impact of the reading. So by reading we can get many benefits such as being able to find new ideas, gain an understanding and

we can judge something by reading. Penny Ur said when people read some text they need to understand letter codes to gather meaning from what they read. So if someone doesn't want to read, they will not get the information. It reading is very important in our life.

Grellet explained reading is the process of guessing what is in the text which is often found to get meaning and purpose. (Grellet:1986). From this explanation, it can be concluded that reading is a means to acquire language, communicate and share ideas and information. And by reading we can get detailed and specific information. And there is command from God, Allah SWT said that in Al Qur'an in Al Alaq Verse 1 with the meaning "Read by (mentioning) the name of your Lord who created".

In according with the reading skills above, the teacher must have the appropriate media. Furthermore, to achieve the best results in teaching reading, the teacher must understand what media the most appropriate. This is reinforced by Zuhra (2018:2) how to solve problems in class is to use the media. In short, media can solve problems related to reading. "To make learning fun, teachers must choose appropriate and interesting media for the teaching and learning process such as translation, games, pictures, song cards, videos, stories, etc." In this study, researchers focus more on using the translation method as the most appropriate medium. Because of reading, the researcher uses task-based translation method to improve students' reading skills. In short, for the approach to teaching reading text, the translation method can be considered as one of the media in teaching reading.

SMPN 2 Siliragung is one of the schools in Banyuwangi, SMPN 2 Siliragung is located at Jalan Ahmad Yani Number 42, Barurejo Village, Siliragung District, Banyuwangi Regency. Researchers have the intention to conduct research at this school for several reasons, First, this school is a school that is very close to home because it is easy for researchers to reach, Second, According to the article read, it is stated that SMPN 2 Siliragung has been accredited well, namely accredited A. Third, SMPN 2 Siliragung has good facilities, good staff and students who support this research. This school is very supportive for research.

In addition, according to the researcher's observations when conducting a preliminary study, the researcher found that students still had problems in translation a reading in the student worksheet, it could be proven by the task the teacher gave them, it showed they were still low in vocabulary mastery. Second, students find it difficult to interpret a reading because they are rarely trained. Moreover, these problems make students unable to achieve the maximum score criteria (SKM). The problem with the condition of the school above is evidenced by the researcher's observations when the researcher conducted a preliminary study at the school.

This shows that there are still many students who get scores below the maximum criteria, while the minimum completeness criteria for success (SKM) is 70, on the other hand there are students who get below from 70, meaning that students have not been able to achieve it, it is proven. Task-based activity needs students to use language in order to complete the task., with

meaning for achieve the main goals and challenges in learning a foreign language is to develop communicative skills learners through the tasks that have been they finish (ZanMao, 2012:2431). Translation is the transfer of thoughts and ideas from one language to another language, both in spoken or written form (Richard W:1979). So, the more often students are given assignments to translate, the more students are accustomed to translating any reading and can improve their reading skills.

When the researcher conducts a preliminary study. Because of the problems above, the most appropriate media that must be applied by the teacher is translation, translation is one of the media that is expected to be able to solve the problems of these students in increasing vocabulary. Due to the problems above, The most appropriate media must be implemented by teachers. And translation is one of the method which expected to solve those students' problems in reading skill.

Therefore, the researchers chose translation as a method that provides benefits for students who are learning to read English texts. The reason is, by applying the translation method, it can provoke students to read English texts more deliberately. There are several reasons with its application, first, students can acquire new vocabulary in an English text, second, students can find valid information in a text, third, students can be interested in the content in a story or news in the text, fourth, they can be more excited to learn to read texts when there are many texts that contain youth stories that students admire. It is supported by the concept of (Hildareal:2018) that by using the translation

method, when students are often trained to translate a text, the more proficient they will be in mastering reading skills. Therefore, the researcher uses task-based teaching and translation methods as learning topics. In light of the aforementioned school problems. The researcher intends to conduct a research entitled **“The Implementation of Task-based Teaching by Using Translation Method to Improve Student’s Reading Skill at Sevent Grade SMPN 2 Siliragung in Academic Year 2021/2022”** it is strengthened by some researchers’ thesis such as: Using Task-Based Language Teaching to Improve speaking ability at the Eleventh Grade Student’s Of SMAN 3 Bulukumba by Melani Mustika Ayu:2017. Improving the Seventh Grade Student’s Reading skill by using collaborative learning (A classroom action research at SMPIT darul Muttaqien Parung, Bogor) by Asri Nurtauhida:2010. Student’s Translation Process in Translating Text at the Twelve Grade Of SMAN 1 Airjoman by Hilda Trisvianti:2018.

B. Research Problem

Due to the background of the study above, the researcher formulates the research problem such as How is the implementation of Task-Based teaching by using translation Method to improve student’s Reading Skill at sevent grade of SMPN 2 Siliragung in academic year 2021-2022 ?

C. Research Objective

This research has a objective based on the problem research above, it is to describe the process of implementing of Task-Based teaching by using translation Method to improve student’s Reading Skill at sevent grade of

SMPN 2 Siliragung in academic year 2021-2022.

D. Research Significance

Here are some benefits of this research study, expected to give input to:

1. The student

This result of the study gives benefits to students to improve their ability in reading skill.

2. The teacher

This result of the study gives an input to the teacher in teaching task-based. Besides, it becomes an alternative technique to enrich each technique.

3. The other researchers

This research study can give literature and information for the next researchers who conducts the researcher which related to learning task-based.

E. Research Scope and Limitation

This research study is limited to the process of Implementing of Task-Based teaching by using translation Method to improve student's Reading Skill at seventh grade of SMPN 2 Siliragung in academic year 2021-2022.

F. Definition of Key Terms

1. Task-based

A task-based activity needs students to use language in order to complete the task., with meaning for achieve the main goals and challenges in

learning a foreign language is to develop communicative skills learners through the tasks that have been they finish (ZanMao, 2012:2431).

2. Translation Method

In general, translation is the transfer of thoughts and ideas from one language to another language, both in spoken or written form (Richard W:1979).

3. Reading

Reading is process of receiving message from the author to the reader. Patricia L. Carrell (1995:12)

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Relate Literature

1. Task-Based

a. Definition of Task-Based

According to Richards & Rodgers, (2001: 223) Task-Based Method is a language teaching method that uses tasks as a core unit for building and planning a teaching material in teaching. In other words, the most important point of language teaching is the use of assignments as a means to achieve the teaching goals. Based on the task-based understanding above, Nunan (2006: 1) distinguishes the task into two, namely: the task as a target and the pedagogical task. Tasks as goals refer to use of language in daily activities outside the realm of learning, while pedagogical tasks that refer to the use of language in teaching and learning classes process in the form of training.

b. Type of Task-based

According to Willis (2000:26-28) and Hatip (2005), there are six sorts of projects that can help you succeed in your language learning process:

- a) The first is Sort (list) where students are involved in the idea process and fact finding process:
- b) The second is organizing and sorting (ordering and sorting), students must be involved in the process of sorting, ranking, categorizing, and classifying things in different ways.

- c) The third, Comparing (comparing) students must learn to identify important points in certain information from different source by activating the matchmaking process and viewing similarities and information difference.
- d) Fourth, namely problem solving (problem solving). In this case students must be involved in the process of analyzing real situations or situations hypotheses, weigh the reasons and make a decision.
- e) The fifth is to share Personal experience (sharing personal experiences), students are required to activate their ability to narrate, describe, explain their attitudes and opinions as well as respond to the opinions of others.
- f) And the last one is creative task (creative task). This type of task namely combining types of sorting, organizing and sorting, comparing, and solving a problem. In this case, students learn to show their abilities through various types of tasks.

c. Advantages of TBL strategy

1) The Advantages of the TBL strategy

Here are some benefits of a task-based learning strategy by some experts:

- a) Task-based learning provides several advantages because this approach allows students to explore the knowledge they have acquired in the context of communication (Nunan:1998).

- b) Task-based strategy encourages students to become users of the target language. It approaches purpose to involve language learning in the use of language which focused on meaning (Ellis, 2009).
- c) Rider et. al, 2007 state, that the advantages of the task-based learning approach are :
 - (1) Task-based helps students to interact directly, students have the freedom to use any vocabulary and grammar that students understand.
 - (2) Automaticity. The task-based learning approach gives students a chance to create automaticity. It means that students can act with little or no more effort.
- d) Task-based learning allows students to learn and increase their vocabulary (Sutris Sutiayatno, 2014).
- e) Provide speaking opportunities to the students in language learning. Language learning does not occur without the motivation and chance to use the language. So, task-based learning can be useful for students to use language for various purposes. That approach creates a condition that can increase the use of spontaneous language (Andon, 2010).
- f) Maximize space to communicate. Task-based learning provides conditions that allow students to assimilate what they pay attention to while doing the task (Newton, 2001).

g) Task-based learning can make students more motivated and it also can be used together with a more traditional approach (Fatimah Nafni, 2018).

2. Translation Method

1. Definition of Translation

Translation can be defined in a variety of ways. The process of translating text or object from one language to another is known as translation. This becomes our first assumption when talk about translation. According to (Newmark:1988), translation is meaning something text into another language. "Translation is the substitution of a textual material in one language (source language) by equivalent textual material in another language," says Catford (1965, p. 20). "Translation is the replacement of a representation of a text in one language with a representation of an equivalent text in a second language," according to Roger T. Bell (1991, p. 6). As a result, translation is a broad phrase that refers to the transfer of reflections and ideas from one source language (SL) to target language (TL).

The success of the meaning conveyed to the reader is one of the benchmarks to find out whether the translation is good or not. Translation must convey the same meaning from one language to another. Nida and Tiber say translation is the rewriting of messages contained in the source language into the target language to find similarity of meaning (Farida Repelita Waty Kembaren p. 17).

2. Characteristics of Translation

A literary work can be said to be a translation work if it has following requirements:

- 1) It is a kind of replacement or reproducing message, of source language (SL) into target language (TL).
- 2) It concerns with written message or textual material or text.
- 3) It transfers the content or thought or messages; not the form of SL text.
- 4) It is also a kind of process or exercise.
- 5) The second text must have the same meaning or message with the first or original.
- 6) Second text uses idiomatic expression in the target language (TL) to retain the style or to make it sounds like the original text.
- 7) The second text uses target language equivalent to the source language (Farida Repelita Waty Kembaren p.7)

3. Function of Translation

The process of translation include analyzing the lexicon, grammar structure, communication setting, and cultural context of the SL text in order to determine the correct meaning, then reconstruct the same meaning by using lexicon and grammatical structure in appropriate communication situations and cultural contexts accepted in target language (TL).

So, in general, translation's goal is to reproduce various text kinds,

such as religious, scientific, and literary texts, and philosophical text in another language and thereby making it available to a wider audience for reader (Stuart Campbell p. 28)

3. Reading

1. Definition of Reading

(Grabe, 2009:5) said reading is the process of reading something from what they read and involve it in an academic context as part of education. In the classroom, teachers often use texts or books as a medium to convey material of a subject. Next, the teacher invites students to read the text to be taken information so that they can understand the material. As Weaver points out, reading involves the human brain, emotions, and beliefs. In his thesis, Lani Suryani (Rivers, 1981: 260) says reading can be a means to consolidate and expand one's knowledge of language. reading activity the reader can retrieve any information and pleasure about the subject of language. This activity also provides some advantage for readers. One of the advantages is that students can improve their knowledge by reading the text without the help of the teacher because they can self-defining.

(Sprats, Pulverness, and William, 2005: 21) define reading as an activity in which the reader understands and respond to the text read can connect with their previous knowledge. The activity is carried out by a reader as they are want to get knowledge and information from the text they read next. They are automatically connected to their knowledge with

new knowledge of what they read. By doing this, readers will get new conclusions as new knowledge for them.

Therefore, it can be concluded that reading can be defined as an activity that constructs meaning of the written text based on the background knowledge of the reader to make it better the concept of the reader will learn some new things from the information obtained from the text read.

2. Types of reading :

There are two types of reading :

1) Intensive reading

In intensive reading, “as the term indicates, each vocabulary and structural item is explained and made part of student’s active language; pronunciation and intonation are stressed; and each concept or allusion is clarified”. Beside intensive reading is used to gain a deep understanding of a text, which is important for the readers. The process of scanning takes more prominent role here than skimming. For this kind of purpose it is better to teach the student’s from a shorter text and develop step to a longer one. This is also called reading for accuracy.

2) Extensive reading

In extensive reading, the principal aim is comprehension. The student’s are trained to comprehend or to understand the meaning or the concept from a passage silently without teacher’s help. On the

higher stage extensive reading is very useful to gain the aim of extensive reading. Teachers have to teach their students the technique of effective reading such as skimming. Skimming has an important role in reading. It is a kind of reading which makes our eyes move quickly on the printed material in order to get information within a short time, the quicker we read the more information we get. (Mary Finocchiaro:1969 p.149)

3) Purpose of the Reading

According to (Fredricka L:2002) the purpose of reading is:

a) Reading to find simple information

Readers usually look at the text to find certain or certain words.

b) Read to learn from the text

This usually happens in professional and academic contexts when one needs to learn information from a text.

c) Reading to integrate information, writing, and critical text

The intent is to select, organize and critique information from texts to represent academic tasks that require reading skills to integrate information.

d) Reading for general understanding

Reading requires highly automatic and fast word processing, and strong skills to find main ideas.

So, the important purpose of reading is to get new information and pleasure.

B. Previous Studies

There are some previous studies, which related to this research study as follows:

1. Improving students' reading ability through reciprocal teaching method (A Classroom Action Research at the Eighth Grade Students of SMP PGRI 1 Tamalate Makassar) By Andi Nirwana 2017

- a. Similarities

The first previous study has some similarities with this research study, either this research study or the first previous study used car (classroom action research) as the design of a research study.

- b. Difference

Previous research used the Reciprocal Teaching Method as a medium for increasing vocabulary, while this study implemented a task-based approach which focused more on interpreting as a means of increasing vocabulary. Although the previous research conducted research involving the second grade students of Mts Assyafi'iyah as the population, this research was conducted by involving the 7th grade students of SMPN 2 KESILIR as the population or research subjects.

2. Improving the seventh grade student reading skill by using collaborative learning (A Classroom Action Research at SMPIT Darul Muttaqien parung, Bogor) by Asri Nur Tauhida:2010

a. Similarities

The second previous study has some similarities with this research study, either this research study or the second previous study used car (classroom action research) as the design of a research study.

b. Difference

Previous research used the collaborative method as a medium for improving reading skills, while this study used the interpreting method as a means of improving reading skills.

3. The effect of task-based language teaching and critical thinking on students' writing of argumentative essay (A Quasi-experimental Research in the Twelfth Grade students of SMAN 1 Jawilan Serang- Banten) By Nurlailatul Barokah 2018

a. Similarities

The third previous study has some similarities with this research study, either this research study or the third previous study used task-based as the design of a research study.

b. Difference

Previous research used the task-based method as a medium for improving writing of an argumentative essay , while this study used the task-based method as a means of improving students vocabulary.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research uses CAR (Classroom Action Research) as research design by using a qualitative approach. Classroom Action Research is one of the research which brings a change in teaching-learning developments, As mentioned by (Cahyani, 2016:30). It is also supported by (Sari, 2015:49), "Action research carried out by a team that includes professional action researchers and members of an organization," she says, community the participant situation". (C.A.R) design contains of five stages, those are: Preliminary study, planning, implementation of action, observation, and reflection. This research will use two cycles each consist of two meetings. They were first and second cycle and each cycle was the series of activity which had close relation. Where, the realization of the second cycle was continuing and repairing from the first cycle.

The main goal in classroom action research is to improve or enhance the professionalism of teachers in dealing with the learning process. To understand and try to carry out action research, the expected capacity of educators and the learning process and at the same time increasing the quality will improve the quality of education.

1. Classroom Action Research Principles

There are several Classroom Action Research principles according to Purrohman (2011:6) as follows:

- a. When a teacher conducts an instructional process, Classroom Action Research is never an annoyance. The Classroom Action Research, on the other hand, aims to improve the teacher's professional teacher character so that they can be more effective.
- b. Classroom Action Research requires the researcher to devote their limited time to data collection. Furthermore, the researcher must be precise in the design since Classroom Action Research employs an appropriate strategy that includes data gathering prior to the start of the study.
- c. In Classroom Action Research, proper and dependable methodologies must be employed; in this line, a teacher has the opportunity to build a formulation of action.

2. Characteristic of Classroom Action Research

According to Purrohman (2011:6), there are various characteristics of Classroom Action Research, which the researcher describes based on Santaya (2007) and Winter (1996) Kemmis and Taggar :

- a. Classroom Action Research has an intention to solve a problem that happens in the classroom, and it is supported by scientific procedures. Moreover, the teacher as the researcher can be closer to the student so they can be easier to find out the problem of students.

- b. Classroom Action Research must be conducted focus because, Classroom action research needs a plan, a performance and, evaluation to find out the effectiveness of problem-solving.
- c. Classroom Action Research has a significant for teachers, they can develop their effort by using their critical thinking and it can produce new knowledge for them and the other researchers.

3. Objective of Classroom Action Research

There are some main objects of Classroom Action Research according to Purrohman (2011:6) as follows:

- a. Classroom Action Research has a purpose to increase and upgrade teachers' professional services in the teaching-learning process
- b. Classroom Action Research has the purpose to develop teacher skills in solving the problem to the learning-teaching process.
- c. Classroom Action Research has a purpose to grow up the millennial teacher in the teacher's community.

4. Benefits of Classroom Action Research

Classroom Action Research has some benefits as follows :

- a. Classroom Action Research gives an advantage as innovation of education which develops from that start because teachers are recognized as an educational practice

- b. The outcome of the Classroom Action Research can be used as output in curriculum development
- c. Classroom Action Research develop teacher's skill as professionalism of teacher.

5. Prosedure of Classroom Action Research

There are four stages of Classroom Action Research based on Sukardi (2003) which will be elaborated below :

a. Planning

At this stage, research must make a series of action plans by looking at current conditions. This planning aims to improve previous conditions. That's the way the planning should be future-oriented as whatever is planned will be implemented in the acting stage. The guiding questions in this planning stage are what, why, when, where, by whom, and how about the acting stage.

b. Action

The second stage is action, which must be controlled accurately. This phase should be done carefully and should be formed well-planned practical action. A good action will be supported by rational and standard planning. There are three important elements to building a good action namely are; practice improvements, individual understanding, and collaboration, improvement of the situation in which the action occurred (Sukardi, 2003). Shortly, this stage should be implemented by the

planning.

c. Observing

The use of the observing stage is to record the implication of the action taken. Very careful observation will be required to overcome the limitations of action taken by the research. Good observation must be flexible and open to allow room for expected and unexpected indications.

d. Reflecting

The fourth stage is reflection. This stage is seen as an instrument for reinvestigation of the previous measure or action used to treat the subject, which has been recorded in the observation stages. At this stage, an evaluation will be carried out to find out if the implementation is a success or not. If the result is not as expected then the process can be restarted from the first stage of the next cycle.

B. Research Setting

This research was conducted at SMPN 2 Siliragung, this SMPN is located in Barurejo village, Siliragung district, Banyuwangi Regency, and the time of the research was in March 2022.

C. Research Subject

This research was conducted at SMPN 2 Siliragung. The research subjects are all class members who were involved in learning English in seventh grade. There are 30 students in class VII as learning subjects, including 12 males and 18 females.

D. Research Instrument

Based on the data collection technique that carried out by the researcher, then several research instruments needed by the researcher as support in the data collection process. The research instruments include :

1. Observasi checklist

Observation are ways of finding out more about the student's response, student's behavior, and student's activities during the learning process dealing with the student's vocabulary, the interaction among students and interaction between students with the teacher, and classroom situation in vocabulary classroom. The researcher used observation type of field notes.

Table 3.1 Observation checklist for students

No	Activities
1	Paying the attention
2	Asking the question
3	Responding the question
4	Accomplishing the task

Table 3.2 Observation checklist for the teacher

No	The teacher activities	Yes	No	Description
1	Providing a material well	✓		The teacher did her best to prepare the subject.

2	Greeting students	✓		The teacher began the lesson by greeting the pupils.
3	Checking students' attending lists	✓		The teacher went over the kids' attendance list one by one.
4	Giving a motivation	✓		The teacher was the one who inspired students to learn and teach.
5	Explaining the Material	✓		The teacher presented and explained the materials
6	Giving a traditional media to teach	✓		The teacher gave a media to deliver the material such as paper.
7	Giving the difficult for students to ask	✓		The teacher gave students' time to ask what made they still confused were
8	Helping students' difficulty during learning	✓		The teacher assisted them in resolving the difficulties they were having with teaching and learning.
9	Giving the feedback after the lesson ended	✓		The teacher provided feedback based on the teaching and learning outcomes.

2. Interview transcript

Interview is one of method to collect the data. Interview is face to face personal interactions, which generate data of research and allow specific issue to be discussed from another people perspective. In this research, the researcher used the interview to got the information from the source of the data about condition of the students in learning English. The interview from the English teacher is about the methods and system that are often used by the teacher to making the students more comprehensive and improve their English especially the students' vocabulary mastery.

The interview transcript indicator is placed in the appendix

3. Applying test

A test is a method for measuring a person's knowledge of abilities, or performance in a particular domain. So, the test measures the students' ability especially in translation. The researcher used a test to translate a reading. This type can be assessed objectively and learning outcomes can be measured directly. The purpose of this test will be to identify students' vocabulary mastery through English reading translation.

E. Procedure of the Research

The research also implement a procedure supported by Kemmis and McTaggart (1988) there are four steps, which are called planning, acting, observing, and reflecting. And also the cycle is carried out in at least two cycles. Before the research implemented these steps, the researcher had identified students' problems in speaking skills in the preliminary study. So, in this research study the researcher will use the concept by Kemmis and McTaggart as the research procedure as follow :

1. Reconnaissance

Before carrying out research actions, the research first make observations to find out the conditions and situations in a learning activity. Furthermore, all information related to students' activities in reading identified by the research. Then, the researcher conduct interviews and observations whether students have problems or not during the process of

learning activity. This observation conduct in 1st march 2022.

2. Cycle 1

The first cycle held in March 2022 with the following stages:

a. Preliminary Study

Before starting to make learning plans, the research will first seek information about the situation and condition of the learning process in the classroom, students' achievement and score in reading, as well as the problem that may be encountered by students during English learning activity, especially in reading before the research implement a strategy that they have. In preliminary study, the researcher give a test to know students reading ability.

Table 3.3 Students' score in preliminary study

No	Name	Score
1	Refva	50
2	Pamungkas	60
3	Nuruta	50
4	Ayu	70
5	Hidayah	60
6	Alfianto	50
7	M. Al amin	40
8	Inaya	70
9	Adha aripin	60
10	Oktavian	50
11	Wardana	50
12	Citra	70
13	Gatri	70

14	Alfarizi	40
15	Nafilah	50
16	Pratama	50
17	Yudha	60
18	Vijang sono	50
19	Zhafif	60
20	Reissa	70
21	Dimas	50
22	Saputra	60
23	Hamdani	60
24	Hens Setyonanda	50
25	Bangkit	60
26	Candra	60
27	Thalita	70
28	Dwi susanti	70
29	Bima	60
30	Nasya	70
	Total score	1680
	Mean/average	56
	Lowest score	40
	Highest score	70

Based on the data, the researcher found that there were 2 student got a score above 75. After giving the preliminary test in preliminary study to the students, the researcher conducted the classroom action research to the students.

b. Planning

After knowing the conditions in the class as well as the problems faced by students in learning English, especially in reading. The

researcher will begin to arrange the appropriate learning plans for students based on the research study that has been taken by the researcher. In addition, in these steps, the researcher will prepare all necessary that needed in the learning process such as:

1). Provide a lesson plans

The lesson plans were used to manage activities and time, and it was guided by using lesson plans

2). Provide a material of teaching

The presented translation includes other components such as generic structure, language features, etc. Furthermore, the researcher also explained how to translate well.

3). Provide an instructional strategy

The researcher uses an English story as a strategy in teaching translation.

4). Prepare Essay test

The test is presented to each student, the type of test is a story, where students are asked to translate and understand the contents of the story, the results of which each student can be based on several sentences in the task.

5). Prepare criteria of success

There was 70 for the criteria of success, so the goal of this research is to improve students' score more than 70 which was as SKM.

c. Implementing

After preparing all the lesson plans, at this step, the researcher will begin to apply the lesson plan that has been formed in the previous steps to the students. Afterward, the researcher will implement the task-based teaching using translation method to improve students' reading skills. And also several other activities that are usually carried out by a teacher such as :

- 1) The teacher greets the students and continues by checking the attendance list of students.
- 2) The teacher introduces the topic to be studied.
- 3) The teacher explains about task-based and its benefits
- 4) The teacher asks the students to ask the difficulties found.
- 5) The teacher presents a reading to be a medium in task-based teaching and learning.
- 6) The teacher gives a test in the form of a text to measure the progress of students.

There were two meetings in implementing as follows :

a). The first meeting

The first meeting in Cycle I was held on Saturday, March 19th, 2022. And the length of learning was based on the lesson plan, to be exact 2 hours @ 30 minutes. In addition, in this meeting

the role of the researcher is as a teacher. There are activities as follows :

➤ Pre activity

The researcher started the lesson by greeting Assalamualaikum Wr. Wb in class, then the researcher continued to lead the prayer by reading Basmalah together. Next, the researcher checked the attendance list. After that, the researcher wrote on the blackboard for them. Then the researchers asked about the writing after they paid attention to it. "Anyone know what the text means?" developed by researchers.

➤ Main activity

Before explaining about translation, the researcher explained a little about the material that was in accordance with the lesson plans from junior high school, namely the subject matter of Thanking / thank you, thanking materials, apologies, and responses. The researcher made sure all students understood what was explained. After that, it was continued with an explanation about the translation. Include all components in translation such as translation definition, translation structure, translation benefits, etc. After the material was explained by the researcher to the students, the

researcher offered questions related to translation to the students. "Okay from here, anyone want to ask?"

➤ Post activity

Then the students continued to work on the assignments given by the researcher. Finally, after all the teaching and learning process is complete. Closed by reading Alhamdullilah together led by the researcher.

b). The second meeting

The second meeting in Cycle I was held on Tuesday, March 22nd, 2022. There are the following activities :

➤ Pre activity

The researcher started the lesson by greeting Assalamualaikum Wr. Wb went to class, then the researcher continued to lead the prayer by reading Basmalah together. Next, the researcher checked the students' attendance. The researcher asked the last material that was explained at the first meeting. Then the researcher also gave some questions related to translation.

➤ Main activity

Before proceeding to the translation, the researcher filled out a little material that was in accordance with the lesson plans from the school, namely with Introduction material, introducing oneself or other people. The researcher

gives an example of how to introduce himself properly and correctly, after that the researcher makes sure all students understand what has been explained. After that, the teacher explained again about translation and how to translate it well. Finally, after the material was explained by the researcher to the students, the researcher gave questions related to the material to the students. "Ok from here, anyone have any questions?"

➤ Post activity

The Researcher said, "*Ok I am going to give task*". Then the students continued to work on the assignments given by the researcher. Finally, after all the teaching and learning process is complete. Closed by reading Alhamdulillah together led by the researcher.

d. Observing

In this step, the role of the researcher is as a teacher. Researchers and teachers observe everything that happens during the teaching-learning process in the classroom. Researchers use observation guidelines to determine objective research results, there are several stages, namely:

- 1) The researcher observe the level of interest of students in the learning process.
- 2) The researcher observe students' activeness.

- 3) The researcher monitor all of the ways students worked in doing a task.
- 4) The researcher observe the students' reading ability in the learning process during doing the task.
- 5) The researcher monitor how are the students explore their idea in the task of translation that they working on.

e. Reflecting

In this step the researcher and teacher reflect based on the implementation that has been done in cycle I, there are reflections made by researchers such as :

- 1) The researcher analyze the data from cycle 1.
- 2) The data that analyze generated from the test carried out in cycle 1.
- 3) The researcher analyze the problems that arise while making solutions to the problems in cycle 1.
- 4) And then, the researcher conclude whether the Classroom Action Research in cycle 1 was successful or unsuccessful. So, when the action in cycle 1 does not work, the researcher revise cycle 2 to solve students' problems in reading.

3. Cycle II

While the second cycle carried out in March with several revision steps such as :

- a. Revised Plan that has been compiled in cycle I

- b. Revised plan for implementing
- c. Revised plan for observing
- d. Revised plan for reflecting

Because in cycle 1 most of the students scored below 70, then proceed to cycle 2 :

a. Planning

The researcher provides all instruments related to the teaching and learning process in cycle II, such as:

1). Provide a lesson plans

The lesson plans was use to manage activities, time and activities were guided by using lesson plans.

2). Provide a material of teaching

The presented translation includes other components such as generic structure, language features, etc. Furthermore, the researcher also explained how to translate well.

3). Provide an instructional strategy

The researcher uses an English story as a strategy in teaching translation with long time for students treatment.

4). Prepare Essay test

The test is presented to each student, the type of test is a story, where students are asked to translate and understand the contents of the story, the results of which each student can be based on several sentences in the task.

5). Prepare criteria of success

There was 70 for the criteria of success, so the goal of this research is to improve students' score more than 70 which was as SKM.

b. Implementing

There were four meetings in implementation of the cycle II as follows:

1). The first meeting

The first meeting in the cycle II was done on Saturday, 26th march 2022. And the duration of teaching was applied based on the lesson plans, exactly 2 hours @ 30 minute. Besides, in this meeting the researcher's role was as the teacher. There were activities as bellow :

➤ Pre activity

As usual, the researcher's role as teacher. And then, the researcher started with salam Assalamu'alaikum Wr.Wb, then pray by reading Bassmalah and greeting the how are you to them, and they answered together. And then, the researcher checked their attendance lists.

➤ Main activity

Before proceeding with translation, the researcher usually fills in the material according to the lesson plans from school, namely Pronoun, possessive, subject I, She, They with the aim that students are able to identify pronoun and possessive linguistic elements correctly and confidently. After all students understand

the material explained. Next, the teacher explained the material about translation, in this teaching the researcher focused more on the students' weaknesses and obstacles in translation in the first Cycle.

➤ Post activity

Then the students continued to work on the assignments given by the researcher. Finally, after all the teaching and learning process is complete. Closed by reading Alhamdulillah together led by the researcher.

2) The second meeting

The second meeting in the cycle II was done on Tuesday, 29th march 2022 There were activities as bellow :

➤ Pre activity

The researcher started the learning by greeting Assalamualaikum Wr. Wb in the class, and then the researcher continued to lead praying by reading Bassamallah together. And continued by saying how are you to students. The next, the researcher asked about the last material that explained in the meeting in the cycle II. And then the researcher also gave the some questions related to translation.

➤ Main activity

Before proceeding with translation, as usual the researcher fills in the material according to the lesson plans from the school, namely about the Simple present tense with the aim that students are able to identify the linguistic elements in the Verb text: be, have, go, work, live (in simple present tense) correctly and believe self. After all students understand the material explained. The researcher represented about translation material Include all components in translation such as the definition of translation, the benefits of translation, how good translation, etc. After the material of translation was explained by the researcher to students, the researcher offered a question related to translation to students. *"Ok from here, anybody has a question"* asked by researcher.

➤ Post activity

After the presentation of the material was done, the researcher continued to give them the task to translation. One of the students asked *"may I open dictionary mis?"* The researcher answered *"yes"*. After completing the work, their answers were collected to the researcher. Finally, after teaching and learning were done, it was closed by reading allhamdallah together.

3). The third meting

The third meeting in the cycle II was done on Tuesday, 05th april 2022 There were activities as bellow :

➤ Pre activity

The researcher started the lesson by greeting Assalamualaikum Wr. Wb went to class, then the researcher continued to lead the prayer by reading Basmalah together. Next, the researcher checked the students' attendance. The researcher asked the last material that was explained at the second meeting.

➤ Main activity

Before proceeding with translation, as usual the researcher fills in the material according to the lesson plans from the school, namely about the It's beautiful day, giving and asking for information related to the nature of people, animals, and things. With the aim of students being able to identify, criticize, give an assessment of people, animals and objects in terms of their nature in a polite, confident, and responsible manner. After all students understand the material explained. The researcher asked the question "*Perhaps there are questions about the translation material before I give the assignment?*" All students answer "*not mis*"

➤ Post Activity

The Researcher said, "*Ok I am going to give task*". Then the students continued to work on the assignments given by the researcher. Finally, after all the teaching and learning process is

complete. Closed by reading Alhamdulillah together led by the researcher.

4) The fourth meeting

The fourth meeting in the cycle II was done on Saturday, 09th april 2022 There were activities as bellow :

➤ Pre activity

As usual the researcher started the lesson by greeting Assalamualaikum Wr. Wb went to class, then the researcher continued to lead the prayer by reading Basmalah together. Next, the researcher checked the students' attendance and the researcher asked the last material that was explained at the second meeting.

➤ Main activity

Before proceeding with translation, as usual the researcher fills in the material according to the lesson plans from the school, namely about the Many things, descriptive text. With the aim of students being able to distinguish social functions, text structures, and linguistic elements of several texts in the form of descriptive text correctly and responsibly. Then the researcher gave an example to the students. After it was assumed that all students understood the material, the researcher continued with the translation method. The researcher explain again about translation material Include all components in translation such as the definition of translation, the benefits of translation, how good

translation, etc. After the material of translation was explained by the researcher to students, the researcher offered a question related to translation to students. *“Ok from here, there may be questions before I give the last test, anybody has a question ?”* asked by researcher.

➤ Post activity

The Researcher said, *“Ok I am going to give test”*. Then the students continued to work on the assignments given by the researcher. Finally, after all the teaching and learning process is complete. The researcher expresses his gratitude for being assisted in the research process and data collection for the thesis, and apologizes profusely if there are errors from the researchers, whether intentional or not. And researchers motivate students to always be enthusiastic about learning and achieve their goals. Closed by reading Alhamdulillah together led by the researcher.

F. Procedure of Data Collection

This research use a qualitative approach. with the results, the data be taken using qualitative approach techniques such as :

1. Observation

Observation technique is the main technique in collecting the data about the teachers performance, condition class, students response concerning

the use of songs. It deals with the activities of the English teacher in presenting English material to the students. The observation conducted to observe teaching-learning in the real classroom activities at seventh class SMPN 2 Siliragung, academic year 2021-2022. It used to analyze about the implementation of using songs, the problems faced by the teacher and the student in using translation. Thus, in translation material, the writer observed their aspect, such as: vocabulary, understanding, etc.

2. Interview

Interview is instrument of collecting data that provide direct communication between researcher and respondent. In interview, there will be question and answer section. In this research, it will be conducted to get the information to form the knowledge about students and teacher's personal opinion, experiences, and ideas related to this research.

3. Test

The test used in this study is pre-test and post-test. The pre-test is done before using translation. It is to measure students vocabulary firstly. Then, the post-test is implemented after using translation. In this study, the test is done in matching word, and the test is held on the third action of each cycle.

G. Data Analysis

The researcher plans to analyze all teaching and learning processes that will occur in the preliminary study, cycle I, and cycle II by identifying the categories of students' ability to interpret texts. The process of qualitative analysis is used when observing student activities during the teaching and

learning process, and interviews before and after CAR. In this case, the authors collect all the data obtained. In analyzing statistical data, the writer places the average student reading score per action in one cycle, the percentage of student participation and the development of performance in the teaching and learning process in each cycle. , and students' responses to text-based learning in learning reading skills and students' average reading scores per action in one cycle. It is used to measure students' performance on reading skills. It uses the formula :

1. Using the Score rubric

The researcher will use the score rubric to analyze students' scores in interpreting the text. There is a score rubric adapted from Depdikbud (2005:27) which will be used to convert student scores.

Table 3.4 Scoring Rubric

No	Creteria	Score
1	The meaning and structure are correct	0-4
2	The meaning is correct and some errors of structure	0-3
3	Some errors of meaning and structure	0-2
4	The meaning and structure are incorrect	0-1
5	The answer is wrong	0
	Total	10

2. Microsoft excel

Researchers will use Microsoft excel to find out the average, the presentation of students who pass and do not pass, the lowest student scores, the highest student scores and total student scores.

CHAPTER IV

FINDING AND DISCUSSION

This research aimed to improve the student's reading skills at seventh grade SMPN 2 Siliragung by Implementing task-Based Teaching using the Translation Method. It was carried out based on the procedures that had been planned before. This chapter describes the process as well as the result of the research.

A. Research Finding

To find out whether the action was successful or not, the researcher reflected on the implementation of the action. The reflection focused on the analysis of the teaching and learning process and the results of students' reading skills. The analysis was based on data collected from the pre-test and post-test.

Some of the data shows that the application of the translation method is to improve students' reading skills and students' motivation in learning English. This can be proven from their preparation before doing this strategy, it can be seen from the 2nd meeting in cycle 1 and the last meeting in cycle 2 and also the increase in students' reading skill scores.

Finally, the application of task-based teaching using translation method to improve students' reading skills can greatly help students to have more motivation to study English further, and most importantly, using the translation method can improve students' reading skills as shown in the second meeting in cycle 1 and the last meeting in cycle 2 students managed to reach KKM 70 at the last meeting in cycle 2.

In terms of the development of students' reading skills, after cycle 1 was carried out, the data showed that students' reading abilities had increased from the pre-test, but there were still some students who did not meet the success criteria. The average reading value in the pre-test was 56 students who got a score of 70 only 8 people and 22 people who did not reach a score of 70. After applying the translation method, the researcher gave a test and the average score of the post-test in cycle 1 was 69.67 and the percentage was still 30%, which means that students' reading skills have increased but have not met the criteria for success, because the KKM is still below 70 and the percentage is not yet 50%. then the researcher continued on cycle 2 and gave tests to students at the last meeting, namely the fourth meeting and got an average score of 83 and the percentage was 100%, which means that students' reading abilities increased. And in cycle 2, the lowest score obtained by students is 70 and the highest score obtained by students is 90.

Based on the explanation above, it can be concluded that reading improvement is done by applying the translation method in the teaching and learning process. The students also have higher motivation to understand English reading. Thus, there are several aspects of teaching and learning strategies that need to be revised and improved to achieve the targets set in the research criteria. Therefore, the third to the last meeting must pay attention to the following aspects: Teachers must be able to divide the time between teaching-learning materials and applying research methods. In cycle 2 the

teacher takes a longer period of time than in the first cycle so that students learn more. Thus, the action research was deemed successful, and the research ended.

B. Discussion of the Research Findings

This study aims to apply how the translation method can improve students' reading skills at SMPN 2 Siliragung in the 2021/2022 academic year. Therefore, the researchers found various problems related to reading skills such as students having a low vocabulary and being rarely trained when learning in class. They also think that English can be difficult to learn.

Studies show that students who learn English through their translation method really enjoy it because doing it can be done in a relaxed manner. After learning English through the translation method the students understand new words faster. The level of students' enjoyment is also significant because it also leads to an increase in motivation to learn to read English. In this research, the researcher applies the translation method for teaching reading which is also equipped with student learning styles.

At first, before applying the translation method, the researcher conducted a pre-test, the students were asked to interpret some words that had been prepared by the researcher and the researcher assessed from them the extent to which the students had a vocabulary. After doing the pre-test, the researcher found that there were 22 students who had not passed the KKM. Therefore, the researchers applied the translation method to improve reading skills.

At the first meeting, the researcher gave the material that was listed in the lesson plan and gave the material to the students, namely explaining about translation and how to translate well. Then the researcher gave an example of a translation, after it was assumed that all students understood, the researcher gave assignments to do. Then at the second meeting, the researchers gave a little material based on the lesson plan and continued with giving a post-test to find out whether there was an increase in residual in learning to read English. After the post test, the researcher found that the test results were still there from some students who had not reached the KKM. The post-test result in cycle 1 was an average of 56.

After knowing the post-test results in cycle 1, the researcher continued in cycle 2 with 4 meeting using the same method but taking a longer time. In cycle 1 there are only 2 meetings and it turns out that there are still students who get scores below the KKM, so in cycle 2 there are 4 meetings, with the reason that students have more time to practice. Therefore, at the first meeting in cycle 2 the researcher again applied the same method as cycle 1, the researcher gave the opportunity for students to ask what they did not understand. At the second and third meetings, the researcher gave exercises to the students in the form of reading texts to be translated. At the fourth meeting the researchers gave a post-test and took a score, in cycle 2 the researchers found that the students' scores showed an increase and all reached the KKM with an average of 83, and the total percentage in cycle 1 which was 30% to 100% in cycle 2 could it is said that the application of the translation method

can improve students' reading skills and this research can be dismissed because the criteria for success have been met.

CHAPTER V

CONCLUSION

This chapter presents the conclusion and suggestion that can be seen, as bellow :

A. Conclusion

Both teachers and students can have more fun in teaching and learning to read by using the translation method. In fact, students can improve their reading skills after being taught by using the translation method. Furthermore, the achievement of students' writing scores in each cycle can be seen as follows:

1. There is a Mean of students in Pre-study. The achievement was 56.
2. There is a Mean of students in the cycle I. The achievement was 69,67.
3. There is a Mean of students in the cycle II. The achievement was 83.

In addition, after the students' reading ability increased as well as their motivation. They can better understand in reading a text, therefore some aspects that students improve in reading such as (Content, Discourse, Vocabulary). In short, the effectiveness and efficiency of reading carried out by students.

Therefore, the application of the translation method to improve students' reading skills by following several steps such as:

- 1). The teacher introduces the translation model as the purpose of the activity.

- 2). The teacher explains the steps of the translation method in learning to read.
- 3). Students are shown to pay attention to how to translate well.
- 4). The teacher asks students to try to translate a text.
- 5). Teachers and collaborators provide positive feedback so that students are interested and motivated in learning to read using the translation method.
- 6). Teachers and collaborators evaluate the results of the activities.

B. Suggestion

According to the research findings above, the researcher would like to offer some suggestions which are addressed to teachers, students, and other researchers.

1. For the Teacher

- a. Teachers can teach translation in schools to improve students' reading skills by using translation media. In addition, students' attention and interest can be captivated by this media.
- b. It is recommended that teachers use not only handbooks but also interesting media to help students learn to read more easily.

2. For students

- a. Students can improve their ability and solve problems in learning to read by applying translation as a medium.

b. By using the translation method, students can enjoy learning to read more.

3. For other researchers

- a. Improving teaching in further research, researchers need media, implementing translation methods in students' reading activities is recommended as a reference for other researchers by researchers
- b. The results of this study can be used as a reference for future researchers who have similar topics.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMPN 2 Siliragung
Mata pelajaran	: Bahasa Inggris
Kelas / semester	: VII / Genap
Judul / Bab	: Thanking / thank you
Materi pokok	: Berterima kasih, permintaan maaf, dan responnya.
Aspek / skill	: Speaking
Alokasi waktu	: 2 x 30 menit (pertemuan ke 1 cycle 1)

A. Tujuan pembelajaran

Setelah mengikuti proses pembelajaran dengan model **task-based learning strategy**, peserta didik mampu membedakan fungsi sosial dan unsur kebahasaan pada ungkapan berterima kasih, meminta maaf, dan responnya serta dapat menggunakan atau mengaplikasikan ungkapan-ungkapan tersebut dengan santun, percaya diri, dan bertanggung jawab.

B. Metode pembelajaran dan sumber belajar

- Task-based learning strategy
- Lembar Kerja Siswa

⊕ C. Langkah Pembelajaran

Kegiatan pendahuluan
<ul style="list-style-type: none"> • Membuka kegiatan pembelajaran dengan mengucapkan salam dan do'a. • Mengecek kehadiran siswa • Menyampaikan tujuan pembelajaran dan kompetensi dasar yang ingin dicapai • Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari • Menyampaikan cakupan materi dan teknik penilaian
Kegiatan inti
<ul style="list-style-type: none"> • Memberikan rangsangan kepada peserta didik dengan menggunakan ungkapan dalam bentuk bahasa inggris • Menanyakan perbedaan ungkapan terima kasih, permohonan maaf dan responnya dalam bahasa inggris dengan yang ada dalam bahasa indonesia, kemungkinan menggunakan bahasa lain, akibat jika tidak melakukan, dsb. • Menayangkan media yang berhubungan dengan ungkapan terima kasih, permohonan maaf, dan responnya kepada peserta didik. • Meminta peserta didik untuk mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) dalam ungkapan terima kasih, permohonan maaf, dan responnya.

Kegiatan penutup
<ul style="list-style-type: none"> • Menyampaikan kesimpulan dari pembelajaran • Memberikan peserta didik refleksi pembelajaran • Memberikan umpan balik dan pesan moral dari pembelajaran • Memberikan tugas atau penugasan kepada peserta didik • Menyampaikan materi pembelajaran berikutnya

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMPN 2 Siliragung
Mata pelajaran	: Bahasa Inggris
Kelas / semester	: VII / Genap
Judul / Bab	: Introduction
Materi pokok	: Berkenalan, memperkenalkan diri atau orang lain.
Aspek / skill	: Speaking
Alokasi waktu	: 2 x 30 menit (pertemuan ke 2 cycle 1)

A. Tujuan pembelajaran

Setelah mengikuti proses pembelajaran dengan model *task-based learning strategy*, peserta didik mampu membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada sebuah perkenalan serta dapat menggunakan atau mengaplikasikan ungkapan-ungkapan untuk memperkenalkan diri sendiri ataupun orang lain tersebut dengan santun, percaya diri, dan bertanggung jawab.

B. Metode pembelajaran dan sumber belajar

- *Task-based learning strategy*
- Internet

C. Langkah Pembelajaran

Kegiatan pendahuluan
<ul style="list-style-type: none"> • Membuka kegiatan pembelajaran dengan mengucapkan salam dan do'a. • Mengecek kehadiran siswa • Menyampaikan tujuan pembelajaran dan kompetensi dasar yang ingin dicapai • Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari • Menyampaikan cakupan materi dan teknik penilaian
Kegiatan inti
<ul style="list-style-type: none"> • Memberikan rangsangan kepada peserta didik dengan menggunakan ungkapan dalam bentuk bahasa inggris

<ul style="list-style-type: none"> • Memberikan rangsangan kepada peserta didik dengan menggunakan ungkapan dalam bentuk bahasa Inggris • Menanyakan perbedaan ungkapan untuk memperkenalkan diri sendiri ataupun orang lain dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan bahasa lain, akibat jika tidak melakukan, dsb. • Menayangkan media yang berhubungan dengan ungkapan untuk memperkenalkan diri sendiri ataupun orang lain kepada peserta didik. • Meminta peserta didik untuk mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) dalam ungkapan perkenalan diri ataupun memperkenalkan orang lain. • Meminta peserta didik untuk menulis pokok-pokok pelajaran yang telah diidentifikasi dengan rapi. • Meminta peserta didik untuk mempraktikkan atau mencontohkan perkenalan di depan kelas.
Kegiatan penutup
<ul style="list-style-type: none"> • Menyampaikan kesimpulan dari pembelajaran • Memberikan peserta didik refleksi pembelajaran • Memberikan umpan balik dan pesan moral dari pembelajaran • Memberikan tugas atau penugasan kepada peserta didik. • Menyampaikan materi pembelajaran berikutnya.

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMPN 2 Siliragung
Mata pelajaran	: Bahasa Inggris
Kelas / semester	: VII / Genap
Judul / Bab	: Pronoun, possessive
Materi pokok	: subject I, She, They
Aspek / skill	: Speaking
Alokasi waktu	: 2 x 30 menit (pertemuan ke 1 cycle 2)

A. Tujuan pembelajaran

Setelah mengikuti proses pembelajaran dengan model **task-based learning strategy**, peserta didik mampu mengidentifikasi unsur kebahasaan pronoun dan possessive dengan benar serta percaya diri.

D. Metode pembelajaran dan sumber belajar

- Task-based learning strategy
- Lembar Kerja Siswa

⊕ E. Langkah Pembelajaran

Kegiatan pendahuluan
<ul style="list-style-type: none"> • Membuka kegiatan pembelajaran dengan mengucapkan salam dan do'a. • Mengecek kehadiran siswa • Menyampaikan tujuan pembelajaran dan kompetensi dasar yang ingin dicapai • Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari • Menyampaikan cakupan materi dan teknik penilaian
Kegiatan inti
<ul style="list-style-type: none"> • Memberikan rangsangan kepada peserta didik dengan menggunakan ungkapan dalam bentuk bahasa Inggris • Memberikan penjelasan mengenai perbedaan penggunaan dari pronoun dan possessive pronoun kepada peserta didik. • Menayangkan media yang berhubungan dengan penggunaan pronoun dan possessive. • Meminta peserta didik untuk mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) dalam teks Subjek pronoun: I, You, We, They, She, He, It. Kata ganti possessive my, your, our, his dan sebagainya. • Meminta peserta didik untuk menulis pokok-pokok pelajaran yang telah diidentifikasi dengan rapi. • Meminta peserta didik untuk menyampaikan hasil dari identifikasi yang mereka dapatkan
Kegiatan penutup
<ul style="list-style-type: none"> • Menyampaikan kesimpulan dari pembelajaran • Memberikan peserta didik refleksi pembelajaran • Memberikan umpan balik dan pesan moral dari pembelajaran • Memberikan tugas atau penugasan kepada peserta didik • Menyampaikan materi pembelajaran berikutnya.

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMPN 2 Siliragung
Mata pelajaran	: Bahasa Inggris
Kelas / semester	: VII / Genap
Judul / Bab	: Simple present tense
Materi pokok	: simpel present tense
Aspek / skill	: Speaking
Alokasi waktu	: 2 x 30 menit (pertemuan ke 2 cycle 2)

A. Tujuan pembelajaran

Setelah mengikuti proses pembelajaran dengan model **task-based learning strategy**, peserta didik mampu mengidentifikasi unsur kebahasaan dalam teks Verba: *be, have, go, work, live* (dalam *simple present tense*) dengan benar dan percaya diri.

B. Metode pembelajaran dan sumber belajar

- Task-based learning strategy
- Lembar Kerja Siswa

C. Langkah Pembelajaran

Kegiatan pendahuluan
<ul style="list-style-type: none"> • Membuka kegiatan pembelajaran dengan mengucapkan salam dan do'a. • Mengecek kehadiran siswa • Menyampaikan tujuan pembelajaran dan kompetensi dasar yang ingin dicapai • Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari • Menyampaikan cakupan materi dan teknik penilaian
Kegiatan inti
<ul style="list-style-type: none"> • Menjelaskan pada peserta didik mengenai waktu penggunaan dan fungsi dari <i>simple present tense</i> • Menayangkan media yang berhubungan dengan <i>simple present tense</i> serta penjelasannya • Meminta peserta didik untuk mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) <i>simple present tense</i> dalam teks. • Meminta peserta didik untuk menulis pokok-pokok pelajaran yang telah diidentifikasi dengan rapi. • Meminta peserta didik untuk membuat contoh kalimat dengan menggunakan <i>simple present tense</i>.
Kegiatan penutup
<ul style="list-style-type: none"> • Menyampaikan kesimpulan dari pembelajaran • Memberikan peserta didik refleksi pembelajaran • Memberikan umpan balik dan pesan moral dari pembelajaran • Memberikan tugas atau penugasan kepada peserta didik • Menyampaikan materi pembelajaran berikutnya.

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMPN 2 Siliragung
 Mata pelajaran : Bahasa Inggris
 Kelas / semester : VII / Genap
 Judul / Bab : It's beautiful day

Materi pokok	: Memberi dan meminta informasi terkait dengan sifat orang, binatang, dan benda
Aspek / skill	: Speaking
Alokasi waktu	: 2 x 30 menit (pertemuan ke 3 cycle 2)

D. Tujuan pembelajaran

Setelah mengikuti proses pembelajaran dengan model **task-based learning strategy**, peserta didik mampu mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang dan benda dari segi sifatnya dengan santun, percaya diri, dan bertanggung jawab.

E. Metode pembelajaran dan sumber belajar

- Task-based learning strategy
- Lembar Kerja Siswa

F. Langkah Pembelajaran

Kegiatan pendahuluan
<ul style="list-style-type: none"> • Membuka kegiatan pembelajaran dengan mengucapkan salam dan do'a • Mengecek kehadiran siswa • Menyampaikan tujuan pembelajaran dan kompetensi dasar yang ingin dicapai • Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari • Menyampaikan cakupan materi dan teknik penilaian
Kegiatan inti
<ul style="list-style-type: none"> • Memberikan rangsangan kepada peserta didik dengan menggunakan ungkapan dalam bentuk bahasa inggris • Memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi pembelajaran. • Menayangkan media yang berhubungan dengan materi pembelajaran yakni mengenai sifat yang dimiliki oleh orang, benda, ataupun binatang. • Meminta peserta didik untuk mengidentifikasi, mengkritisi, dan menilai sifat yang dimiliki oleh seseorang, binatang ataupun benda. • Meminta peserta didik untuk menulis pokok-pokok pelajaran yang telah diidentifikasi dengan rapi. • Meminta peserta didik untuk menyampaikan hasil yang mereka dapatkan didepan teman-teman kelas.
Kegiatan penutup
<ul style="list-style-type: none"> • Menyampaikan kesimpulan dari pembelajaran • Memberikan peserta didik refleksi pembelajaran • Memberikan umpan balik dan pesan moral dari pembelajaran • Memberikan tugas atau penugasan kepada peserta didik. • Menyampaikan materi pembelajaran berikutnya.

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMPN 2 Siliragung
Mata pelajaran	: Bahasa Inggris
Kelas / semester	: VII / Genap
Judul / Bab	: Many things
Materi pokok	: Teks deskripsi
Aspek / skill	: Speaking
Alokasi waktu	: 2 x 30 menit (pertemuan ke 4 cycle 2)

A. Tujuan pembelajaran

Setelah mengikuti proses pembelajaran dengan model **task-based learning strategy**, peserta didik mampu membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks dalam bentuk **Descriptive text** dengan benar dan bertanggung jawab.

B. Metode pembelajaran dan sumber belajar

- Task-based learning strategy
- Lembar kerja Siswa

+ C. Langkah Pembelajaran

Kegiatan pendahuluan
<ul style="list-style-type: none"> • Membuka kegiatan pembelajaran dengan mengucapkan salam dan do'a. • Mengecek kehadiran siswa • Menyampaikan tujuan pembelajaran dan kompetensi dasar yang ingin dicapai • Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari • Menyampaikan cakupan materi dan teknik penilaian
Kegiatan inti
<ul style="list-style-type: none"> • Peserta didik menyimak tayangan video deskripsi tentang tumbuhan dan binatang yang ada di rumah dan sekitar rumah. • Memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin peranyaan yang berkaitan dengan binatang dan tumbuhan yang ada di rumah dan sekitar rumah. • Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan: mengamati objek, mengumpulkan informasi. • Menyusun kalimat dari hasil mengamati dan mengobservasi benda dan hewan yang ada disekitar rumah dengan menggunakan bahasa inggris yang baik dan benar. • Meminta peserta didik untuk membacakannya didepan kelas, dan memberikan peserta didik yang lain kesempatan untuk menyampaikan tanggapan.

Kegiatan penutup

- Menyampaikan kesimpulan dari pembelajaran
- Memberikan peserta didik refleksi pembelajaran
- Memberikan umpan balik dan pesan moral dari pembelajaran
- Memberikan tugas atau penugasan kepada peserta didik
- Menyampaikan materi pembelajaran berikutnya.



INTERVIEW TRANSCRIP

The researcher	<i>Hai, apa kabar. Siapa namanya ?</i> (hi, how are you? What's your name?)
The students	<i>Hallo kak, baik. Nama saya Adit kak.</i> (hello miss, I am fine. My name is Adit miss)
The researcher	<i>Bisakah kita memulai wawancaranya ?</i> (can we start the interview?)
The students	<i>Iya kak bisa.</i> (yes miss)
The researcher	<i>Apakah kamu menyukai pelajaran bahasa Inggris ?</i> (do you like English lessons?)
The students	<i>iya kak, meskipun tidak pintar bahasa inggris, saya menyukai pelajaran bahasa inggris.</i> (yes, i do. Although i am not clever in English, i like that lesson)
The researcher	<i>Apakah menurut kamu belajar berbicara (reading) itu sulit ? kesulitan apa yang kamu hadapi?</i> (do you think that learning reading is difficult? And what's the problem that you faced ?)
The students	<i>Iya kak. Sebenarnya jika terus berlatih tidak akan sulit kak, hanya saja saya jarang berlatih. Jadi saya kesulitan dalam membaca. Selain itu, saya juga tidak menghafal banyak kosa kata serta suka bingung kak.</i> (Yes miss. Actually, if you keep practicing it won't be difficult, Sis, it's just that I rarely practice. So I have difficulty in speaking. Besides that, I also don't memorize a lot of vocabulary and feel confused miss)
The researcher	<i>Apa saja kegiatan yang biasanya dilakukan saat pembelajaran bahasa inggris dikelas?</i> (What activities are usually done when learning English in class?)
The students	<i>Biasanya pak guru akan menjelaskan kepada kita materi untuk hari itu, lalu meminta kita untuk mengerjakan tugas kadang juga memberi kita pekerjaan rumah kak.</i>

	(Usually, the teacher will explain to us the material for the day, then ask us to do the assignments sometimes also give us homework, miss)
The researcher	<i>Bagaimana cara guru mengajar berbicara (membaca) dikelas?</i> (How does the teacher teach reading in the classroom?)
The students	<i>Pak guru pernah meminta kita untuk menyimak beliau membaca kak.</i> (The teacher once asked us to come to listen when he read miss.)
The researcher	<i>Apakah bapak guru selalu memberikan latihan membaca pada setiap pertemuan?</i> (does the teacher always give students reading practice in every meeting?)
The students	Tidak kak. Kami hanya menyimak saja, terkadang kami diminta untuk membaca tetapi tidak tahu artinya (No miss, we just listen, sometimes we are asked to read but do not know the meaning.)
The researcher	<i>Media apa yang biasanya digunakan untuk belajar reading dikelas?</i> (What media is usually used when learning to read in the classroom?)
The students	<i>Biasanya pak guru menggunakan buku dan juga papan tulis kak.</i> (usually, the teacher used a handbook and whiteboard, miss)
The researcher	<i>Menurut adik, media apa yang sebaiknya digunakan untuk pembelajaran lebih menarik?</i> (In your opinion, what media should be used for more interesting learning?)
The students	<i>Kalau menurut saya kak, dengan seringnya kita berlatih membaca, maka kita akan terbia untuk membaca dan memahami isi bacaan)</i> (In my opinion, miss, with frequent practice of reading, then we will get used to and be able to understand the content of reading)

STUDENT'S READING TEST

nama: Adinda zia Nailah
 my Name: Aditya Putra Pratama.
 class: 7E

No. _____

Date . . .

Aktivitasku

- (ii) Biasanya saya bangun pada jam 5 pagi. Aku tidak lupa
 (k) merapikan tempat tidurku dan membersihkannya.
 Lalu aku mandi dan beribadah. Setelah itu aku menolong
 (l) ibuku mempersiapkan sarapan. Kemudian, aku sarapan
 bersama keluargaku di ruang makan. Kita selalu mempunyai
 (c) teh hangat, susu dan nasi goreng. Lalu, aku pergi ke
 (i) sekolah bersama temanku. Aku belajar di sekolah sampai
 jam 1 P.m. Aku pulang ke rumah, lalu melepas seragamku
 (t) dan makan siang bersama ibuku. Setelah itu aku beribadah,
 (s) melihat TV dan tidur siang. Aku selalu mandi pada jam
 (a) 5 sore. Lalu melihat TV sambil menunggu waktu untuk
 (d) beribadah. Setelah aku beribadah, aku dan keluargaku
 (o) makan bersama. Dan kemudian aku membaca buku dan
 (r) mempersiapkan pelajaran untuk hari besok. aku pergi
 ke kasur pada jam 9 malam. Itu semua aktivitasku
 mulai bangun tidur hingga pergi ke kasur.
 Terimakasih.

Nama: Adinda zia Nafilah
KELAS: 7E1

No: _____

Date: _____

Aktivitas Saya

Biasanya aku bangun jam 5 pagi. Aku tidak pernah lupa merapikan kasurku dan membersihkannya. Kemudian aku mandi dan sholat. Setelah itu aku membantu ibuku untuk menyiapkan sarapan pagi. Dan kemudian keluargaku sarapan pagi di ruang makan. Kami biasanya mempunyai teh hangat, susu, dan nasi goreng. Setelah itu aku berangkat sekolahan bersama temanku. Saya belajar di sekolah sampai jam 1 siang. Aku pulang sekolah, lalu mengganti seragamku dan makan siang bersama ibuku. Setelah itu aku sholat, menonton tv, dan tidur siang. Aku selalu mandi jam 5 di sore hari. Kemudian aku menonton tv sambil menunggu waktu sholat. Setelah sholat, aku dan keluargaku makan siang bersama. Dan kemudian aku membaca buku dan mempersiapkan pelajaran untuk hari sekolah berikutnya. Aku pergi tidur jam 9 malam. Itu saja aktivitas saya mulai dari bangun tidur



Nama = Geffiana Rufa
 kelas = 7E

No. _____

Date _____

Aktivitas Saya

Saya biasanya bangun jam 5 pada pagi hari.

Saya tidak pernah lupa untuk merapikan tempat tidur

Saya dan membersibkannya. lalu aku mandi dan Solat.

Setelah itu saya membantu ibu saya

Untuk menyiapkan sarapan dan ~~saya~~ kemudian

Saya sarapan bersama keluarga di ruang makan

karna biasanya minum teh, susu hangat dan nasi

goreng. lalu aku berangkat dengan teman-teman

Saya belajar di sekolah sampai jam 1 siang

Aku pulang mengerjakan tugas dan makan

siang dengan ipuku.

Setelah itu saya sholat nonton TV dan tidur siang.

Saya selalu mandi pada pukul 5 sore.

Sadit sore hari, terus saya nonton TV sambil

Adungu waktu sholat. Setelah saya sholat saya

dan keluarga saya makan siang bersama.

Dan kemudian saya membaca buku dan mempersiapkan

pelajaran untuk hari sekolah berikutnya. Saya tidur.

Jam 9 malam dari bangun tidur.

Terima kasih.

STUDENTS SCORE

No	Name	Score pre Study	Score Cycle I	Score Cycle II
1	Refva	50	60	80
2	Pamungkas	60	60	80
3	Nuruta	50	70	80
4	Ayu	70	80	90
5	Hidayah	60	70	80
6	Alfianto	50	60	70
7	M. Al amin	40	60	80
8	Inaya	70	80	90
9	Adha aripin	60	80	90
10	Oktavian	50	70	80
11	Wardana	50	60	70
12	Citra	70	80	90
13	Gatri	70	80	90
14	Alfarizi	40	50	70
15	Nafilah	50	70	80
16	Pratama	50	60	80
17	Yudha	60	70	80
18	Vijang sono	50	60	80
19	Zhafif	60	70	80
20	Reissa	70	80	90
21	Dimas	50	60	80
22	Saputra	60	70	90
23	Hamdani	60	70	80
24	Hens Setyonanda	50	70	90
25	Bangkit	60	70	90
26	Candra	60	70	80

27	Thalita	70	80	90
28	Dwi susanti	70	80	90
29	Bima	60	70	80
30	Nasya	70	80	90
Total		1680	2090	2490
Mean/Average		56	69,67	83
Lowest		40	50	70
Highest		70	80	90

The category of the students' whole test result

Interval	Pre. Study		The cycle I		The cycle II		Category
	Freq	%	Freq	%	Freq	%	
70-100	8	26,66	21	70	30	100	Passed the SKM
<70	22	73,34	9	30	0	0	Did not pass the SKM
Total	30	100	30	100	30	100	

DOCUMENTATIONS

Doc.1 First meeting in cycle 1



Doc.2 Second meeting in cycle 1



Doc.3 First meeting in cycle 2



Doc.4 Second meeting in cycle 2



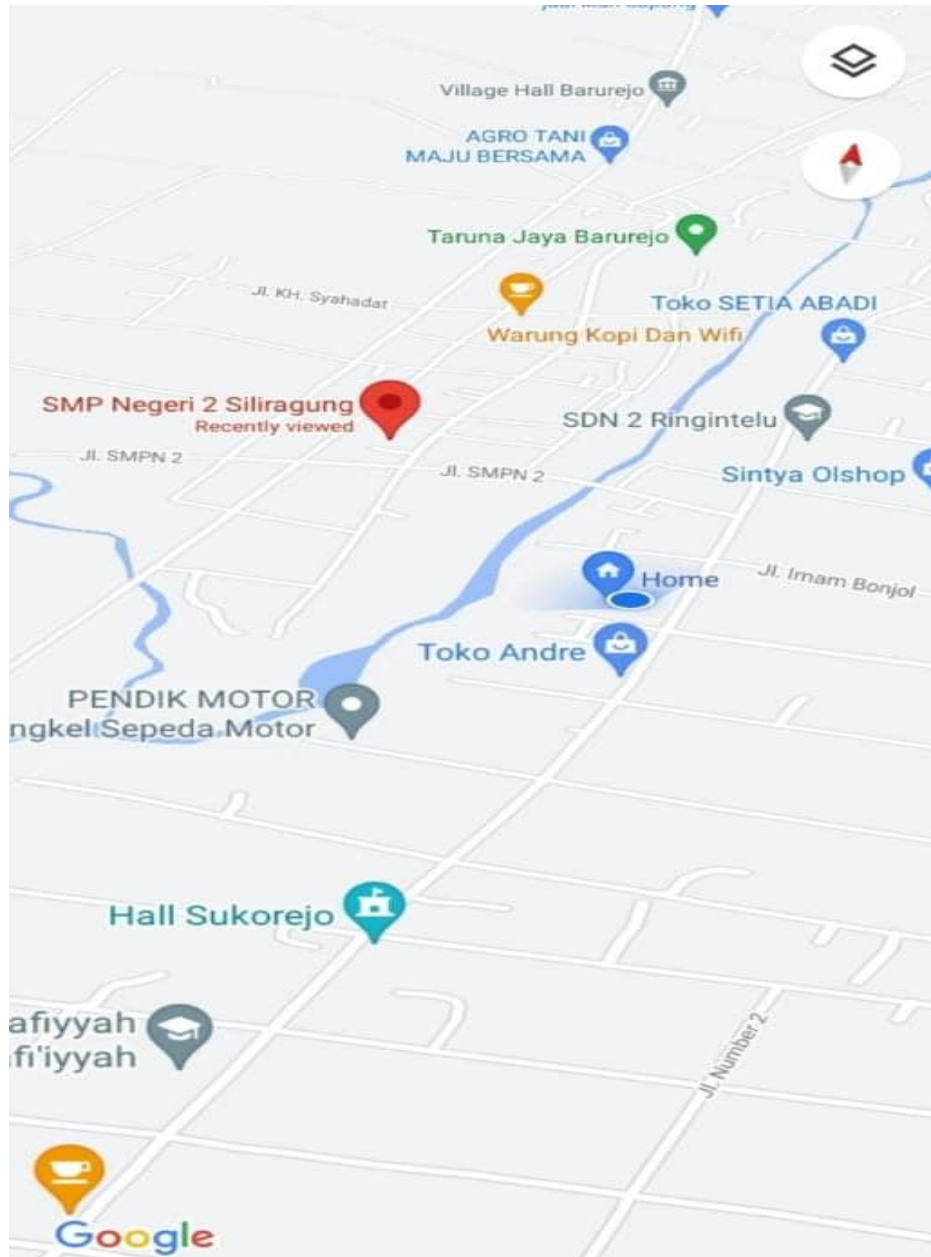
Doc.5 Third meeting in cycle 2



Doc.6 Fourth meeting in cycle 2



MAP OF SMPN 2 SILIRAGUNG



RESEARCH ADMINISTRATIONS



INSTITUT AGAMA ISLAM DARUSSALAM
IAIDA
FAKULTAS TARBİYAH DAN KEGURUAN
TERAKREDITASI
BLOKAGUNG - BANYUWANGI

Alamat : Pon. Pes. Darussalam Blokagung 621V Karangdoro Tegalsari Banyuwangi Jawa Timur - 68491 No. Hp: 085256495313, Website: www.iaida.ac.id, E-mail: iaidablokagung@gmail.com

Nomor : 31.5/273.18/TBIG/FTK/IAIDA/C.3/1/2022

Lamp. :-

Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

Kepala SMPN 2 SILIRAGUNG

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : **LAILIA DYAH PUTERI WAHDANI**
 TTL : **Banyuwangi, 06 Mei 2000**
 NIM : **18112210038**
 Fakultas : **Tarbiyah dan Keguruan (FTK)**
 Program Studi : **Tadris Bahasa Inggris (TBIG)**
 Alamat : **Sambimulyo-Bangorejo-Banyuwangi-Jawa Timur**
 HP : **082335917713**
 Dosen Pembimbing : **Moh. Mahmud, M.Pd.**

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.

Adapun judul penelitiannya adalah:

The Implementation of Task-Based Teaching by Using Translation Method to Improve Student's Reading Skill at Seventh Grade of SMPN 2 Siliragung in Academic Year 2021/2022

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 25 Januari 2022
 Dekan

Dr. Siti Aimah, S.Pd.L., M.Si.
 NIPY. 3150801058001



PEMERINTAH KABUPATEN BANYUWANGI
DINAS PENDIDIKAN
SMP NEGERI 2 SILIRAGUNG
Jl. A. Yani No. 42 Barurejo Tlp. 0333-7152276 Siliragung – Banyuwangi 68488
Email : smpduasiliragung@gmail.com

SURAT KETERANGAN

Nomor : 424/073/429.245/200020/2022

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 2 Siliragung :

Nama : **MARTINUS BRIATMOKO, S.Pd**
NIP. : 196810051992031010
Pangkat/ Gol. : Pembina Tingkat I / IV-b
Jabatan : Kepala Sekolah

Menerangan dengan sebenarnya :

Nama : **LAILIA DYAH PUTERI WAHDANI**
NIM. : 18112210038
Fakultas : Tarbiyah dan Keguruan
Program Studi : TADRIS Bahasa Inggris – IAIN Darussalam Blokagung


Yang bersangkutan benar-benar telah melaksanakan Penelitian di SMP Negeri 2 Siliragung, terhitung mulai tanggal : **17 Maret 2022 s/d 9 April 2022**
Demikian keterangan ini dibuat, untuk diketahui dan dipergunakan sebagaimana mestinya.

Siliragung, 9 April 2022

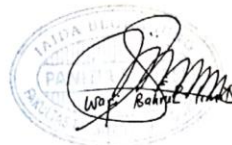
Mengetahui,
Kepala Sekolah,



MARTINUS BRIATMOKO, S.Pd
NIP. 196810051992031010

NIM	18112210038	
NAMA	LAILIA DYAH PUTERI WAHDANI	
FAKULTAS	TARBIYAH DAN KEGURUAN	
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS	
PERIODE	20212	
JUDUL	The Implementation of Task-Based Teaching by Using Translation Method to Improve Students Reading Skill at Seventh Grade SMPN 2 Siliragung in Academic Year 20212022	

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20212	07 April 2022	13 April 2022	Finishing to examination	Bimbingan 10
2	20212	01 April 2022	06 April 2022	Chapter 5 Conclusion	Bimbingan 9
3	20212	22 Februari 2022	31 Maret 2022	Chapter 4 Finding and Discussion	Bimbingan 8
4	20212	15 Februari 2022	22 Februari 2022	Chapter 3 Research Method	Bimbingan 7
5	20212	08 Februari 2022	15 Februari 2022	Chapter 2 Related Review	Bimbingan 6
6	20212	01 Februari 2022	08 Februari 2022	Chapter 1 Introduction	Bimbingan 5
7	20212	13 Desember 2021	15 Desember 2021	Finishing proposal to seminar	Bimbingan 4
8	20212	04 Desember 2021	13 Desember 2021	Bimbingan Proposal	Bimbingan 3
9	20212	01 Desember 2021	04 Desember 2021	Konsultasi Judul	Bimbingan 2
10	20212	22 November 2021	13 April 2022	Bimbingan Mendeley	Bimbingan 1



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THESIS **THE IMPLEMENTATION OF TASK-BASED** TEACHING BY USING TRANSLATION METHOD TO IMPROVE STUDENT'S READING SKILL AT SEVENTH GRADE SMPN 2 SILIRAGUNG IN ACADEMIC YEAR 2021/2022 BY LAILIA DYAH PUTERI WAHDANI NIM 18112210038 ENGLISH EDUCATION DEPARTMENT FACULTY OF EDUCATION AND TEACHER TRAINING ISLAMIC INSTITUTE OF DARUSSALAM BLOKAGUNG BANYUWANGI 2022 vi ABSTRACT Wahdani Puteri Dyah Lailia. 18112210038.

The Implementation of task-Based Tby TatiMethod ImproStudentReading Skill at Seventh Grade **of SMPN 2 Siliragung** in academic year 2021/2022. Key words: Task-Based, Translation Method, Reading. Reading **is one of the** most important English skills for students to learn. Many students enjoy reading English texts, but there are also many students who have difficulty reading English texts.

Students find it difficult when reading descriptive texts, they do not understand the words that are read due to lack of words, and teachers still use traditional methods of reading in class. To get the results of students' reading skills, efforts are needed to develop student participation. Therefore, in this study, we will try to apply task-based learning with the translation method. This model is expected to overcome the problems that occur.

This study aims to determine whether reading learning with translation learning can improve students' reading skills, gain students' perceptions and impressions of the task-based learning process, and to obtain increased student participation results in learning to read texts in class VII SMPN 2 Siliragung. The method used in this research is Classroom Action Research, using Kurt Lewin's model: Planning, Action, Observation, and Reflection.

RESEARCH AUTOBIOGRAPHY



Lailia Dyah Puteri Wahdani is the daughter of the couple Mahmudi and Haniah. She was born in Banyuwangi 06th May 2000. Everyone called Lail as called name. She started study at Miftahul Huda Elementary School and graduated in 2012. Then after graduating, she continued at Darul Amien Junior high school and graduated in 2015. Besides, Lailia was graduated from Darul Amien Vocational High School in 2018, while she took majoring in accounting, and then she chosed to continue university in Islamic Institute of Darussalam Blokagung Banyuwangi (IAIDA). And she took English education Faculty of teacher training exactly English Departement.