

**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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**ABSTRACT**

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.

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

#### *ABSTRACT*

*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.*

***Kata kunci : Pengajaran berbasis tugas, penerjemahan, membaca.***

## **A. Introduction**

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.

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.

This research study has a purpose-built upon the problem above. The objective is to describe 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. Due to the background of the study above, the research problem How is 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 ?

## **B. Literature Review**

### **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. 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 st students can act with little or no more effort.
- d) Task-based learning allows students to learn and increase their vocabulary (Sutris Sutyatno, 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

### a. 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).

#### b. 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

#### a. 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.

#### b. Purpose of the Reading

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

##### 1) Reading to find simple information

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

##### 2) Read to learn from the text

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

##### 3) 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.

##### 4) 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.

### **c. Method**

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.

#### **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.

## **Cycle I**

### a. Planning of action

The researcher provided some needs related to research, as bellow :

#### 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.

## b. Implementing

### Meeting :

- a) Pre activity At first, the researcher entered the class and then greeted and also attended to the students. After that, warm up by asking students to open books and read the material previously studied at a glance, of course, the material before is continuous with the material that will be applied later. After reading, move on to the next topic, which is introducing translation. Then hone the students' abilities to what extent they understand this material by asking some related questions.
- b) Main activity The main activity begins with the researcher explaining the translation material. Then ask some students to tell what purpose from translation. Then enter the practical session on how to translation, this is where the translation method is applied.
- c) Post activity At the end of the activity, the teacher concludes and provides input to students regarding the practice with the consideration that the activity. The researcher asked the students about the difficulties during the practice of translation.

## c. Observation

Based on the observation checklist, it is presented that all students pay attention when the researcher explains the translation material, they are also active in completing the task. On the other hand, most of the students were not active either to ask questions and most of the students responded to

the researcher's teaching. there were seven students who asked questions and sixteen students who answered the researcher's questions.

### **Revision of strategy applied in cycle I**

Based on the results of students' scores in cycle I, the researcher revised the strategy applied in cycle I. Researchers used more exercises in cycle II that were different from those used in cycle I. The difference between the two was that the exercise in cycle II was longer than that in cycle I. Maybe because in the first cycle the students were not used to translating, so in the second cycle the students were given more practice. So, the more practice students do, the easier it will be for them to do the test.

### **Cycle II**

Cycle 2 is conducted to evaluate the next process and whether action should be continued to the next act or stopped.

#### **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

Meeting :

- a) 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.



- b) Main activity. Before processing with translation, the researcher usually fills in the material according to the lesson plans from school, 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.
- c) 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.

c. Observation

According to the result of the test in the cycle II, 100 % of students passed from SKM, and the mean of students scores was 80,5. And then The lowest students' score was 70. Meanwhile, The highest students' score was 90.

d. Reflection

According to the table above, it showed that there was improvement of students' score in translation from the preliminary study test until the cycle II. The improvement also happened in the cycle I to the cycle II. By applying the score of criteria success, 26,66 % of students passed from SKM in Preliminary study, and then it was improved in the cycle I. There were 70% of students passed from the SKM. Finally, students got an improvement in The cycle II, 100 % of students passed from SKM. In short, the researcher concluded that implementing

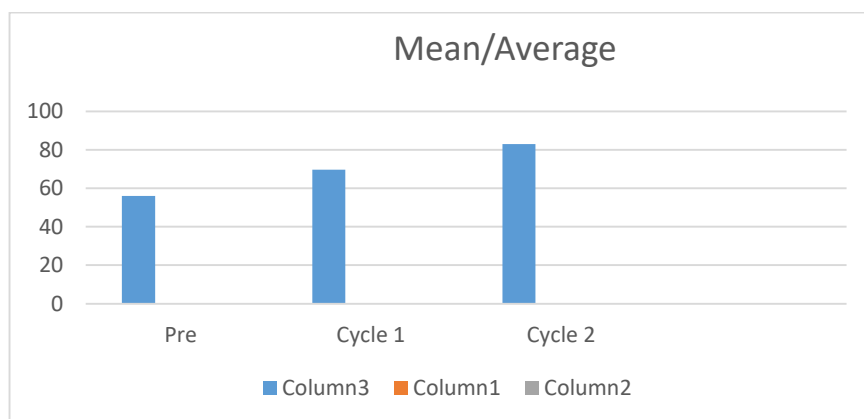
translation method to improved students' ability in reading skill. And it solved students' problem in reading.

#### **D. Summary of the Student's Average Score in Preliminary Study, the cycle I, and the cycle II.**

After the research implemented translation method in reading skill, the data was gotten by him. The result presented that there were some increase of students performance in reading skill by using translation, many students were enthusiastic in learning English, exactly in reading text. Besides, students paid attention when the researcher explained the material and accomplished their answer. Furthermore, it was analyzed in every cycle briefly. So it could be seen in the diagram, as follows :

**Diagram 4.1**

**The Student Average Score in Preliminary Study, Cycle I, and Cycle II**



It could be seen that, students' average score in priliminary study was 56.

While, the average score of students in the cycle I was 69,67, then it was increased to be 83 in the cycle II.

#### **E. 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.

#### **F. 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.

## **G. 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.

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