

A THESIS
THE EFFECT OF THE TASK REPETITION METHOD ON
THE STUDENTS' READING COMPREHENSION AT
VOCATIONAL HIGH SCHOOL 1 MAKASSAR
(A QUASI-EXPERIMENTAL RESEARCH)



*Submitted as partial fulfillment of the requirements for the degree of Master of
English Education*

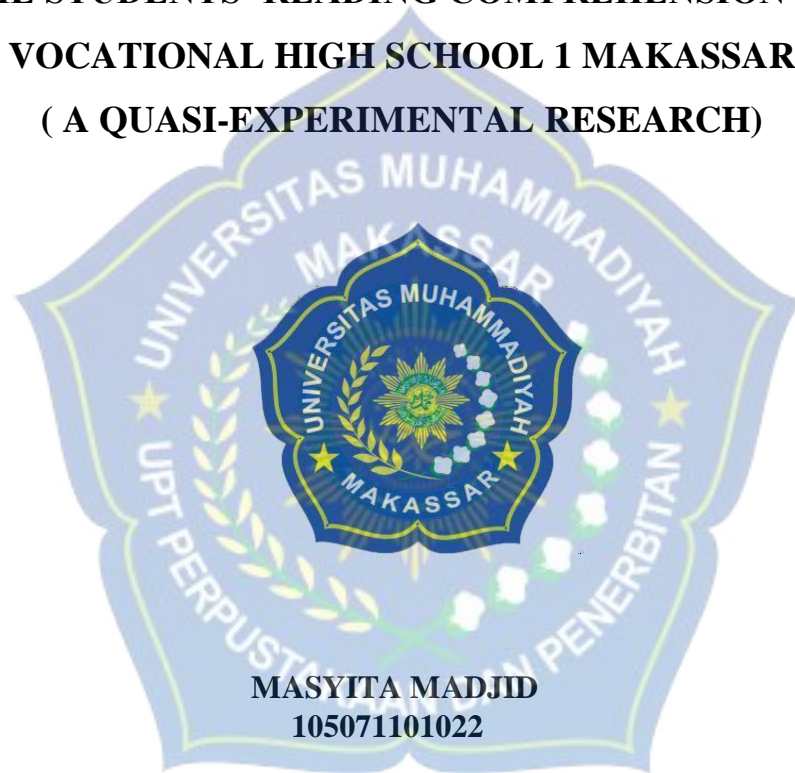
MASTER OF ENGLISH LANGUAGE EDUCATION
POSTGRADUATE PROGRAM
UNIVERSITAS MUHAMMADIYAH MAKASSAR

2025

HALAMAN JUDUL

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**MASYITA MADJID
105071101022**

*Submitted as partial fulfillment of the requirements for the degree of Master of English
Education*

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HALAMAN PENGESAHAN THESIS

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Makassar, 26th December 2024

Masyita Madjid

ABSTRACT

Masyita Madjid, 2024. *The Impact of Task Repetition on the Students' Reading Comprehension at Vocational High School 1 Makassar (A Quasi-Experimental Research)*, Master of English Language Education. Postgraduate Program Universitas Muhammadiyah Makassar. (Supervised Siti Asriati AM and Radiah Hamid).

The objectives of the research were (1) to elucidate whether the Task Repetition Method affect students' reading comprehension at Vocational High School 1 Makassar students., (2) to elucidate whether the Task Rehearsal Method affect students' reading comprehension at Vocational High School 1 Makassar, and (3) to explore if there are any significant differences in students' reading comprehension by the Task Repetition Method and the Task Rehearsal Method at Vocational High School 1 Makassar.

This research used a quasi-experimental design. The sample consisted of 72 students divided into two groups: 36 from class X AKL 4 (experimental class) and 36 from class X PM 1 (control class). Both groups completed pre-tests and post-tests. The experimental class received instruction using the Task Repetition Method, while the control class was taught using the Task Rehearsal Method. The data were collected by using the reading test. The data were analyzed by using descriptive statistics through the SPSS 25.0 version.

The findings of this research show that the Task Repetition Method was more effective than the Task Practice Method in enhancing students' reading comprehension. In literal comprehension, the experimental class pretest mean score of 59.70 increased to 84.50 in the posttest, reflecting an increase of 41.54%, while the control class increased by 38.00%. Similarly, in inferential comprehension, the experimental class showed a 36.28% improvement, compared to 35.35% in the control class. Score distribution analysis revealed that more students in the experimental class reached higher proficiency levels. The t-test results confirmed a significant effect of the Task Repetition Method, making it a more effective approach for improving both literal and inferential comprehension.

Key Words: *Reading Comprehension, Task Repetition Method, Literal and Inferential Comprehension. Task Rehearsal Method*

ABSTRAK

Masyita Madjid, 2024. Dampak Pengulangan Tugas Terhadap Pemahaman Membaca Siswa di SMK 1 Makassar (A Quasi-Experimental Research), Magister Pendidikan Bahasa Inggris. Program Pascasarjana Universitas Muhammadiyah Makassar. (Dibimbing Siti Asriati AM dan Radiah Hamid).

Tujuan dari penelitian ini adalah (1) untuk menjelaskan apakah Metode Pengulangan Tugas mempengaruhi pemahaman membaca siswa di SMK 1 Makassar, (2) untuk menjelaskan apakah Metode Pengulangan Tugas mempengaruhi pemahaman membaca siswa di SMK 1 Makassar, dan (3) untuk mengeksplorasi apakah ada perbedaan yang signifikan dalam pemahaman membaca siswa dengan Metode Pengulangan Tugas dan Metode Latihan Tugas di SMK 1 Makassar.

Penelitian ini menggunakan desain eksperimen semu. Sampel berjumlah 72 siswa yang dibagi menjadi dua kelompok, yaitu 36 siswa dari kelas X AKL 4 (kelas eksperimen) dan 36 siswa dari kelas X PM 1 (kelas kontrol). Kedua kelompok menyelesaikan pre-test dan post-test. Kelas eksperimen diajar menggunakan Metode Task Repetition, sedangkan kelas kontrol diajar menggunakan Metode Task Rehearsal. Data dikumpulkan dengan menggunakan tes membaca. Data dianalisis dengan menggunakan statistik deskriptif melalui SPSS versi 25.0.

Temuan penelitian ini menunjukkan bahwa Metode Pengulangan Tugas lebih efektif dibandingkan Metode Latihan Tugas dalam meningkatkan pemahaman membaca siswa. Pada pemahaman literal, skor rata-rata pretest kelas eksperimen sebesar 59,70 meningkat menjadi 84,50 pada posttest, mencerminkan peningkatan sebesar 41,54%, sedangkan kelas kontrol meningkat sebesar 38,00%. Demikian pula pada pemahaman inferensial, kelas eksperimen menunjukkan peningkatan sebesar 36,28% dibandingkan 35,35% pada kelas kontrol. Analisis distribusi skor menunjukkan bahwa lebih banyak siswa di kelas eksperimen yang mencapai tingkat kemahiran lebih tinggi. Hasil uji-t mengkonfirmasi pengaruh yang signifikan dari Metode Pengulangan Tugas, menjadikannya pendekatan yang lebih efektif untuk meningkatkan pemahaman literal dan inferensial.

Kata Kunci: *Pemahaman Membaca, Metode Pengulangan Tugas, Pemahaman Literal dan Inferensial. Metode Latihan Tugas.*

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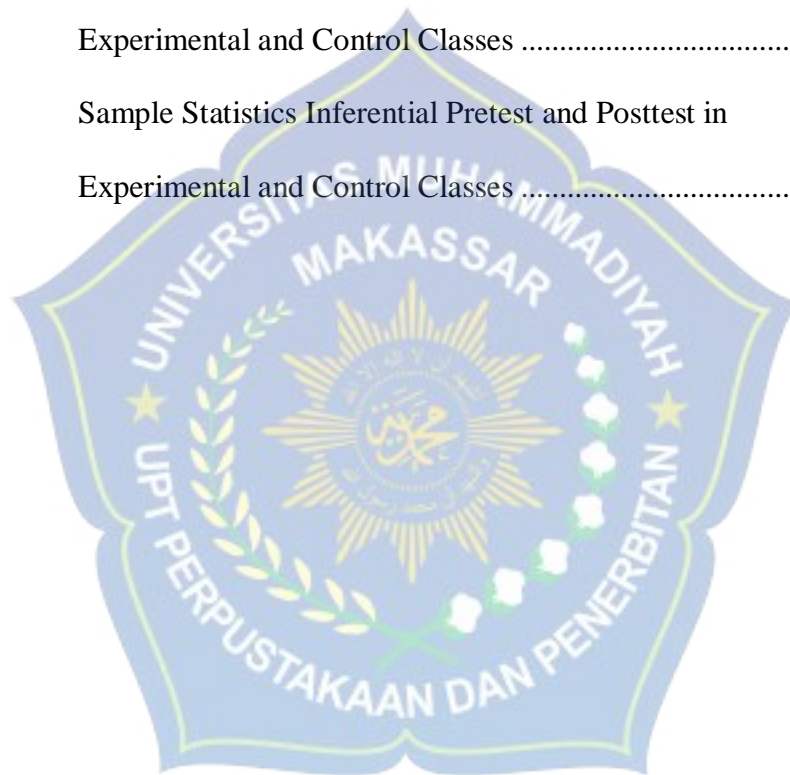
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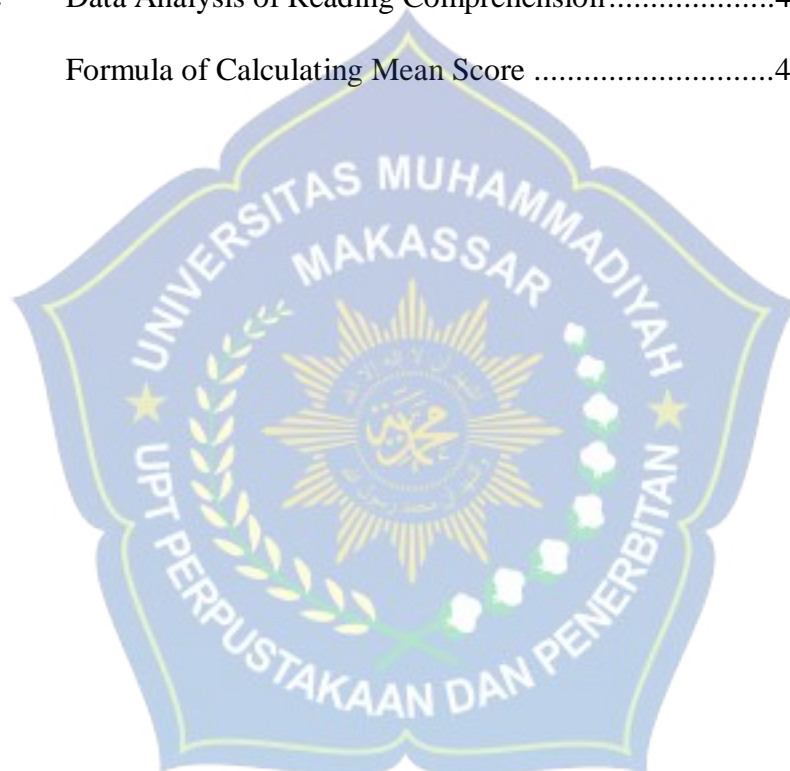
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CHAPTER I

INTRODUCTION

A. Background

Reading requires a lot of practice, much like other activities. To help students become accustomed to reading and prevent misunderstandings, their comprehension of reading materials during their foreign language learning process needs to be strengthened. According to Priyanti et al. (2017) reading is one of the critical abilities that students should acquire since it serves as the basis for both academic success and language acquisition. Many educators view reading as the cornerstone of success in the classroom and in life. It is the one ability that is necessary for everyone to possess and directly impacts academic accomplishment in all areas. Besides that, reading is one of the key English abilities that students must master.

Most people believe that reading is as simple as reading a paragraph or text; however, reading is much more than that. Learning to read, according to Hamra & Syatriana (2010) refers to reading for meaning or understanding, the purpose of reading for meaning is fundamentally an endeavor to comprehend text in general; reading instruction for EFL students strives to enable students to read and comprehend text and other resources produced in English. Harmer (2015) stated that this aligns with the idea that the primary goal of reading a text should be comprehending its meaning. Since comprehension is the primary goal of

reading, reading is synonymous with understanding the script's meaning and interpretation.

The main purpose of reading is to understand. Reading comprehension exercises aid readers in understanding the passage's meaning. Martino et al. (2001) assert that reading comprehension requires a framework for organizing thoughts, motivation, mental preparation, and efficient study methods. Stated differently, reading comprehension requires readers to have strong reading abilities, be able to motivate themselves to read more intently and try to build mental models for knowledge retention.

According to Pardo (2004), comprehension is a critical thinking process where readers actively construct meaning through interaction with the material. It involves identifying the necessary meaning and problem-solving direction. Sipayung et al. (2022) stated that reading comprehension involves deciphering meaning and information from written or spoken sources, encompassing everyday life contexts like recounts, narratives, descriptions, procedurals, and reports. Students must understand and gather information during reading exercises.

Bui et al. (2019) argued that repetition improves performance by facilitating learners' memory recovery of mental representing earlier readings or utterances. He also argued in a recent article that during TR, learners use cognitive functions to adapt, arrange, and verbalize information. As a result, cognitive operations or attentional resources are no longer available Bayat et al. (2018). Language learners are encouraged to repeat the same or significantly

modified assignment for a week or two, with the steps they should take rotated. According to Bygate (2013) in Task Repetition Method, preparation is defined as completing the task (or a pre-task activity) in its entirety before moving on to the next task. Bygate (2013) At first glance, it could remind you of behaviorist drills, which are predicated on the idea that repetition creates habits, which are the basis for language learning. Mansoor Tavakoli, (2011) said that by repeating comparable tasks, students can mentally review their actions and make better word choices and more accurate, efficient, and effective reformulations.

According to Alshenqeeti & Alrahaili (2020) repetition of tasks is thought to enhance the cognitive growth of learners, particularly Working Memory (WM). WM is a series of systems that work together to handle information progressively. Repetitive exercises foster familiarity and understanding of cognitive benefits, despite restricted capacity. Studies on activity repetition examine how learners' L2 learning is impacted by repeating comparable tasks.

Preliminary research was done at Vocational High School 1 Makassar where the researcher did an observation and found that the students in grade 10th have many problems in studying about reading. The problems are that students are very passive, lack motivation, the students are confused, and find it difficult to comprehend the text well especially on finding information from the text, and do not understand the knowledge and information in the teaching

and learning process in class. It happened because many factors influence students' reading comprehension such as vocabulary, word meanings, and grammar. It makes the students to comprehend the text. They need concentration to comprehend properly. To improve students' reading comprehension, the teacher should apply a good method to help students to activate their prior knowledge.

Based on the preliminary data, the researcher used the Task Repetition Method. Task Repetition is the process of giving students reading assignments similar one another several times to improve their comprehension abilities. Based on the description above, the researcher is interested in finding out whether there is *The Effect of Task Repetition Method on the Students' Reading Comprehension at Vocational High School 1 Makassar*.

B. Research Questions

Based on the background above, the researcher presents the problem statements as follows:

1. How does the Task Repetition Method affect students' reading comprehension at Vocational High School 1 Makassar?
2. How does the Task Rehearsal Method affect students' reading comprehension at Vocational High School 1 Makassar?
3. Is there any significance differences of students' reading comprehension by the Task Repetition Method and the Task Rehearsal Method at Vocational High

School 1 Makassar?

C. Objectives of the Research

In line with the research questions previously stated, the objectives of this research are:

1. To elucidate whether the Task Repetition Method affect students' reading comprehension at Vocational High School 1 Makassar students.
2. To elucidate whether the Task Rehearsal Method affect students' reading comprehension at Vocational High School 1 Makassar.
3. To explore if there is any significant differences in students' reading comprehension by the Task Repetition Method and the Task Rehearsal Method at Vocational High School 1 Makassar

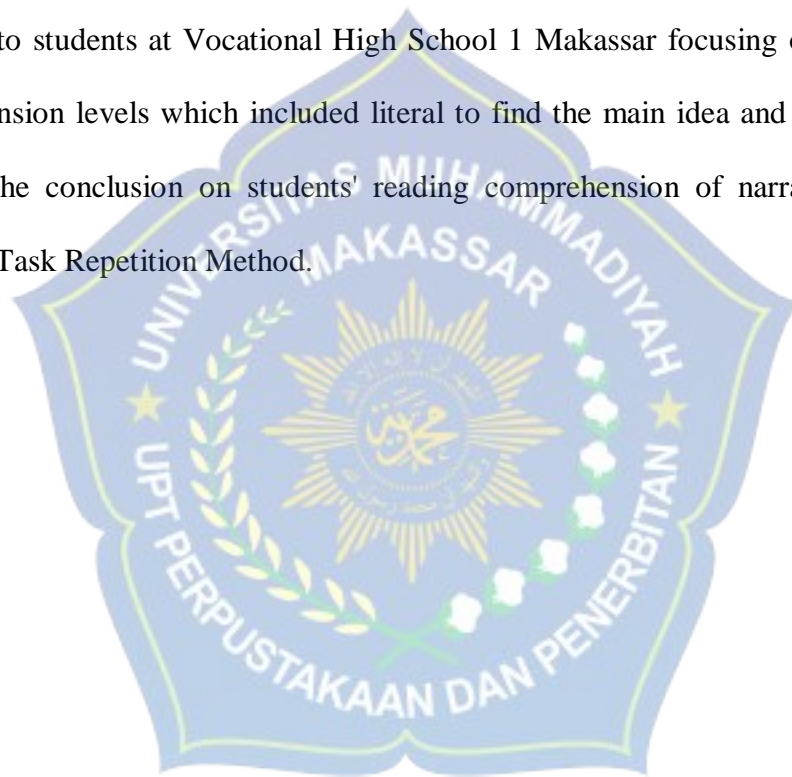
D. Significance of the Research

This research on the effect of the Task Repetition Method on the students' reading comprehension aims to contribute to English language teaching and learning. For teachers, it provides valuable insights into the method's effectiveness in improving reading comprehension among tenth-grade students at Vocational High School 1 Makassar. It serves as a practical input for enhancing the teaching-learning process. The findings are intended to motivate students to read more actively and develop their English proficiency through extensive reading to expand their vocabulary. Additionally, for future researchers, this study offers a useful

reference and a basis for exploring the application of the Task Repetition Method in similar educational contexts.

E. Scope of Research

To make the results of this study meaningful, it was necessary to set boundaries within which to conduct the research. Therefore, the limitations were specified to students at Vocational High School 1 Makassar focusing on reading comprehension levels which included literal to find the main idea and inferential to draw the conclusion on students' reading comprehension of narrative texts using the Task Repetition Method.



CHAPTER II

LITERATURE REVIEW

A. Related Al-Qur'an Verses and Hadith

In the Qur'an, the command to read or study is emphasized as an important part of human life. One of the main introductions to reading is found in Surah Al-'Alaq (96:1-5) which was the first revelation received by the Prophet Muhammad SAW. These verses emphasize the importance of reading as the key to gaining knowledge and understanding Allah's creation.

1. Al-Quran Verses

Verses 1–5 Surah Q.S. Al'Alaq Surah 96 in the Quran,

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝١

خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝٢

اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝٣

الَّذِي عَلَّمَ بِالْقَلَمِ ۝٤

عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝٥

Recite in the name of your Lord, the Creator. Allah created man from a blood clot. Read, and your Lord is the Almighty. Who teaches with a pen? Allah teaches men what they don't know.

The word Iqra' in the dictionary has a wide variety of meanings, including conveying, researching, reading, delving, researching, and several other meanings. This verse indicates that the call for reading is general. This means that man is commanded to read whatever is around Allah by calling the name of his Lord and to read everything that his Lord has created until he knows Allah.

The meaning of the surah above is we must, as human beings, read both the text (the Quran and other books of knowledge) and the context. If one of these two readings is excluded, it will not reach a balanced understanding, especially in understanding the content of the Quran itself, and never give up on continuing to strive, like when Jibril asked the Prophet Muhammad to keep following his reading until he could. Indeed, Allah is with Allah's servant, who is patient and prayerful.

2. Hadith

In the hadith, seeking knowledge is considered a path to heaven and is a very noble practice in the sight of Allah. In a hadith referring to the priority of studying science in Islam, the Prophet said:

مَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ.

Whoever walks in the way of knowledge, Allah will make it easy for him to go to Heaven. (HR. Muslim).

The Prophet (peace and blessings be upon him) said: “Whoever is to seek knowledge, Allah will raise his degree, and Allah will make it easy for him to go to Paradise”. “*Walks in the way of knowledge*” has two meanings. First, take the road in the true sense, which is to walk to the assemblies of the scholars. Second, take the path that leads one to gain knowledge such as memorizing, studying (in earnest), reading, perusing the books (scholars), writing, and striving to understand (anything learned). And other ways that can lead one to gain knowledge of shar’i.

“*Allah will make it easy for him to go to Heaven*” has two meanings. First, Allah makes it easy for the seeker of knowledge; if he seeks knowledge because he hopes for Allah's face, takes advantage of that knowledge, and carries out the consequences, it becomes a reason for receiving guidance from Allah and his entry into heaven. Second, Allah will also make it easier for students of knowledge to obtain other knowledge that will benefit them and be the cause of taking them to heaven. Including this, the path that will be taken to get to heaven on the Day of Judgment will be made easier, namely when navigating the shirat and obstacles before and after. Allah will make it easier for students to benefit from the knowledge they have because knowledge shows Allah the closest path. Whoever follows it and does not deviate from it

will surely reach Allah and the heavens on the closest and easiest path. So that it will be easy for him to take all the paths he takes to lead to heaven both paths in this world and the afterlife.

It requires knowledge to have meaning that is, to the assembly of scholars, to obtain knowledge, such as by memorizing, learning, reading, perusing books, writing, and striving to understand. Allah will facilitate the path to heaven for those who gain knowledge, benefit from it, and put it into practice. The meaning of studying is an active process of learning and developing knowledge and skills. It involves seeking, receiving, and understanding new information to increase one's understanding of the world, oneself, and others. The pursuit of knowledge is not only limited to the formal educational environment at school or college but also involves lifelong learning, where a person continues to acquire new knowledge and skills in various areas of life.

B. Concept of Research Variables

1. The Concept of Reading

a. Definition of Reading

According to Johnson, (2008) reading is the act of using text to offer a valuable gift. It suggests that while practicing reading, there is a creative process. novel interpretation. If no meaning is being formed, then reading will not occur place. Reading is a fluid process by which readers absorb information from texts. creating meaning considering their prior

understanding Nunan (2015) Reading is the activity by which readers attempt to create new using what they have learned in the past to determine what the text's central notion is.

According to Dechant (2013) reading is also a skill that allows people to know, see, and interpret what they read. That is, the reader already knows the information he has received from what he has read after reading it. Understanding the communication between writer and reader is a key aspect of reading. According to Ardiyati (2019) reading is a process that is intertwined with thinking and other communication abilities such as listening, speaking, and writing. Meanwhile, reading, according to Smith, (2012), is the "acquisition of information" from the text, or, more specifically, the receipt of specific messages or facts placed in a text by the researcher.

From the various perspectives presented in the provided sentences, it can be concluded that reading is a multifaceted process that involves the absorption of information from texts, the creation of meaning based on prior understanding, and the acquisition of knowledge. Additionally, reading involves interpretation, creativity, and the utilization of various communication skills such as listening, speaking, and writing. Reading is an active process where readers engage with texts to extract meaning and information.

b. Reading Comprehension

Based on Zimmermann & Hutchins (2008) the ability to read a text, understand its meaning, and process it is known as reading comprehension. It depends on two interrelated skills: language comprehension (the ability to understand the meaning of the words and phrases) and word reading (the ability to identify the symbols on the page). According to St Asriati et al., (2018) Understanding and applying information from printed symbols is known as reading comprehension, and it involves the connection between comprehension ability and prior knowledge. It is crucial that students not only read the material but also understand its content.

According to Pollatsek et al. (2023) the process through which readers actively create meaning from a book by applying their prior knowledge and cognitive skills is known as reading comprehension. According to C. Snow (2002) reading comprehension is the process of interacting with and creating meaning from written language at the same time and the reader, the text, and the activity are the three key components of reading comprehension. According to Grabe et al. (1991) the combination of identification and construction skills leads to reading comprehension. It's a process of interaction between the reader and the text that results in a particular comprehension. During this process, the reader.

engages in dynamic interaction with the text to appropriately extract its meaning and concepts.

Based on the explanation above, the researcher concludes that reading comprehension is the process of understanding and creating meaning from written text. It involves the interaction of various skills and elements, including the ability to decode symbols, connect information to prior knowledge, and actively engage with the text to extract meaning. This process emphasizes not just reading the material but truly comprehending its content through dynamic interaction between the reader and the text.

To develop their reading comprehension, students must read frequently and employ certain approaches. The student's ability to comprehend the material is contingent on their ability to use techniques to understand what the writer says. It signifies that the strategy is beneficial. Students' comprehension of the text they read. According to Grellet, (1981) there are four types of reading abilities, they are:

1) Skimming

Skimming may be a more profitable skill to have than reading. Skimming implies quickly scanning a text to obtain the gist of it. It is assumed that skimming is used to create faith in children and demonstrate to them that learning meaning without reading every word in a document is achievable.

2) Scanning

Scanning is the act of quickly scanning a text to find a certain piece of information. A member, for example, might search the list of names in a phone registration to find a phone number.

3) Reading Intensive

Intensive study of reading texts can help learners improve their knowledge of language aspects and control over reading strategies. It signifies that intensive reading is reading with accuracy in order to comprehend the material, which should be done with both students and teachers.

4) Extensive Research

According to Harmer in Musdalifah (2021) extensive reading is defined as reading that students do frequently (but not solely) outside of the classroom, such as reading novels, web pages, newspapers, or magazines. Extensive reading should also include leisure reading. According to the analyst, comprehensive reading allows the reader to acquire it without having to study each dialect highlight of the text.

According to Berry et al. (2005) There are three levels of reading comprehension, they are as follows:

1) Literal Reading

Literal reading comprehension is the foundation of all reading abilities, regardless of level, as it requires the reader to comprehend the

author's words before making deductions or forming opinions. Because the reader needs to just comprehend what the author has written, literal reading comprehension is regarded as the easiest degree of reading comprehension.

2) Inferential Reading

Implicit notions are ideas that the reader learns by exploring further to find connections, fusing ideas and information to create inferences and generalizations, and evaluating the content's tone. Making conclusions requires the reader to have more in-depth knowledge about themselves.

3) Critical Reading

A greater level of skill development and sensibility is needed for critical reading. When reading critically, one must have an open mind and actively search for errors in the text. It entails analyzing, contrasting, and probing.

Transferring knowledge is the process of teaching. Teaching reading involves more than just teaching students how to read. One of the reading's objectives is to comprehend the text. Teaching reading can help students perform better in reading comprehension and give them lots of practice chances in various comprehension-enhancing strategies, the most well-known of which are reading recovery, cooperative learning, and reciprocal teaching. We need to be mindful of the reading education concept while we are teaching the reading process.

The concept can be used anywhere to limit teachers' capacity to instruct reading. According to Harmer (2008) the foundations of reading teaching are as follows:

- 1) Reading comprehension is not a passive skill.
- 2) Students need to actively engage with the texts they are reading.
- 3) It is crucial to encourage kids to respond to both the language and the content of reading material.
- 4) Prediction is an essential part of reading.
- 5) Match the topic and the task.
- 6) Competent teachers.

According to Williams & Moran (1989) pre-, while-, and post-reading activities are the three components of a reading activity.

1) Pre-Reading

The teacher spends some time discussing the material, encouraging skimming; scanning, anticipating, and activating schemata before letting the class "ease into" a passage. Students can apply their best knowledge and abilities to the content as a result. The following are the goals of guided reading programs:

- a) To introduce the topic and pique interest.
- b) To motivate students by giving them a reason to read

- c) To provide some linguistic background for the material.

2) While-Reading

Not all reading is just widely read or long-form. When reading, students might need to focus on specific details or rhetorical devices. Give them a reason to read, rather than making them read merely because you tell them to. According to Williams & Moran (1989) the objectives of this phase are:

- a) To make the structure of the text easier to understand.
- b) To assist in understanding the researcher's objective
- c) To improve the readability of textual content

The comprehension exercise included at the end of the text is one common reading assignment; however, there are many other kinds as well. To help students find the answers to questions pertaining to the passage in the pre-text questions, teachers may ask them to draw a diagram, compile a list, or take notes. Starting with a general understanding of the text and working your way down to smaller units like phrases, paragraphs, and words is the aim of the reading exercise.

This is because larger ties give smaller units more context. While there are many kinds of reading assignments, the comprehension test at the end is a typical reading task.

3) Post-Reading

Here are some post-reading objectives:

- a) To gather or consider the remarks made.
- b) To make a connection between the text and the student's viewpoints, knowledge, or interests. In response to the passage and the reading exercise, students can indicate whether they thought the text was helpful and enjoyable.

Based on the preceding description, the researcher can conclude that there are three stages of teaching reading: pre-reading, while-reading, and post-reading. Each phase can use a certain number of activities. Children who get reading instruction in this manner can develop the skills and strategies needed to become fluent, productive, and independent readers.

c. General Strategies for Reading Comprehension

The process of comprehension text begins before children can read when someone reads a picture book to them. They listen to the words, see the pictures in the book, and may start to associate the words on the page with the words they are hearing and the ideas they represent. To learn comprehension strategies, students need modeling, practice, and feedback.

According to Simanjuntak (2019).Contextual redefinition is a teaching strategy that helps students learn the importance of context clues in

understanding the meaning of a word or concept. contextual redefinitions provide a way to introduce new vocabulary words to your students and gives the students the opportunity to use a variety of context clues to predict and verify meaning. That is, this strategy makes it easier for students to know the meaning and can add vocabulary. This strategy can be applied in some types of text such as fiction and nonfiction.

Based on the definitions it can be concluded that contextual redefinition is a teaching reading strategy that helps students guess the meaning of a specific word or concept. It helps students to get new vocabulary, to predicate and verify the meaning of a text. Besides that, the Contextual Redefinition strategy can be easily modified for most contents' areas. Burner highlights the question in this strategy should follow the levels of bloom taxonomy.

By using the steps in the process of this strategy, students will be better prepared to read efficiently and proficiently without teacher assistance. It means, using contextual redefinition strategies will be more effective for students to understand a reading text. Word List strategy is considered as one of the old- fashioned vocabulary learning strategies. This strategy focuses on repetition and memorization in which the learner writes both words and their meaning out of context, Baleghizadeh & Ashoori, (2010). Word lists indicate that the students gained higher scores and enriched more vocabulary after using the word list. In addition, word list strategy is proposed to give quick help for students to memorize words and

can be learned in short time.

According to Klingner et al. (2012) there are several factors related to readers' background knowledge that may cause comprehension difficulties. These include word reading, fluency, vocabulary mastery, and word knowledge. According to Brown & Abeywickrama (2019) background knowledge and schema have an effect on reading comprehension. Readers own their own schema and prior knowledge, encompassing their individual encounters with the universe. They are made up of global, linguistic, cultural, and subject-specific knowledge. In conclusion, reading comprehension is influenced by three factors. These comprise the aptitude, language skills, and general knowledge of the reader. Every reader has a varied comprehension level when it comes to a book because every reader is unique.

2. The Concept of Task Repetition Method

a. Definition of Task Repetition Method

The benefits of the Task Repetition Method have been widely discussed since the 1990s. They are, however, often limited to discussing the repetition of "tasks" in the technical definition of the term, a communicative action in which learners exchange information to attain a defined goal. According to (Willis, 1996) a task is "a goal-oriented communicative activity with a specific outcome, where the emphasis is on exchanging meaning rather than producing specific language forms."

A "task" is a meaning-focused pedagogical activity in which learners must rely on both linguistic and non-linguistic resources to attain a communicative goal Ellis (2009) Previous Key Concept articles on task Ahmadian (2012) and task-based language teaching Foster & Skehan, (1999) note that initial debates revolved around: (a) providing a working definition for a task; (b) designing classificatory schemes for grading and sequencing tasks; and (c) examining the effects of different types of tasks on L2 development. In addition to these themes, scholars and practitioners have been interested in task design and execution, with implementation taking into account pre- and post-task activities. 'Task repetition' is one of the implementation variables that has piqued the curiosity of researchers.

According to Bygate (2013) one of the methodological choices in task-based language acquisition is task repetition, which is described as "repetition of a given configuration of purposes and a set of content information". According to Samuda et al. (2018) Task Repetition Method entails forcing language learners to repeat the same or slightly modified tasks at intervals of one or two weeks. In task repetition, the first performance of the task is considered preparation for (or a pre-task activity before) subsequent performances, Ellis (2009) At first glance, this may appear to be similar to behaviorist drills, which are predicated on the notion that language learning occurs through habit building through repetition. However, task repetition in its current conception does not

refer to the "verbatim" repetition of cues in the L2 classroom; rather, it involves the repetition of familiar form and content.

According to Bygate (2013) the concept of task repetition has clear implications for pedagogy. Task repetition research can help teachers construct the pre-, while-, and post- task phases of lessons. The research also investigates how tasks might be linked within lessons (and across sequences of sessions) to offer learners the opportunity to work with similar language content repeatedly. Thus, rather than focusing on the execution of tasks in isolation (as has been the case in much research to date), the concept of task repetition shifts the focus of the argument to the pedagogical use of tasks within lessons.

According to Bygate (2016) Task Repetition Method entails reorganizing the criteria by which students must perform tasks. L2 students are required to repeat similar activities for a set period of time, according to Reynolds & Shih (2019) Task Repetition Method is frequently cited as an oral task execution procedure because it increases L2 operation by recreating identical actions and patterns besides that according to Alshenqeeti & Alrahaili (2020) Task Repetition Method could be procedural or associated content replication Jung (2018) Task Repetition Method defines repeating same action and content based on certain assumptions. TR thus blends knowledge and functionality and can allow improvements in how learners conceptualize and organize production processes. Some researchers have conducted related Task

Repetition Methods in learning as follows:

- 1) The first is research by Lambert et al. (2017) This study examines the relationship between repeated oral monologue tasks and immediate gains in L2 fluency. Results show that aural-oral task repetition leads to increased speech rate, frequency of clause-specific and mid clause- filled pauses, and overt self-repairs across different task types and proficiency levels.
- 2) The second research is by Song (2017) The findings revealed that the learners paid the most attention to conveying the message while preparing and carrying out their first activity. When the same activity was repeated, the learners paid more attention to structures and forms, resulting in greater complexity and accuracy. These students were also more likely to use previously taught tactics when doing a new assignment, which proved beneficial. Self-reflection increased learners' awareness of the goal form and improved accuracy
- 3) Suganya & Shanmugasundaram (2019) The results of the study prove the fact that repeating tasks using interesting YouTube videos among Government college students does have a significant impact on their reading comprehension.
- 4) Alshenqeeti & Alrahaili (2020) They concluded that material familiarity and TR have a significant impact on participants' reading ability. Furthermore, this study sheds light on how teachers might use TR in L2 sessions to support learners' language production. The

findings in this study are consistent with earlier studies that have found TR to be a helpful method for improving reading comprehension. The study continues with a discussion of the pedagogical implications of TR in L2 learning within an EFL context.

From the previous related research findings, the researcher concludes that Task Repetition is an effective method for learning a language because it gives students the chance to use what they have learned thus far, perform better, and develop their cognitive capacities by exposing them to the same material and tasks repeatedly.

b. Procedure of Task Repetition Method

According to Lambert et al. (2017) the procedure of Task Repetition Method in reading involves a number of crucial elements in the process:

- 1) Task Selection: This involves the teacher choosing assignments that are appropriate for the students' lexical and grammatical abilities, as well as the target language being taught and learned.
- 2) First assignment Performance: To familiarize themselves with the language and construct being evaluated, students complete the selected assignment once.
- 3) Task Repetition: Most or all the tasks are given or practiced in a similar or slightly different way on occasion, such as one or two weeks later, to give students the best chance of improving their

performance each week and learning from their mistakes.

- 4) **Monitoring and Feedback:** To assist students in identifying areas for growth and fixing any mistakes, teachers keep an eye on their performance and offer feedback.
- 5) **Progressive Difficulty:** To motivate students to advance their skill development, tasks can be gradually made more difficult.
- 6) **Task Familiarity:** By completing tasks repeatedly, students can improve their accuracy and fluency by becoming more accustomed to the task's language structures.

c. **The Advantages and Disadvantages of Task Repetition Method**

The Task Repetition Method for language learning offers advantages and disadvantages. According to Ahmadian et al. (2017) the advantages of the Task Repetition Method are:

- 1) **Enhanced Performance:** It has been demonstrated that repeating a task enhances the intricacy, precision, and fluency of language learners' output. This is so that students can hone their abilities and boost their confidence through repeated exposure to a task.
- 2) **Enhanced Motivation:** Repetition of a task can result in a better feeling of fulfilment and achievement, which can have a favorable effect on learners' motivation. This is particularly true if students succeed in the practice activity, as this might build confidence in their ability to succeed in the future.
- 3) **Enhanced Learning:** By repeating tasks, students can concentrate

on particular language usage components, such as vocabulary or grammar, and practice these abilities more specifically. More effective learning outcomes may result from this.

According to Kakoti & Doley (2023) the disadvantages of the Task Repetition Method are:

- 1) Boredom: If learners perceive a task to be boring or uninteresting, they may respond adversely to its recurrence. This may result in a decline in motivation and a poor opinion of the educational process.
- 2) Overemphasis on Repetition: If a lesson's only goal is to have students repeat tasks, this could cause students to place too much emphasis on repetition at the detriment of other crucial language learning skills like vocabulary growth or understanding.
- 3) Limited Contextualization: Repetition of tasks might not always give students the chance to interact with real-world language use or practice language in a setting. This may reduce a skill's applicability in actual scenarios.

3. The Concept of Task Rehearsal Method

a. Definition of Task Rehearsal Method

According to Aref & Mojavezi (2019) the Task Rehearsal method (TRM), which is a method for lifelong learning, uses knowledge and patterns from previously learned tasks to create an inductive bias. This inductive bias helps the method generate

more accurate predictions or solutions (hypotheses) for new problems, even when there is a limited amount of training data available for these new problems. Based on Silver & Mercer (1998) the Task Rehearsal Method (TRM) is a learning technique that focuses on improving performance and retaining information through repeated practice of tasks. It is intended to be used as a tool for lifelong learning and adaptation. From the explanation above, the researcher concludes that The Task Rehearsal Method (TRM) is a learning technique that uses past knowledge and patterns to create an inductive bias, enhancing predictions and performance.

b. Procedure of Task Rehearsal Method

According to Silver & Mercer (1998) To improve learning and retention, the Task Rehearsal Method in reading entails the following steps:

- 1) Task Representation: Learners cognitively represent tasks they have already mastered. This stage helps to solidify the understanding and guarantee that it will be useful in the future.
- 2) Task rehearsal is the cognitive process by which students practice their assignments while adhering to the guidelines about the methods and procedures of task execution in the classroom. In addition to facilitating practice, repetition helps learners develop automaticity, which would not have occurred if activities were completed at random.

- 3) Task Integration: In absorptive application, students mix previously completed tasks with fresh information, exposing their acquired abilities to a wider range of activities. In doing so, it makes the knowledge easier to generalize and more transportable.

c. The Advantages and Disadvantages of Task Rehearsal Method

The goal of the Task Rehearsal Method is to improve comprehension and retention by practicing reading tasks repeatedly, especially when it comes to reading comprehension. According to Suharto (2017) there are advantages and disadvantages to this method, they are:

- 1) Advantages:
 - a) Improvement in Comprehension Skills: The Task Rehearsal Method enhances students' understanding skills through practice techniques and active engagement, prioritizing meaning over fluency for deeper comprehension abilities.
 - b) Integration of Skills: The Task Rehearsal method integrates various language skills, requiring students to combine reading, recounting, and rehearsing to enhance understanding and provide a comprehensive comprehension of the subject matter.
 - c) Memory Retention: Rehearsal procedures enhance memory retention by promoting repeated exposure to content, facilitating easier recall of specifics, and transferring

information from short-term to long-term memory.

2) Disadvantages:

- a) Possibility of Monotony: If repeated rehearsals are not sufficiently varied, they may grow boring. Students' motivation may suffer and the method's effectiveness may be diminished if they believe the tasks are monotonous and lack enough challenge or engagement.
- b) Cognitive Overload: Students may become overwhelmed by repeated rehearsals, particularly if they must handle difficult materials or several activities at once. This cognitive burden may make it more difficult for them to understand.

4. The Concept of Narrative Text

a. Definition of Narrative text

Oshima (2007) define narration as the act of writing a story. A sequence of events driven by the characters is concluded by the narrative. Writing about historical events is a requirement for creating narrative literature. On the other hand, according to Anderson (1997) narrative texts provide the reader with an interesting and knowledgeable viewpoint on the world. An additional description of a narrative text was offered by Kane, (2000) who defined it as a text that describes actual incidents involving accidents. Events or deeds performed by actual characters make up a narrative text. Narrative text, according to J.

D. Anderson (2016) is a creative story intended to amuse individuals, with an emphasis on particular players.

Based on the definitions it can be concluded that a narrative text is an imaginative story to entertain people as an oral or written story that is connected as a narrated part of a literary work. Recount, anecdote, and satire texts are among the thirteen English text kinds (genres) that originated from narration. In that case, a narrative is defined as a creative story meant to amuse an audience. In the writing and composition lesson, the narrative text is typically referred to as narration, which is a literary language-type text. The narrative material typically includes well-written fiction and non-fiction narratives, as well as folktales, fables, fairy tales, myths, and legends. To put it simply, the narrative text contains every detail of the story.

b. Why Narrative?

Narrative text-to-speech (text) is one of the most popular and often used reading formats. Plots in tales develop as stories are delivered. Narratives have characters and a plot consisting of a series of events. Narratives can be used to boost students' motivation to read. Moreover, it appears that readers who read narrative texts tend to picture while they read. Stated differently, readers who engage with narrative texts can mentally picture the events. Furthermore, the visualization does not discourage readers

and may understand the text more readily.

Moreover, narrative writing serves the function of entertainment. Narrative texts can enhance students' motivation and interest in understanding the story in this way. Furthermore, morals and themes can be found in a lot of stories. Fielding & Pearson, (1994) stated that reading narrative texts was beneficial for students. Consequently, moral lessons can be taught through narrative by reading instructors. Moreover, stories stimulate the imagination. They also assert that the purpose of narrative writing is to elicit individual reactions.

Readers acquire the skill of mentally representing persons, things, and events (Graesser (1991) Thus, engaging in imaginative activities promotes cognitive growth. Students immerse themselves in the stories they read and try to put themselves in the shoes of the characters. Teachers can encourage students' higher order thinking and creativity by using narrative texts.

c. Generic Structure of Narrative text

According to Boyd et al. (2020) a narrative text has the structure listed below.

- 1) Orientation: this involves introducing the characters and providing information about the time and location, it typically focuses on the first paragraph of the story, which introduces

the characters.

- 2) Complicated: explaining the characters' increasing crises or the point in the narrative where the issue arose.
- 3) Resolution: demonstrating how the characters handle the crisis, for better or worse, or how the story's difficulties are resolved, with a happy or unhappy conclusion.
- 4) Re-orientation: a synopsis of the story's content, with a happy or unhappy ending possible.

In addition to comprehension strategies, students must comprehend how texts are organized. A story's three primary plot points are what happened first, what happened next, and what happened at the conclusion. Students are regularly allowed to discuss story elements and make connections between texts that pertain to the main characters and storyline. Consequently, one may define a narrative text as any text that tells a story in the past tense. The story in the text is intended to amuse or entertain readers or listeners.

C. Conceptual Framework

The conceptual framework of this research is designed to investigate how the two distinct methods Task Repetition in the experimental class and Task Rehearsal in the control class might lead to differences in reading comprehension outcomes. This framework

provides the foundation for analyzing the effectiveness of each method in improving students' reading comprehension skills.

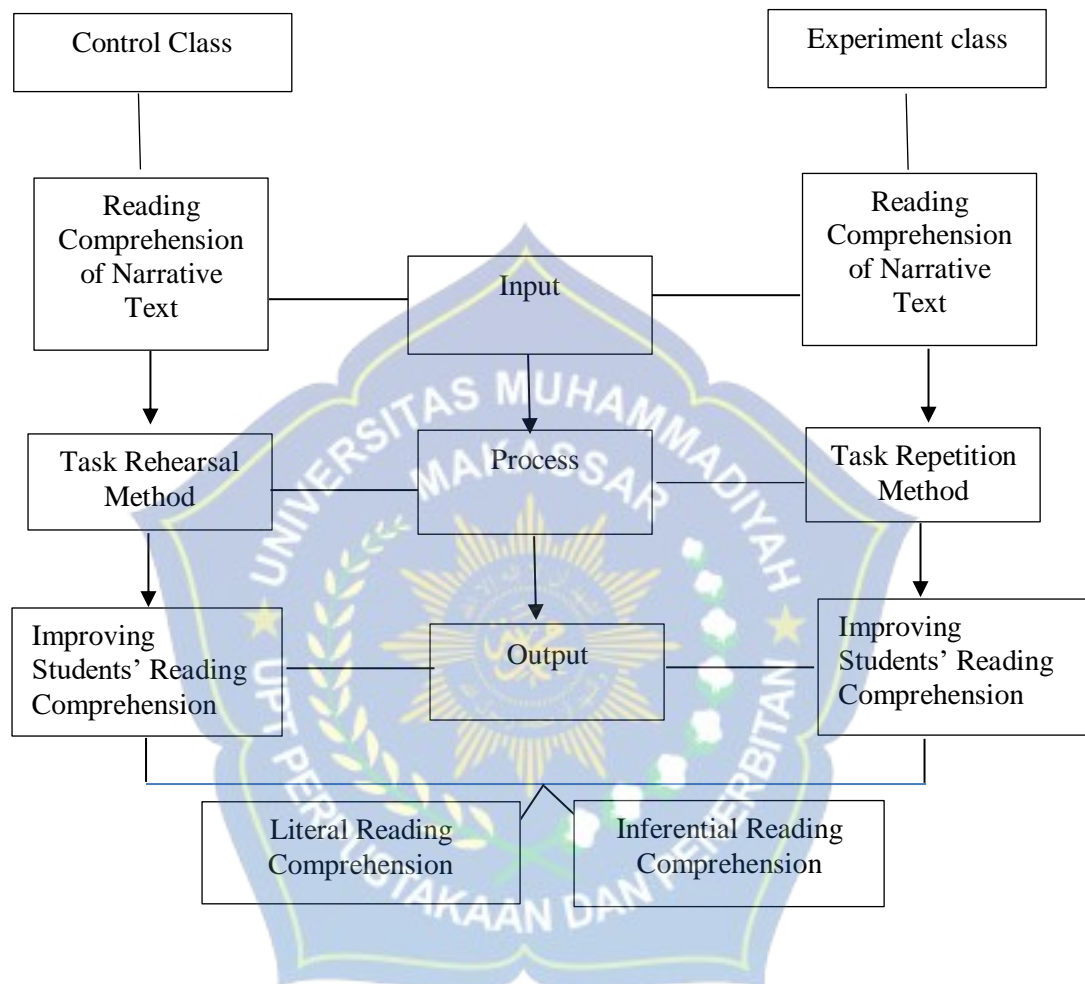


Figure 2.1 Conceptual Framework

The researcher used two classes to teach reading, as meticulously illustrated in the diagram above. The researcher included a control class and an experimental class. The two classes received different treatments. In the experimental class, the researcher taught reading through the Task Repetition Method. One way to teach was to help students understand and absorb the material they read. The researcher used the Task Rehearsal Method in the teaching of reading in the control class. The researcher facilitated conversation before the students did exercises from their textbooks, without any special help with reading comprehension during class. Narrative text was used by the researcher as instructional material, just as in the input of this research. Following the treatment, the researcher attempted to determine whether students' reading comprehension at literal and inferential levels had improved as a result.

D. Hypothesis

Based on the theoretical and conceptual framework above, there were two hypotheses:

H₁: The Task Repetition Method significantly affect students' reading comprehension at Vocational High School 1 Makassar.

H₀: The Task Repetition Method does not significantly affect students' reading comprehension at Vocational High School 1 Makassar.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used the quantitative research method with a quasi-experimental design to determine the effect of Task Repetition Method on the students' reading comprehension at Vocational High School 1 Makassar. The researcher used an experimental and control class. There was treatment between pretest and posttest. The treatment gave after gave the pretest. Based on Mills & Gay (2016), the experiment was designed as follows:



Figure 3.1 Research Design

Where:

- E : Experimental class
- C : Control class
- O1 : Pretest for experimental and control class
- O2 : Posttest for experimental and control class
- X1 : Treatment for experimental class using Task Repetition Method
- X2 : Treatment for control class using Task Rehearsal Method

1. Pretest

Before doing the treatment, both the experimental class and the control class were given a pretest. A pretest was conducted before the treatment to assess the students' prior knowledge of reading comprehension. In this stage, the students in both the experimental class and the control class read the narrative text and answered questions about literal comprehension to find out the main idea and inferential comprehension to draw conclusions. The pretest was administered to the students in both classes, with a duration of 40 minutes.

2. Treatment

After giving the pre-test, the researcher corrected out the treatment to the students by used Task Repetition Method for the experiment class. This treatment conducted four times met and took 90 minutes each met. For experimental class the procedures of the treatment as follows:

1) Text Selection:

- a. Teacher select materials based on the curriculum, students' interests, and their reading levels.
- b. Teacher prepared a narrative text and some questions about the text which are important to be answered.
- c. The teacher divides students into several groups. One group consists of 4-5 people. (The teacher divides the groups by

counting 1, 2, 3,.. etc. until there are approximately 7 groups, students with the same number will become one group).

- d. Every group will give a narrative text.

2) First Assignment Performance:

- a. The students will give time to read and comprehend the text.
- b. While reading, the students found out the interesting things and difficult words from the text.
- c. The students tried to find out important information from the text
- d. The students comprehend the text by answering the literal questions (main idea)
- e. The students comprehended the text by answering the inferential questions (conclusion)
- f. The teacher checked the students' understanding and the give feedback or correction

3) Task Repetition:

- a. The students in the group read and comprehend the text once more
- b. While reading, the students find out the interesting things and difficult words from the text.
- c. The students tried to find out important information from the text
- d. The students comprehend the text by answering the literal questions (main idea).

- e. The students comprehended the text by answering the inferential questions (conclusion)

4) Monitoring and Feedback:

- a. Teachers help students identify areas of growth and correct any mistakes.
- b. Teachers monitor students' performance and provide feedback.

5) Progressive Difficulty:

Teachers motivate students to advance their skill development; tasks can be made gradually more difficult.

6) Task Familiarity:

By completing tasks repeatedly, students can improve their accuracy and fluency by becoming more familiar with the language structure of the task

Like the experimental class, the control class was also given treatment. The control class was taught using the Task Rehearsal method. This treatment was carried out four times meeting for 90 minutes each meeting. The procedures of the treatment as follows:

1) Text Selection:

- a. Teacher select materials based on the curriculum, students' interests, and their reading levels.

- b. Teacher prepared a narrative text and some questions about the text which are important to be answered.
- c. The teacher divides students into several groups. One group consists of 4-5 people. (The teacher divides the groups by counting 1, 2, 3,... etc. until there are approximately 7 groups, students with the same number will become one group).
- d. Every group will give a narrative text.

2) Task Rehearsal

- a. The teacher separates the text into manageable sections or paragraphs.
- b. In groups, students are involved in the scaffolding task to practice students' comprehension skills of the text.
- c. The teacher asks students to close the text, and then students think carefully about each sentence or paragraph so they can understand it more fully.
- d. Teachers organize discussions so that students can collaborate and engage by sharing ideas and asking questions.
- e. Each group is given the task of finding interesting things and difficult words from the text, trying to find important information from the text.
- f. Students understand the text by answering literal questions (main idea).

- g. Students understand the text by answering inferential questions (conclusions).
- h. Students respond to instructions or questions related to the reading.
- i. The teacher gives students the opportunity to ask questions about material that they have not understood during the lesson.
- j. Students, with the direction and guidance of the teacher, conclude the results of discussions on learning.
- k. Each group is given the task of finding interesting things and difficult words from the text, trying to find important information from the text.
- l. Students understand the text by answering inferential questions (conclusions).
- m. Students respond to instructions or questions related to the reading.
- n. The teacher gives students the opportunity to ask questions about material that they have not understood during the lesson.
- o. Students, with the direction and guidance of the teacher, conclude the results of discussions on learning.

3) Task Integration

The teacher asks each group to combine previously completed tasks with new information, exposing the skills they have acquired to a

wider range of activities. By doing this, knowledge becomes easier to generalize and more easily transferred

3. Posttest

The researcher then conducted post-tests in both the experimental class and the control class. A posttest was conducted to measure the effect of the treatment. The post-test score was analyzed to see the differences in reading comprehension between students in the experimental class, who were taught using the Task Repetition Method, and those in the control class, who were taught using the Task Rehearsal Method.

B. Research Variables and Indicators

In this research, two factors were employed. They were separated into variables that are dependent and independent. The dependent variable is the tenth-grade reading comprehension of the students at Vocational High School 1 Makassar, while the independent variables are the Task Repetition Method for the experimental class and the Task Rehearsal Method for the control class. In contrast, literal and inferential reading served as indicators for the investigation.

C. Population and Sample

1. Population

The population of this research was the Class X Students of SMKN 1 Makassar in the Academic Year 2024/2025. It consisted of 486 students across 14 classes, encompassing five majors: Accounting and Finance Office (AKL), Management and Business Services Institute (MPLB), Marketing (PM), Tourism Service Business (ULP), and Software and Game Development (PPLG). The table below shows the details of the students' numbers:

Table 3.1
Students Data Grades X of SMKN 1 Makassar in the 2024/2025
Academic Year

	Class	Male	Female	Total
1	X AKL 1	13	23	36
2	X AKL 2	10	26	36
3	X AKL 3	12	24	36
4	X AKL 4	8	28	36
5	X MPLB 1	7	29	36
6	X MPLB 2	8	28	35
7	X MPLB 3	9	27	36
8	X PM 1	20	16	36
9	X PM 2	26	10	36
10	X PM 3	19	16	35
11	X ULP 1	7	20	27
12	X ULP 2	10	19	29
13	X PPLG 1	23	13	36
14	X PPLG 2	26	10	36
Total		198	289	486

2. Samples

Purposive sampling was the sampling strategy employed in this research, with 36 students from class X PM 1 as the control group and 36 students from class X AK 4 as the experimental group. The experimental group, class X AK 4, received instruction using the Task Repetition Method, while the control group, class X PM 1, received instruction using the Task Rehearsal Method. To guarantee consistency and dependability in assessing the efficacy of the two teaching methods, these classes were selected according to standards, such as their similar academic aptitudes and learning environments.

D. Research Instruments

This research applied a pretest and posttest using an English reading test as its instrument. This reading test used narrative text, which consists of essay text. As many as 8 questions consist of 5 questions for literal reading comprehension and 3 questions for inferential reading comprehension. This test is to examine the students' reading achievement in the pretest and posttest. The questions in the pretest and posttest have different questions, but the number of questions and theme of the text are the same both pretest and posttest. Pretest was used to know the students' initial ability in reading comprehension to know the problem in detail and to examine the students' reading comprehension in experimental and control classes before treatments using the Task Repetition Method for the experimental class and Task

Rehearsal Method for the control class. The post-test was given to find out the students' reading comprehension after the treatment from both groups.

Table 3.2
The Rubric Reading Assessment

Rubric Assessment Literal Comprehension (Main Idea)

Indicator	Score
The answer includes a clear generalization that states or implies the main idea	4
The answer states or implies the main idea of the story	3
Indicator of an inaccurate or incomplete understanding of the main idea	2
The answer includes minimal or no understanding of the main idea	1

Pollard & Collins (2005)

Rubric Assessment Inferential Comprehension (Conclusion)

Indicator	Score
The conclusion reflects reading in the development of the idea. It is excellent	4
The conclusion reflects reading in the development of the idea. It is good	3
The conclusion reflects only readings in the development of the idea. It is poor	2
Conclusion their answer, but does not reflect any reading of resources in development idea	1

Pollard & Collins (2005)

E. Data Collection

In researching the effect of the Task Repetition Method on reading comprehension, the researcher used the following data collection methods:

1. Pretest

The researcher conducted the research in six meetings with which a pretest was given at the first meeting. The researcher gave a pretest for

experimental and control classes. The test consists of reading material based on the curriculum of Vocational High School 1 Makassar in the first year. It means to know how the students' prior reading comprehension.

2. Posttest

After giving treatment, a posttest was done by the researcher for both groups (experimental and control class) in the sixth meeting. The purpose is to find out the students' reading comprehension after treatment.

F. Data Analysis

a. Data analysis of reading comprehension

Scoring the students' answers of pretest and posttest each student's correct answer. The Formula to determine the students' scores, is as follows:

$$\text{Final Score} = \frac{\text{Students correct the answer.}}{\text{Total number of items}} \times 100\%$$

(Gay et al., 2012)

Figure 3.2 Data Analysis of Reading Comprehension

b. Scoring classification

The scores were classified into four levels classification which are the following classification:

Table 3.3
Scoring Classification of the Students' Reading

No	Classification	Score
1.	86 – 100	Very Good
2.	71 – 85	Good
3.	56 – 70	Fair
4.	0 – 55	Poor

Nasional, (2019)

c. Mean Score

Using the Statistical Product and Service Solution (SPSS 25.0) determine the mean score and T-test value between the experimental and control classes' pre-test and post-test. In calculating, the mean score of the student's reading comprehension test by using the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = The mean score

$\sum X$ = The total raw score

N = The number of students

Mills & Gay, (2016)

Figure 3.3 Formula of Calculating Mean Score

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

In this section, the data presented are the result of data analysis from the English test (Literal and Inferential) both experimental and control class.

1. The Effect of Task Repetition Method on the Students' Reading Comprehension at Vocational High School 1 Makassar.

The results of this research show that the Task Repetition Method had a significant effect on students' reading comprehension at Vocational High School 1 Makassar. The pretest results indicated that students had difficulty understanding literal aspects, such as identifying the main idea, and inferential aspects, such as drawing conclusions from narrative texts. After applying the Task Repetition Method, students became more accurate in recognizing key points and interpreting meanings within the texts. The posttest scores were higher than the pretest, showing that repeated practice helped students process information more effectively. This method provided structured learning that reinforced understanding, strengthened memory retention, and encouraged active engagement. By repeatedly interacting with reading exercises, students developed better comprehension skills and became more confident in analyzing texts. The results of students' reading

comprehension at Vocational High School 1 Makassar using the Task Repetition Method in this research are presented in the following table:

- a. Pre-test and Post-test Results for the Students at the Literal (Main Idea).

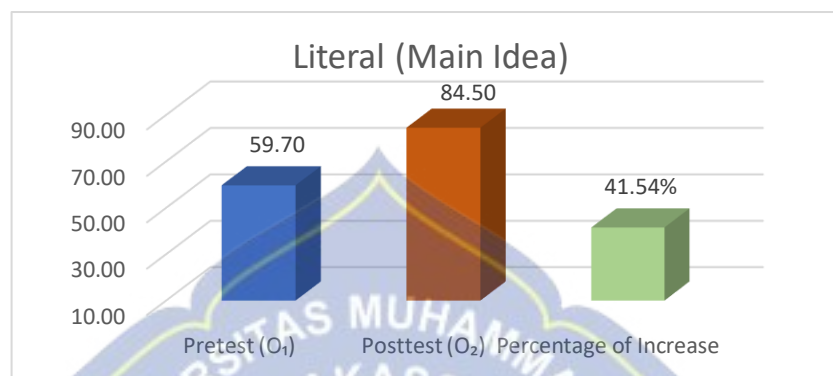
Table 4.1
The Mean Score of Students Reading Comprehension
in Literal in the Experimental Class

Indicator	Pretest (O ₁)	Posttest (O ₂)	Percentage of Increase
Literal (main idea)	59.70	84.50	41.54%

The data presented in Table 4.1 highlights the effect of the Task Repetition Method on students' reading comprehension, specifically in identifying the main idea. Before the implementation of this method, students in the experimental class had a mean pretest score of 59.70. However, after applying the Task Repetition Method, their posttest mean score increased to 84.50, reflecting a 41.54% improvement. This significant increase indicates that repeated exposure to reading tasks helped students enhance their ability to identify the main idea more effectively. The improvement suggests that the Task Repetition Method played a crucial role in strengthening students' comprehension skills, particularly in understanding and recognizing key points within a text. These findings support the idea that repeated practice reinforces learning

and enhances students' ability to process and retain literal information.

The percentage of students' reading comprehension in Literal in the experimental class is shown in the following chart:



Graphic 4.1
The Percentage of Students' Reading Comprehension in Literal (Main Idea) in the Experimental Class

Here is the table that shows the rate percentage of the frequency of literal on the pretest and posttest in the experimental class:

Table 4.2
The Rate Percentage of the Frequency of Literal Scores in Pre-Test and Post-Test in the Experimental Class

Qualification	Score	Pretest		Post-test	
		Frequency	Percentage	Frequency	Percentage
Very good	86-100	0	0	19	53%
Good	71 - 85	0	0%	16	44%
Fair	56 - 70	31	86%	1	3%
Poor	0 - 55	5	14%	0	0
Total		36	100%	36	100%

Based on table 4.2, the data on the rate percentage of the frequency of literal scores in the pretest and posttest for the experimental class shows a significant improvement in students' reading comprehension after implementing the Task Repetition Method. Before the treatment, most students (86%) scored in the fair category (56-70), while 14% fell into the poor category (0-55). Notably, none of the students scored in the good (71-85) or very good (86-100) categories during the pretest. However, after the intervention, there was a substantial shift in performance. In the post-test, 53% of students reached the very good category, and 44% were classified as good, while only 3% remained in the fair category. Notably, no students scored in the poor range. These results suggest that the Task Repetition Method was highly effective in improving students' ability to comprehend literal information, as most students progressed to higher proficiency levels.

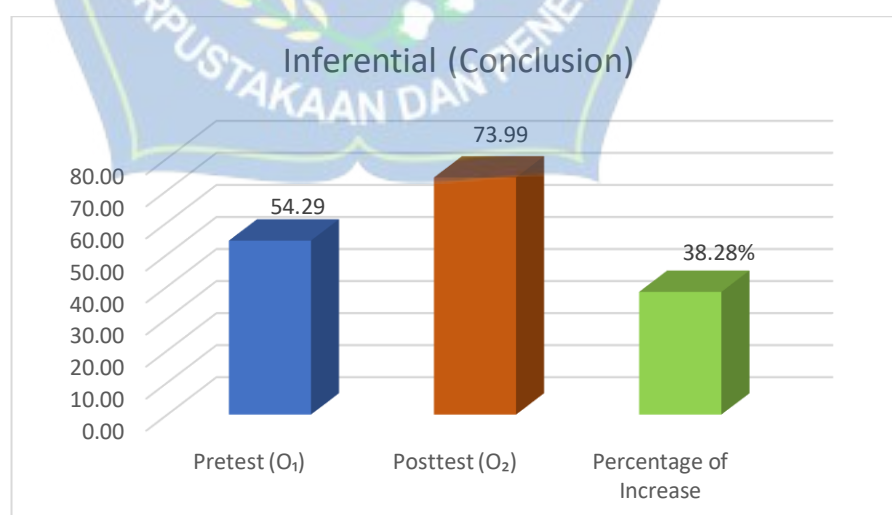
- b. Pre-test and Post-test Results for the Students at the Inferential (Conclusion).

Table 4.3
The Mean Score of Students Reading Comprehension in Inferential (Conclusion) in the Experimental Class

Indicator	Pretest (O ₁)	Posttest (O ₂)	Percentage of Increase
Inferential (Conclusion)	54.29	73.99	36.28%

After using the Task Repetition Method, students' reading comprehension scores in inferential understanding (concluding) significantly improved. With a mean score of 54.29 on the pretest, students initially had trouble drawing conclusions and inferences from the readings. But following the method's use, the posttest mean score increased to 73.99, indicating a 36.28% improvement. This noteworthy development implies that students' increased exposure to reading assignments improved their analytical abilities and improved their ability to decipher implicit meanings. The rise in scores indicates that the Task Repetition Method helped students improve their inferential comprehension, supporting the notion that regular practice improves reading comprehension and critical thinking.

The percentage of students' reading comprehension in inferential in the experimental class is shown in the following chart:



Graphic 4.2
The Percentage of Students' Reading Comprehension in Inferential (Conclusion) in the Experimental Class

Here is the table that shows the rate percentage of the frequency of inferential on the pretest and posttest in the experimental class:

Table 4.4
The Rate Percentage of the Frequency of Inferential Scores in Pre-Test and Post-Test in the Experimental Class

Qualification	Score	Pretest		Posttest	
		Inferential		Inferential	
		Frequency	Percentage	Frequency	Percentage
Very good	86-100	0	0	0	0%
Good	71 - 85	0	0%	27	75%
Fair	56 - 70	11	31%	9	25%
Poor	0 - 55	25	69%	0	0
Total		36	100%	36	100%

The data in Table 4.4 illustrates the rate percentage of the frequency of inferential scores in the pretest and posttest for the experimental class, highlighting a significant improvement in students' ability to conclude the implementation of the Task Repetition Method. In the pretest, most students (69%) were in the poor category (0-55), while 31% fell into the fair category (56-70). Notably, no students achieved scores in the good (71-85) or very good (86-100) categories before the intervention, indicating difficulties in inferential comprehension.

However, after the application of the Task Repetition Method, there was a remarkable shift in performance. In the posttest, 75% of students moved up to the good category, while 25% remained in the fair category. Importantly, no students scored in the poor range, demonstrating a substantial overall improvement. These results indicate that the Task Repetition Method effectively enhanced students' inferential.

2. The Effect of Task Rehearsal Method on the Students' Reading Comprehension at Vocational High School 1 Makassar.

The results of this research show that the Task Rehearsal Method had an effect on students' reading comprehension at Vocational High School 1 Makassar. The pretest results indicated that students had difficulty understanding literal aspects, such as identifying the main idea, and inferential aspects, such as drawing conclusions from narrative texts. After using the Task Rehearsal Method, students showed better recognition of key points and a deeper understanding of the text structure. The posttest scores were higher than the pretest, indicating that repeated practice through rehearsal strategies helped students recall information more effectively. This method emphasized repetition to reinforce learning, allowing students to become more familiar with the text and process reading materials with greater accuracy. The reading comprehension results of students at SMK 1 Makassar using the Task

Rehearsal Method in this research are presented in the following table:

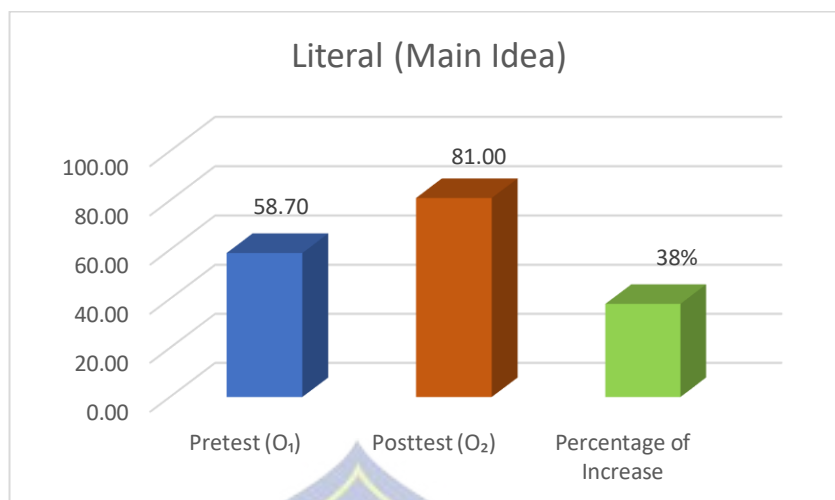
- a. Pre-test and Post-test Results for the Students at the Literal (Main Idea).

Table 4.5
The Mean Score of Students Reading Comprehension
in Literal in the Control Class

Indicator	Pretest (O₁)	Posttest (O₂)	Percentage of Increase
Literal (Main Idea)	58.70	81.00	38%

Table 4.5 presents the mean score of students' reading comprehension in literal understanding (main idea) in the control class, which was taught using the Task Rehearsal Method. Before the implementation of this method, the mean pretest score was 58.70, indicating that students had a moderate ability to identify the main idea in a text. After undergoing learning activities with the Task Rehearsal Method, the mean posttest score increased to 81.00, showing a 38.00% improvement. This increase suggests that repeated practice and reinforcement through the Task Rehearsal Method helped students strengthen their comprehension skills, particularly in recognizing key points in a passage. The improvement reflects the effectiveness of this method in enhancing students' ability to process and retain literal information through structured repetition and rehearsal techniques.

The percentage of students' reading comprehension in Literal in the control class is shown in the following chart:



Graphic 4.3
The Percentage of Students' Reading Comprehension in Literal (Main Idea) in the Control Class

Here is the table that shows the rate percentage of the frequency of literal on the pretest and posttest in the control class:

Table 4.6
The Rate Percentage of the Frequency of Literal Scores in Pre-Test and Post-Test in the Control Class

Qualification	Score	Pretest		Posttest	
		Literal		Literal	
		Frequency	Percentage	Frequency	Percentage
Very good	86-100	0	0	19	53%
Good	71 - 85	0	0%	16	44%
Fair	56 - 70	31	86%	1	3%
Poor	0 - 55	5	14%	0	0
Total		36	100%	36	100%

Table 4.6 presents the percentage distribution of literal comprehension scores in the pre-test and post-test for the control class. In the pre-test, no students achieved a very good (86-100) or

good (71-85) score. Most students, 31 out of 36 (86%), fell into the fair category (56-70), while the remaining 5 students (14%) scored in the poor range (0-55). However, in the post-test, there was a significant improvement in scores. Nineteen students (53%) reached the very good category, while 16 students (44%) achieved a good score. Only one student (3%) remained in the fair category, and no students scored in the poor range. This data indicates a notable increase in students' literal comprehension performance after the intervention.

- b. Pre-test and Post-test Results for the Students at the Inferential (Conclusion).

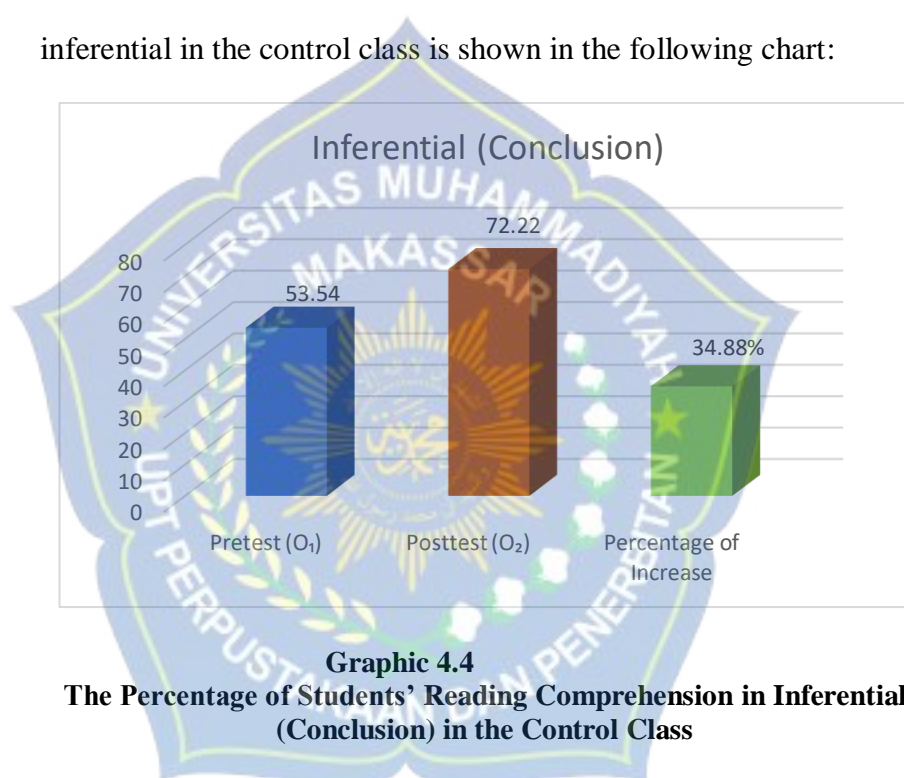
Table 4.7
The Mean Score of Students Reading Comprehension in Inferential (Conclusion) in the Control Class

Indicator	Pretest (O₁)	Posttest (O₂)	Percentage of Increase
Inferential (Conclusion)	53.54	72.22	34.88%

Table 4.7 illustrates the mean scores of students' reading comprehension in inferentially concluding the text understanding within the control class, which applied the Task Rehearsal Method. Before the intervention, the pre-test results showed an average score of 53.54, indicating a relatively low level of inferential comprehension. However, after implementing the Task Rehearsal Method, the post-test mean score increased to 72.47, reflecting a

significant improvement. This gain represents a 34.88% increase in students' ability to conclude texts. The findings suggest that the Task Rehearsal Method had a positive effect on enhancing students' inferential reading skills, although further strategies may be needed to maximize their comprehension abilities.

The percentage of students' reading comprehension in inferential in the control class is shown in the following chart:



Here is the table that shows the rate percentage of the frequency of inferential on the pretest and posttest in the control class:

Table 4.8
The Rate Percentage of the Frequency of Inferential Scores in Pre-Test and Post-Test in the Control Class

Qualification	Score	Pretest		Posttest	
		Inferential		Inferential	
		Frequency	Percentage	Frequency	Percentage
Very good	86-100	0	0	0	0%
Good	71 - 85	0	0%	27	75%
Fair	56 - 70	11	31%	9	25%
Poor	0 - 55	25	69%	0	0
Total		36	100%	36	100%

Table 4.8 shows the percentage distribution of students' inferential comprehension scores in the pre-test and post-test for the control class. In the pre-test, none of the students achieved a very good or good score. Most students, 25 out of 36, were in the poor category with scores between 0 and 55, representing 69% of the total. The remaining 11 students, or 31%, were in the fair category with scores between 56 and 70. After using the Task Rehearsal Method, the post-test results showed significant improvement. Twenty-seven students, or 75%, moved into the good category with scores between 71 and 85. 9 students, or 25%, remained in the fair category. No students scored in the poor or very good range. These results indicate that the Task Rehearsal Method had a positive effect on students' inferential comprehension, as most students improved their scores and moved to a higher category.

3. The Significance Differences of Students' Reading Comprehension by the Task Repetition Method and the Task Rehearsal Method at Vocational High School 1 Makassar.

The results of this research show significant differences in students' reading comprehension between who was taught using the Task Repetition Method and those taught using the Task Rehearsal Method at Vocational High School 1 Makassar. Both groups initially had difficulties in literal comprehension, such as identifying the main idea, and inferential comprehension, such as drawing conclusions from narrative texts, as seen in the pretest results.

After the treatment, students who learned through the Task Repetition Method demonstrated better effectiveness in understanding texts, as repeated exposure and structured engagement helped them grasp key ideas and analyze deeper meanings more effectively. Meanwhile, students who used the Task Rehearsal Method showed progress in recognizing details but relied more on memorization rather than deep comprehension. The posttest scores indicated that the Task Repetition Method was more effective in helping students develop stronger reading skills, particularly in interpreting and analyzing narrative texts, compared to the Task Rehearsal Method, which primarily reinforced recall rather than deeper understanding. The significant differences in students' reading comprehension between the Task Repetition Method and the Task Rehearsal Method at SMK 1

Makassar are presented in the following table:

Table 4.9
Literal and inferential Scores in Experimental and Control Classes

Class	Pretest Literal	Posttest Literal	Mean Differences (Literal)	Difference Between Experiment al & Control Class	Pretest Inferential	Posttest Inferential	Mean Differences (Inferential)	Difference Between Experiment al & Control Class
Experimental Class	59.70	84.50	24.80	5.10	58.70	81	22.30	3.37
Control Class	54.29	73.99	19.70		53.54	72.47	18.93	

The table 4.9 presents a comparison of literal and inferential reading comprehension scores between students in the experimental class, who were taught using the Task Repetition Method, and those in the control class, who were taught using the Task Rehearsal Method, at Vocational High School 1 Makassar. For literal comprehension, the experimental class improved from 59.70 in the pretest to 84.50 in the posttest, with a mean difference of 24.80. Meanwhile, the control class improved from 54.29 to 73.99, with a mean difference of 19.70. The difference between the two classes in terms of literal comprehension was 5.10, showing that the Task Repetition Method was more effective in helping students identify the main ideas in a text.

For inferential comprehension, the experimental class increased from 58.70 in the pretest to 81.00 in the posttest, with a mean difference of 22.30. The control class improved from 53.54 to 72.47, with a mean difference of 18.93. The difference between the experimental and control

classes was 3.37, indicating that the Task Repetition Method also led to better improvement in students' ability to conclude texts.

According to the findings, students' reading comprehension was improved more by the Task Repetition Method than by the Task Rehearsal Method. The experimental class showed the advantages of repeated exposure to reading tasks in effectively increasing comprehension skills by achieving higher post-test scores and greater gains in both literal and inferential understanding.

Table 5.0
Sample Statistics Literal Pretest and Posttest in Experimental and Control Class

	Mean	N	Std. Deviation	T-Test Value	T-Table Value	P-Value
Experimental Class Literal Pretest	59.70	36	5.441	-17.612	(t-table, $\alpha = 0.05$, two-tailed, $df = 35$): 2.030	5.67×10^{-19}
Experimental Class Literal Posttest	84.50	36	6.722			
Control Class Literal Pretest	58.70	36	7.063	-13.852	(t-table, $\alpha = 0.05$, two-tailed, $df = 35$): 2.031	9.03×10^{-16}
Control Class Literal Posttest	81	36	6.389			

Table 5.0 shows the research compared the effectiveness of two teaching methods Task Repetition Method in the experimental class and Task Rehearsal Method in the control class—on students' literal reading comprehension. The results indicate a significant improvement in both groups, but with varying degrees of effectiveness.

In the experimental class, where the Task Repetition Method was applied, the mean pretest score was 59.70, which increased to

84.50 in the posttest. The standard deviation also changed from 5.441 to 6.722. The paired t-test value was -17.612, which is much greater than the t-table value of 2.030, and the p-value (5.67×10^{-19}) indicates a highly significant difference. This suggests that Task Repetition Method had a strong positive effect on students' comprehension skills, allowing them to retain and process information more effectively.

In the control class, where the Task Rehearsal Method was used, the mean pretest score was 58.70, increasing to 80.95 in the posttest. The standard deviation was 7.063 (pretest) and 6.722 (posttest). The t-test value of -13.852 exceeded the t-table value of 2.031, and the p-value (9.03×10^{-16}) confirmed a statistically significant improvement. However, while the Task Rehearsal Method also led to better comprehension, the increase was slightly lower compared to the experimental group.

In general, both teaching methods significantly improved literal reading comprehension, but Task Repetition Method was more effective in enhancing students' performance. This suggests that repeated exposure and practice provide better reinforcement for understanding literal content than simple rehearsal.

Table 5.1
Sample Statistics Inferential Pretest and Posttest in Experimental and Control Class

	Mean	N	Std. Deviation	T-Test Value	T-Table Value	P-Value
Experimental Class Inferential Pretest	54,29	36	7.981	-17.612	(t-tabel, $\alpha = 0.05$, two-tailed, df = 35): 2.030	6.83×10^{-13}
Experimental Class Inferential Postets	73,99	36	7.257			
Control Class Inferential Pretest	53,5	36	11.367	-12	(t-tabel, $\alpha = 0.05$, two-tailed, df = 35): 2.026	8.03×10^{-16}
Control Class Inferential Postest	72,47	36	10.264			

The research analyzed the effect of two different teaching methods—Task Repetition Method in the experimental class and Task Rehearsal Method in the control class—on students' inferential reading comprehension. The results indicate that both methods significantly improved students' ability to infer meaning from texts, but the experimental class showed a greater improvement.

In the experimental class, where the Task Repetition Method was applied, the mean pretest score was 54.29, which increased to 73.99 in the posttest. The standard deviation changed from 7.981 (pretest) to 7.257 (posttest). The paired t-test value was -17.612, which is significantly larger than the t-table value of 2.030. The p-value (6.83×10^{-13}) indicates a highly significant difference, meaning that Task Repetition Method had a strong effect on improving inferential reading comprehension. This suggests that

repetition helps students better recognize implicit meanings and make logical connections between ideas in a text.

In the control class, where the Task Rehearsal Method was used, the mean pretest score was 53.50, increasing to 72.47 in the posttest. The standard deviation was 11.367 (pretest) and 10.264 (posttest). The t-test value of -12 was greater than the t-table value of 2.026, and the p-value (8.03×10^{-16}) confirmed a statistically significant improvement. However, while Task Rehearsal Method also enhanced students' inferential comprehension, the improvement was slightly smaller than in the experimental class.

Overall, both teaching methods contributed to better inferential reading comprehension, but Task Repetition Method was more effective. The greater increase in the experimental group suggests that repeated exposure to inferential questions and tasks helps students develop deeper analytical skills, improving their ability to understand implied meanings in texts.

4. Hypothesis Test

At Vocational High School 1 Makassar, the hypothesis test aimed to determine whether the Task Repetition Method had a significant effect on students' reading comprehension, particularly in literal and inferential understanding. According to the alternative hypothesis (H_1), students' reading comprehension is greatly impacted by the Task Repetition

Method, whereas the null hypothesis (H_0) proposed that the method has no significant effect on comprehension.

According to the statistical analysis, both literal and inferential reading comprehension significantly improved in the experimental class that used the Task Repetition Method. With t-test values above t-table values and p-values significantly below 0.05, which indicate statistical significance, the mean pretest and posttest scores demonstrated a significant increase. This implies that students improved their ability to understand the main idea of the text (literal comprehension) and identify the conclusion of the text (inferential comprehension) through repeated reading exercises.

The alternative hypothesis (H_1) was supported by the rejection of the null hypothesis (H_0) due to the significant t-test results. This demonstrates that students' reading comprehension, especially in both literal and inferential understanding, was significantly improved by the Task Repetition Method. The results demonstrate that students who are given reading assignments on a regular basis improve their capacity to identify specific details in texts and gain more sophisticated analytical abilities for drawing conclusions.

B. Discussions

1. The Effect of Task Repetition Method on the Students' Reading Comprehension at Vocational High School 1 Makassar.

This research aimed to examine the effect of the Task Repetition Method on students' reading comprehension at Vocational High School 1 Makassar. Based on the data analysis, it was found that the implementation of this method had a positive impact on improving students' reading comprehension, both in literal and inferential aspects.

In general, the research showed a significant increase in scores among the group that received repeated reading tasks compared to the control group. A key finding of this research revealed that Task Repetition Method provided students with the opportunity to process texts more deeply. This was evident in the significant improvement in literal comprehension, such as the students' ability to recognize explicitly stated information in the text. In addition, although the improvement in inferential comprehension was not as great as in literal comprehension, there was a positive trend indicating that with continuous repetition, students began to develop skills in drawing conclusions and interpreting implicit information.

The significant influence of the Task Repetition Method on literal comprehension can be explained by the increased memory retention of the information read repeatedly. When students encounter the same reading task more than once, they not only become more

familiar with the content of the text but also more focused on recognizing its structure and meaning. This indirectly strengthens literal comprehension, as students tend to recall important information from the text more effectively.

Meanwhile, although the improvement in inferential comprehension was less prominent, Task Repetition Method still contributed. Through repeated tasks, students had the opportunity to reflect on the implied meanings of the text, especially after receiving feedback or participating in class discussions. This shows that the method also has the potential to enhance students' critical thinking skills in understanding complex texts, provided it is implemented consistently and purposefully.

This research makes an important contribution to the field of reading instruction, particularly in the context of vocational schools, which often face limitations in academic literacy activities. By demonstrating that Task Repetition Method can help students better understand texts, this research offers a practical and applicable teaching strategy for English teachers in vocational schools. These results add to the empirical evidence that repetitive teaching strategies can have a positive impact, especially when applied systematically.

The findings of this research are also in line with previous research by Ahmadian et al. (2017) which stated that Task Repetition Method was perceived by both teachers and learners as an effective

strategy in supporting language learning. However, unlike their research, which focused more on perceptions of Task Repetition Method in oral language skills, this study presents empirical evidence that Task Repetition Method is also effective in reading contexts, particularly in improving students' literal and inferential comprehension at the vocational school level.

Thus, although there are general similarities with previous studies, this research offers a unique focus on context and language skills. It extends the scope of Task Repetition Method research into the area of reading comprehension and provides a new perspective that this strategy is not only effective for improving speaking fluency but also for strengthening the understanding of written texts. The implications of these findings may serve as a basis for the development of reading instruction methods in vocational schools on a broader scale in the future.

This research was conducted to examine the effect of the Task Repetition Method on students' reading comprehension at Vocational High School 1 Makassar. The research addressed the question of whether Task Repetition Method could improve students' literal and inferential reading comprehension in English. The results showed that students who were given treatment through the Task Repetition Method experienced a significant increase in their reading comprehension scores compared to students who did not receive the

same treatment. This improvement was evident in both understanding explicit information (literal) and making inferences from texts (inferential).

The research conducted at Vocational High School 1 Makassar aimed to examine the effect of the Task Repetition method on students' reading comprehension, specifically focusing on literal and inferential aspects. The findings revealed that students who were given repeated reading tasks demonstrated significant improvement compared to those who did not receive the same treatment. In particular, their literal comprehension—the ability to understand explicitly stated information in the text—showed the most noticeable improvement. Meanwhile, their inferential comprehension, or the ability to draw conclusions based on implicit cues in the text, also showed a positive trend. These results suggest that task repetition not only strengthens basic comprehension but also enhances higher-order thinking skills.

This aligns with findings from Song's (2017) research, which investigated how task repetition and self-reflection influence learners' attentional focus and speaking skills in the context of English as a Foreign Language (EFL). Although the focus was on speaking, the core outcomes of the study are relevant to broader language skill development. In Song's research, participants who performed repeated speaking tasks and engaged in self-reflection showed significant improvement in accuracy, fluency, and attention to language form. One

of Song's key findings was that task repetition helps learners redirect their attention to specific linguistic aspects, such as sentence structure and word choice. Initially, students focused more on completing the task, but upon repetition, they began noticing the language form and refining their output.

This pattern is reflected in the improved literal comprehension observed in the Makassar study, where students became more adept at identifying explicit information after encountering the same reading text multiple times. Moreover, Song emphasized the value of combining task repetition with self-reflection, enabling students to consciously assess their strengths and weaknesses. Although self-reflection was not a main component in the Makassar study, it offers useful insight—suggesting that Task Repetition Method could be even more effective when paired with metacognitive strategies like reflection. In the context of reading, this could translate into students monitoring their comprehension and adjusting their reading strategies accordingly.

Another interesting point from Song's study is the increase in learners' confidence due to repeated task exposure. With multiple opportunities to perform the same task, students felt more comfortable and familiar with the content and structure, thereby reducing anxiety and improving performance. A similar pattern was seen in the Makassar study students who were initially passive or uncertain became more

engaged and confident after several repetition sessions. In terms of attention distribution, Song found that learners shifted their focus from general meaning to more detailed linguistic forms after task repetition. This cognitive shift mirrors the improved inferential comprehension in the Makassar study, where students gradually became more capable of drawing conclusions based on implicit textual clues, indicating deeper language processing.

Although Song's research concentrated on speaking rather than reading, the learning strategies promoted—such as task repetition—remain highly relevant. Both studies demonstrate that Task Repetition Method is not just a tool for enhancing language output but also an effective strategy for boosting focus, comprehension, and higher-level cognitive functions like inference and reflection. Thus, Song's study broadens our understanding of the benefits of Task Repetition Method across different language skills. When applied to reading instruction, as implemented in the study at Vocational High School 1 Makassar, this approach also proven effective in increasing students' cognitive engagement. The implications of these findings support the development of task-based teaching methods that rely not only on single interactions with learning material but also emphasize repetition as an integral part of deep learning.

The research conducted at Vocational High School 1 Makassar aimed to examine the effect of the Task Repetition Method

on students' reading comprehension, particularly focusing on literal and inferential aspects. The findings revealed that students who were given repeated reading tasks showed significant improvement in their reading comprehension. The most notable improvement occurred in literal comprehension—that is, the ability to understand information explicitly stated in the text. However, their inferential comprehension also improved, with students becoming more capable of drawing conclusions based on implicit information in the reading material. These findings indicate that task repetition not only supports fundamental reading skills but also fosters higher-order thinking.

These findings are in line with the results of Alshenqeeti & Alrahaili's (2020) study, which specifically investigated the effect of Task Repetition Method on the reading comprehension of EFL students in Saudi Arabia. Using an experimental design with control and experimental groups, the study demonstrated that students who engaged in repeated reading tasks showed significant gains in comprehension. Similar to the research in Makassar, the most evident improvement was in literal comprehension, though inferential comprehension was also gradually strengthened.

One of the important contributions of Alshenqeeti and Alrahaili's research is the evidence they provided for the long-term effect of Task Repetition Method. After several repetition sessions, students not only read more accurately but also displayed increased

confidence and active engagement in discussing the text's meaning. A similar pattern was observed in the Makassar study, where students who were initially passive and uncertain became more participative after engaging in repeated reading activities. Alshenqeeti and Alrahaili also highlighted how task repetition helps students develop more effective reading strategies. As students performed the same task multiple times, they began to recognize text patterns, identify keywords, and better understand the context.

These skills allowed them to extract deeper meaning from the text, ultimately supporting the development of their academic literacy. At Vocational High School 1 Makassar, this strategy proved effective for students with a more practical learning background, as it helped them build a more systematic and purposeful approach to reading. In the context of vocational education, it is important to adopt teaching approaches that suit the students' needs and characteristics.

The findings from Alshenqeeti and Alrahaili support the view that task repetition is a flexible method that can be applied across various educational settings, including vocational schools like SMK Negeri 1 Makassar. Although the geographical and cultural contexts between Saudi Arabia and Indonesia differ, both studies show similar patterns of success, demonstrating that this method is both universal and effective across diverse backgrounds. In conclusion, the study by Alshenqeeti and Alrahaili provides a strong theoretical and empirical

foundation that supports the findings of the research conducted in Makassar. Both studies consistently show that Task Repetition Method is a pedagogical strategy that enhances EFL students' reading comprehension in both literal and inferential dimensions. This strengthens the argument that task repetition is a valuable method to be broadly implemented in English language learning across different levels and educational contexts.

In conclusion, the findings of this research demonstrate that the Task Repetition Method is highly effective in improving students' reading comprehension, particularly in both literal and inferential understanding. Through repeated exposure to reading tasks, students not only developed a stronger ability to identify main ideas and explicit details but also enhanced their capacity to draw inferences and analyze implicit meanings within texts.

Furthermore, task repetition contributed to increased confidence, motivation, and engagement in reading activities, ultimately fostering deeper learning and retention. The overall improvement in students' comprehension skills highlights the significance of integrating task repetition in reading instruction, as it provides structured reinforcement that supports cognitive processing and linguistic development. Therefore, incorporating this method into teaching practices can be a valuable strategy for enhancing students' reading proficiency and critical thinking skills.

2. The Effect of Task Rehearsal Method on the Students' Reading Comprehension at Vocational High School 1 Makassar.

This research shows that the implementation of the Task Rehearsal Method has a significant positive effect on students' reading comprehension at Vocational High School 1 Makassar. Initially, students had difficulty understanding literal aspects such as identifying the main idea, as well as inferential aspects like drawing conclusions from narrative texts. However, after using this method, students were better able to recognize key points and gain a deeper understanding of the text structure. Consistent repetitive practice helped them recall and process information more effectively.

Moreover, a notable improvement in students' reading skills was also observed. Students who initially only achieved moderate comprehension were able to enhance their reading abilities in both literal and inferential aspects after being taught with the Task Rehearsal Method. This confirms that structured repetition strengthens students' overall understanding of reading materials. The research by (Aref & Mojavezi (2019) also found similar results. They showed that the Task Rehearsal Method plays an important role in improving students' reading comprehension, especially in literal aspects like recognizing the main idea and important details in a text. This method helps students better understand the content through systematic repeated practice. Furthermore, Aref & Mojavezi emphasized that this method is also

effective in developing students' inferential skills, which involve making conclusions and interpreting information that is not explicitly stated in the text. They found that with repeated practice, students became more skilled in critical thinking and uncovering hidden meanings in reading materials, resulting in deeper comprehension.

The relationship between this research and Aref & Mojavezi's research is very close and mutually supportive. Both studies demonstrate that the Task Rehearsal Method is effective in improving reading skills, particularly in literal and inferential aspects. This similarity in findings strengthens the evidence that task repetition is an effective learning strategy to overcome students' reading difficulties at the vocational high school level.

This research adds a more detailed picture of how the Task Rehearsal Method can improve the quality of students' reading comprehension overall, while Aref & Mojavezi's research provides broader empirical support for the method's effectiveness. Thus, these two studies complement and reinforce the argument that task rehearsal should be a primary approach in reading instruction.

In general, the results of both research provide a strong basis for teachers and educators to apply the Task Rehearsal Method as an effective strategy in teaching reading. This method not only improves students' literal comprehension but also helps develop critical and inferential thinking skills essential for understanding texts deeply,

especially in vocational school settings like SMK Negeri 1 Makassar.

This research shows that the Task Rehearsal Method has a significant positive effect on students' reading comprehension at Vocational High School 1 Makassar. Before applying this method, students had difficulty understanding literal aspects such as identifying the main idea, as well as inferential aspects like drawing conclusions from narrative texts. After participating in learning using the Task Rehearsal Method, students demonstrated better recognition of key points and a deeper understanding of text structure. The structured repetition helped students recall and process information more effectively.

Moreover, the results confirm that repeated practice through the Task Rehearsal Method strengthens students' reading comprehension skills, not only at the basic level but also in higher-order thinking skills. Students became more confident and active in interpreting texts, indicating overall improvement in their reading ability.

C. E. Snow's (2018) research also highlights the importance of repetition and continuous practice in improving students' reading skills. Snow emphasizes that effective reading instruction requires repeated interaction with texts that gradually build comprehension, especially in literal and inferential aspects. Structured repetition methods like the Task Rehearsal Method align with this principle, providing students with opportunities to become more familiar with the content and

appropriate reading strategies.

Furthermore, Snow points out that reading comprehension involves not only recognizing explicit information but also the ability to interpret implicit meaning through reasoning. This aligns with the findings of this study, which show that the Task Rehearsal Method helps students develop their inferential skills. With consistent repetition, students enhance their critical thinking abilities and make conclusions based on information that is not directly stated.

The connection between this research and Snow (2018) lies in their shared focus on the role of repeated practice in building comprehensive reading comprehension. Both studies emphasize that repetition and rehearsal improve not only students' grasp of literal content but also deepen their inferential abilities. Thus, the Task Rehearsal Method in this study can be seen as a practical implementation of the reading instruction principles Snow described.

This research reinforces Snow's findings by providing empirical evidence from the vocational education context, demonstrating how repeated practice can be effectively adapted and applied in such settings. This approach highlights the importance of systematic and ongoing teaching strategies to maximize student learning outcomes, especially in reading.

All things considered, the results of this research and Snow's (2018) findings complement and enrich our understanding of effective

reading instruction methods. Both support the use of repetition and rehearsal as key strategies to improve reading comprehension, particularly in understanding explicit and implicit ideas within texts, which is highly relevant for literacy development in vocational high schools.

This research shows that the Task Rehearsal Method is very effective in improving students' reading comprehension at Vocational High School 1 Makassar. Before applying this method, students had difficulties in understanding literal aspects such as identifying the main idea, as well as inferential aspects like drawing conclusions from narrative texts. After using the Task Rehearsal Method, students showed significant improvement in recognizing key points and understanding the text structure more deeply. The structured repetition in this method helped students recall and process information better.

The Task Rehearsal Method emphasizes repeated practice that makes students more familiar with the text they read. Thus, students are able to read more accurately and efficiently. Besides enhancing literal comprehension, this method also helps students sharpen their critical thinking skills needed to understand implied meanings in the text. Students became more active in discussions and more confident in participating after the method was applied, showing overall development in reading skills. Suharto's (2017) research also emphasizes the importance of repetition methods in reading instruction

to strengthen students' comprehension. Suharto points out that repetition gives students the opportunity to internalize learning material so they can more easily grasp both explicit and implicit information in texts. In his study, Suharto also highlights that repetition involving active student participation can significantly improve the effectiveness of reading learning.

Suharto explains that repetition methods not only improve literal comprehension but also strengthen students' inferential abilities. This aligns with the findings of this research, which show that the Task Rehearsal Method can improve students' skills in drawing conclusions from reading. Therefore, repetition provides a strong foundation for students to understand texts more comprehensively.

The relationship between this research and Suharto's (2017) study is very close, especially regarding the emphasis on the effectiveness of repetition as a reading learning strategy. Both studies agree that repetition is the key to strengthening students' ability to understand texts, both on literal and inferential levels. This research provides empirical evidence supporting the findings and theories proposed by Suharto.

Furthermore, this research shows that the Task Rehearsal Method can be effectively applied in vocational education contexts, which are usually more practical and skill-focused. This adds a new dimension to the understanding of repetition discussed by Suharto,

indicating that this method is not only relevant in general learning environments but can also be well adapted in more specific and practical educational contexts.

Thus, these two studies complement and reinforce the argument that repetition methods, especially the Task Rehearsal Method, are effective learning strategies to improve students' comprehensive reading skills. Using repetition in learning can help students develop better reading abilities, both in understanding explicit information and in drawing implied meanings, which are crucial for academic success and lifelong learning.

This research demonstrates that the Task Rehearsal Method has a significant positive effect on students' reading comprehension by helping them improve their understanding of both literal and inferential aspects of texts. Through structured and repeated practice, students become more familiar with the reading material, which enhances their ability to recognize key points and understand text structures more deeply. This method also supports the development of critical thinking skills, enabling students to draw conclusions and interpret implied meanings effectively. Overall, the Task Rehearsal Method proves to be an effective strategy for strengthening students' reading skills, fostering greater confidence and accuracy, and deepening comprehension, which are essential for academic success, especially in vocational school settings.

3. The Significance Differences of Students' Reading Comprehension by the Task Repetition Method and the Task Rehearsal Method at Vocational High School 1 Makassar

This research shows that there is a significant difference in students' reading comprehension when taught using the Task Repetition Method compared to the Task Rehearsal Method at Vocational High School 1 Makassar. The results confirm that the Task Rehearsal Method is more effective in improving students' reading comprehension, especially in both literal and inferential aspects. This method emphasizes structured repetition that allows students to become more familiar with the reading material, enabling them to better recognize main ideas and draw conclusions.

The Task Rehearsal Method helps students internalize information through consistent repeated practice. In this way, comprehension does not occur just once but repeatedly, strengthening students' memory and understanding of the text. This method also encourages active student involvement in reading activities, which boosts their confidence and critical thinking skills when interpreting texts.

Meanwhile, the research by Samuda et al (2018) also highlights the importance of Task Repetition Methods in language learning and reading skills. Their research emphasizes that systematic Task Repetition Method helps students build deeper understanding

and improve language skills, particularly in task-based learning contexts. This approach focuses on planned repeated activities to support better retention and comprehension.

Samuda et al. underline that repetition not only strengthens literal comprehension but also plays an important role in developing inferential abilities, such as making conclusions and understanding implicit meanings in texts. This aligns closely with the findings of this research, which shows that the Task Rehearsal Method, through systematic repetition, effectively enhances both aspects.

The relationship between this research and Samuda et al.'s research is very close because both emphasize the effectiveness of repetition in the process of language and reading learning. Both studies provide evidence that Task Repetition Method can significantly improve students' understanding of texts, both in literal and inferential comprehension.

Furthermore, this research offers a practical example of how the Task Rehearsal Method can be applied in vocational education settings, while Samuda et al.'s research provides a strong theoretical framework and empirical support for repetition principles in language learning. Thus, both studies complement and reinforce the argument that task-based repetition is an effective strategy to improve reading skills.

These two studies affirm that using repetition methods like

the Task Rehearsal Method is essential for improving the quality of students' reading comprehension. Implementing this method in vocational schools like Vocational High School 1 Makassar is highly relevant and can serve as a model for educators to enhance students' learning outcomes comprehensively.

This research shows that there is a significant difference in students' reading comprehension abilities between the use of the Task Repetition Method and the Task Rehearsal Method at Vocational High School 1 Makassar. The results indicate that the Task Repetition Method is more effective in improving students' reading skills, especially in literal aspects such as identifying the main idea and inferential aspects such as drawing conclusions from the text. This method emphasizes structured repetition, making students more familiar with the reading material, which helps them process and remember information better.

By using the Task Repetition Method, students experience an improvement in their ability to actively process information. The consistent repetition strengthens not only their memory but also critical thinking skills needed to understand implied meanings in texts. This repetition activity encourages students to be more confident and actively participate during reading lessons.

Aref & Mojavezi (2019) research supports these findings by emphasizing that Task Repetition Method has a significant positive

effect on students' reading comprehension. Aref highlights that through systematic repetition, students can improve their understanding, particularly in recognizing the main ideas and important explicit information in the text. This method helps students better understand the text structure and increases their speed in processing information. Moreover, Aref found that the Task Repetition Method not only improves literal reading comprehension but also contributes to developing students' inferential skills. Through repeated practice, students become more skilled in drawing conclusions and understanding meanings that are not explicitly stated, which deepens their understanding of the reading material.

Similarly Alshenqeeti & Alrahaili's (2020) research also strongly supports the effectiveness of Task Repetition Method in reading instruction. Alshenqeeti points out that Task Repetition Method involving active student participation helps students internalize reading materials, allowing them to better master both explicit and implicit information. In this context, repetition plays a crucial role in building higher-order thinking skills.

According to Alshenqeeti, Task Repetition Method improves not only students' literal comprehension but also strengthens their ability to make inferences from texts. This method encourages students to read more carefully and think critically when interpreting implicit information, which is an important aspect of effective reading

instruction.

The relationship between this research and the research by Aref and Alshenqeeti is very close, as all three emphasize the importance of repetition as an effective learning strategy in reading. They all found that task repetition provides significant benefits in improving both literal and inferential comprehension, which are essential aspects of reading learning at the vocational high school level.

This research adds a clearer picture of how the Task Rehearsal Method can be effectively applied in vocational education settings, which focus more on practical skills. Meanwhile, Aref and Alshenqeeti provide a strong theoretical and empirical foundation on the principles of Task Repetition Method, while this research shows successful practical implementation at Vocational High School 1 Makassar.

In conclusion, both the Task Repetition and Task Rehearsal Methods have been proven to significantly improve students' reading comprehension at Vocational High School 1 Makassar. These methods help students understand literal aspects such as identifying main ideas and key information, as well as inferential aspects like drawing conclusions and interpreting hidden meanings in texts. Structured and repeated practice makes students more familiar with the reading material and encourages them to be more active and

confident in reading activities.

The implementation of both methods has shown a positive effect on the development of students' reading skills. Systematic Task Repetition Method strengthens students' memory and critical thinking abilities. Therefore, both Task Repetition and Task Rehearsal Methods can serve as effective learning strategies to enhance students' reading comprehension, especially in vocational education settings that focus on comprehensive skill development.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings which are explained in the discussion about The Effect of Task Repetition Method on the Students' Reading Comprehension at Vocational High School 1 Makassar (Quasi-Experimental Research), the researcher then concluded. The conclusion covers all the research questions of this research. The conclusions are as follows:

1. In conclusion, this research confirms that the Task Repetition Method is highly effective in enhancing students' reading comprehension, particularly in both literal and inferential understanding. By repeatedly engaging with reading tasks, students improve their ability to identify main ideas and draw conclusions. This method also strengthens vocabulary, grammar, and overall linguistic development while boosting confidence, motivation, and engagement. Task repetition allows students to focus on specific language skills, reinforcing their learning and improving comprehension of narrative texts. Its structured approach supports cognitive processing, leading to deeper learning and better retention. In vocational education, where practical skill development is essential, this method proves valuable in fostering critical thinking and reading proficiency. Therefore, incorporating task repetition into teaching strategies can significantly enhance students'

overall reading abilities.

2. The Task Rehearsal Method significantly improves students' reading comprehension by reinforcing learning, building confidence, and enhancing cognitive processing. This method helps students understand both literal and inferential meanings by allowing repeated practice in a structured way. It supports vocabulary development, strengthens retention, and encourages active engagement with texts. While not as effective as the Task Repetition Method, it still provides valuable benefits by helping students process information more efficiently. The findings align with previous research, emphasizing the importance of structured rehearsal in improving comprehension skills. Integrating this method into reading instruction can be a practical approach to enhancing students' academic success.
3. The research confirms that at Vocational High School 1 Makassar, the Task Repetition Method is more effective than the Task Rehearsal Method in enhancing students' reading comprehension, particularly in narrative texts. Repeated exposure to reading tasks helps students strengthen both literal and inferential understanding by reinforcing key concepts, expanding vocabulary, and improving analytical skills. This method also boosts students' confidence and engagement, making learning more effective. The findings highlight the importance of structured repetition in improving comprehension and long-term retention. Teachers at Vocational High School 1 Makassar should

integrate this approach to enhance students' reading proficiency and critical thinking skills.

B. Suggestions

Based on the conclusion, the writer would like to give some suggestions, as follows:

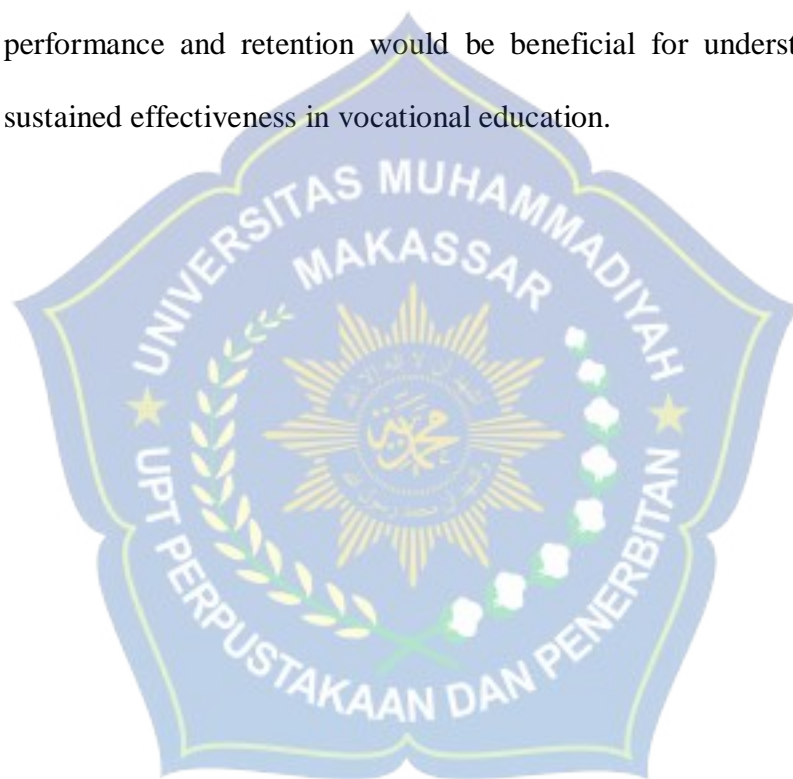
1. For Teachers

Teachers should incorporate the Task Repetition Method into their reading instruction to enhance students' comprehension skills, motivation, and overall academic performance effectively. By repeatedly exposing students to reading tasks, teachers can help them develop a deeper understanding of both literal and inferential meanings. This method also strengthens vocabulary, grammar, and analytical thinking, making it a valuable tool in vocational education. To maximize its benefits, teachers should design varied and engaging repetition-based activities, ensuring students remain motivated and actively participate in the learning process. Additionally, combining this approach with interactive discussions and collaborative learning can further improve comprehension and critical thinking skills.

2. For Future Researchers

Future researchers should explore how the Task Repetition Method can be adapted to different types of texts beyond narrative ones, such as expository or argumentative texts. Investigating its

effectiveness across various student proficiency levels and educational settings could provide deeper insights into its broader applicability. Moreover, comparative studies integrating digital tools or multimedia resources with task repetition strategies could reveal innovative ways to enhance reading comprehension. Finally, longitudinal studies analyzing the long-term effect of Task Repetition Method on students' academic performance and retention would be beneficial for understanding its sustained effectiveness in vocational education.



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APPENDIX 1

Pre-Test Instrument

Read the text below and answer the questions number 1 to 8

“Talaga Warna”

Long ago there was a kingdom in West Java. The kingdom was ruled by a king called Prabu. Prabu was a kind and wise king, and there was no hunger in his kingdom. But Prabu and his queen didn't have any children. It made them very, very sad.

Then one day Prabu went into the jungle. There he prayed to his god for a child. A few months later, the queen was expecting a baby, and all the people in the kingdom were happy.

Prabu and the queen loved their little daughter and gave her everything. This made the princess a very spoiled girl. If she didn't get what she wanted, she became very angry. But even though the princess behaved badly, her parents loved her, and so did the people in the kingdom.

Day by day, the princess grew more beautiful. When she was 17, her parents invited all the people in the kingdom to a party. Prabu took their gifts of gold and bright jewels and had a beautiful necklace made for his daughter.

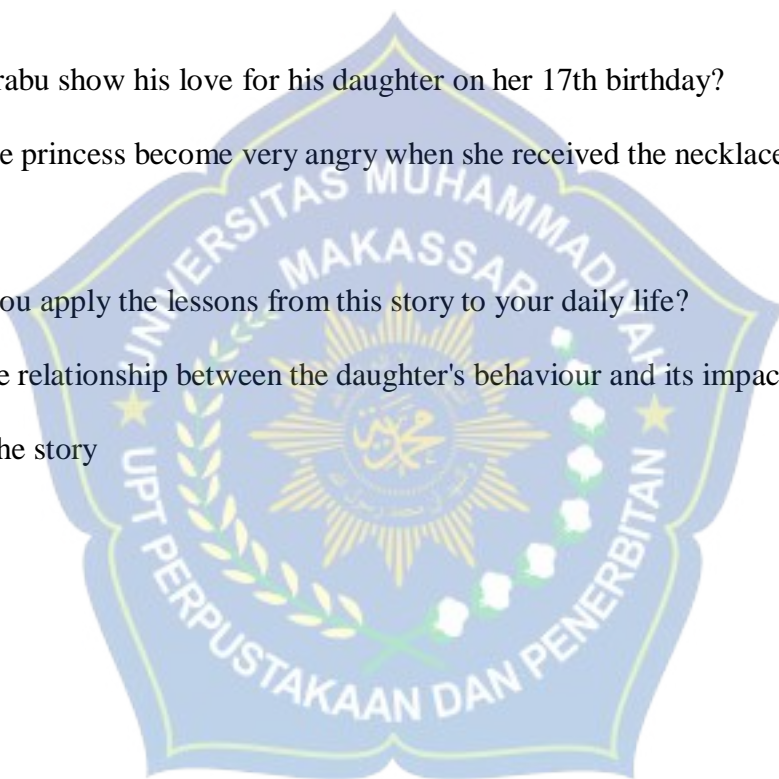
On the day of the birthday, people gathered in the palace field. When Prabu and the queen appeared, people welcomed them happily. The cheers were even louder when the beautiful princess appeared. Prabu took the necklace. “My beloved daughter,” he said, “today I give this necklace to you. It is a gift from the people of this country because they love you so much. “The princess looked at the necklace. “I don't want it! It's ugly!” she shouted, and she threw the necklace on the ground, where it broke into pieces. Everyone was shocked. Nobody spoke. They never thought that their beloved princess would do that terrible thing.

In their silence people heard the queen crying. Everyone was sad and began crying, too. A pool of water formed on the ground. Soon the pool became a big lake. The lake sank all of the kingdom.

Today, people call the lake Talaga Warna. It means ‘Lake of Colors’. It is in Puncak, West Java. On a bright day, the lake is full of amazing colors, which in fact come from the reflection of the trees and flowers around it. But some people believe that the colors are from the princess's necklace, which still lies in pieces at the bottom of the lake.

Source : <https://tirto.id/contoh-soal-narrative-text-bahasa-inggris-kelas-10-jawabana-gLra>

1. What is the main idea of the first paragraph of the story?
2. What did Prabu do when he was very sad because he had no children?
3. Why were Prabu and the queen very happy after several months of Prabu praying in the forest?
4. Why did people in the kingdom feel so happy when they found out the queen was pregnant?
5. How did Prabu show his love for his daughter on her 17th birthday?
6. Why did the princess become very angry when she received the necklace from Prabu?
7. How will you apply the lessons from this story to your daily life?
8. Analyze the relationship between the daughter's behaviour and its impact on the ending of the story



APPENDIX 2

Key Answers Pre-Test Instrument

1. The main idea of the first paragraph is that the king and the queen were very sad because they had no children.
2. Prabu went to the forest to pray to the gods so that he and the queen could have a child.
3. The king and the queen were very happy because the queen was finally pregnant and they would have a child, which made everyone in the kingdom happy.
4. The people in the kingdom felt very happy because they knew that the King and the queen wanted a child, and the queen's pregnancy brought happiness to everyone in the kingdom.
5. Prabu showed his love by making a beautiful necklace of gold and jewels as a birthday gift for his daughter and stated that the necklace was a gift from the people who loved him.
6. Putri became very angry because she felt the necklace was ugly and did not suit her wishes. This shows that she has become very spoiled and ungrateful.
7. I will apply the lessons from this story by appreciating what I have, showing gratitude for every gift, and teaching positive values to others. I will also try not to be spoiled and always be polite and respectful of others.
8. The princess's ungrateful and angry behavior caused the people to feel so sad that they cried. Their tears flooded the kingdom and created a lake.

APPENDIX 3

The Number Item, Aspects Reading and Score Pre-Test Instrument

Aspect	Analysis of Item	Number	Score
Literal (main idea)	C1 (Remembering). This question tests students' ability to remember basic information and main ideas from the text.	1	1
	C2 (Understanding) This question requires students to understand the reasons and results of the events in the story.	2	2
	C3 (Applying) This question asks students to apply their understanding in a different and relevant context.	3	3
	C4 (Analysing) This question requires students to analyze the cause and effect of events in the story.	4, 5	4
Inferential (conclusion)	C3 (Applying) This question asks students to apply their understanding in a different and relevant context.	6	3
	C5 (Evaluating) Evaluates the story in the text	7	4
	C6 (Creating) This question requires students to analyse the cause and effect of events in the story and draw conclusions from the information provided.	8	4
Total Score			25

APPENDIX 4

Post-Test Instrument

Read the text below and answer the questions number 1 to 8

Sawerigading

Sawerigading was the son of the King of Luwu, Batara Lattu', and the twin brother of We Tenriabeng. According to the prophecy, they will fall in love and intend to get married, which is against local customs. To prevent this, King Luwu separated them from childhood. Sawerigading grew up to be a handsome young man, and We Tenriabeng became a beautiful girl hidden in the attic of the palace.

One day, Sawerigading discovered the whereabouts of his twin brother. Even though he fell in love with We Tenriabeng, King Luwu forbade them to marry. We Tenriabeng suggested that Sawerigading go to China to marry their cousin, We Cudai, who was very similar to him. Sawerigading finally agreed and started the journey on a large ship made of weléréngé wood.

After a journey full of challenges, Sawerigading arrived in China and found out that We Cudai was engaged. However, he still wanted to see We Cudai's beauty and disguised himself as an Oro trader. After seeing We Cudai, Sawerigading sent a proposal, which was accepted after his cover was blown and We Cudai discovered that he was his cousin.

Sawerigading and We Cudai's wedding was lively. A year later, they were blessed with a child named La Galigo. We Cudai invited Sawerigading to visit his in-laws in South Sulawesi, although Sawerigading was initially reluctant because he was disappointed with his parents.

On their way back to Luwu, they faced various obstacles but ultimately arrived safely. After living in Luwu for several years, Sawerigading heard about Islamic teachings developing in Java. He sent troops to fight him, but his troops converted to Islam.

Disappointed, Sawerigading decided to return to China with his wife. However, on the way, their ship sank. According to the story, they became the rulers of the underwater world. This story emphasises the importance of respecting customs and predetermined destiny.

Source: <https://pdfcoffee.com/cerita-rakyat-sulawesi-selatan-pdf-free.html>

1. Why were Sawerigading and We Tenriabeng separated as children?
2. What did We Tenriabeng suggest to Sawerigading when they discovered their feelings for each other?
3. What challenges did Sawerigading face when he arrived in China?
4. How did Sawerigading eventually marry We Cudai despite the obstacles?
5. What happened during Sawerigading and We Cudai's journey back to Luwu?
6. How did Sawerigading react when his troops converted to Islam?
7. What happened to Sawerigading and We Cudai on their journey back to China?
8. What is the main lesson of Sawerigading's story?



APPENDIX 5

Key Answers Post-Test Instrument

1. They were separated because a prophecy predicted they would fall in love and want to marry, which was against their customs. To prevent this, their father, King Luwu, separated them.
2. We Tenriabeng suggested that Sawerigading go to China and marry their cousin, We Cudai, who looked very similar to her, to avoid breaking their customs.
3. When Sawerigading arrived in China, he discovered that We Cudai was already engaged. He had to disguise himself as a trader to see her beauty and later revealed his true identity to propose to her.
4. After seeing We Cudai in disguise, Sawerigading proposed to her. We Cudai accepted his proposal when she found out that he was her cousin.
5. During their journey back, they faced various obstacles but eventually arrived safely in Luwu, where they lived for several years.
6. Sawerigading was disappointed and decided to leave Luwu and return to China with his wife.
7. Their ship sank during the journey, and according to the story, they became rulers of the underwater world.
8. The story teaches the importance of respecting customs and accepting one's destiny, as Sawerigading ultimately followed the path laid out for him, despite the challenges he faced.

APPENDIX 6

The Number Item, Aspects Reading and Score Post-Test Instrument

Aspect	Analysis of Item	Number	Score
Literal (main idea)	C1 (Remembering). Tests the ability to recall specific details from the text.	1	1
	C2 (Understanding) This question requires recalling a specific suggestion from We Tenriabeng	2	2
	C3 (Applying) Requires applying knowledge of the obstacles faced, such as discovering We Cudai's engagement and disguising himself.	3	3
	C4 (Analysing) This question requires students to analyze the cause and effect of events in the story.	4,5	4
Inferential (conclusion)	C3 (Applying) Involves applying knowledge about Sawerigading's response, such as sending troops.	6	3
	C5 (Evaluating) Evaluates Sawerigading's reaction of disappointment when his troops converted to Islam.	7	4
	C6 (Creating) Requires creating an understanding of the overarching theme or lesson, such as respecting customs and destiny.	8	4
	Total Score		25

APPENDIX 7

TEACHING MODULES
FOR EXPERIMENT CLASS

Author's Name	Masyita Madjid
Institution	SMK Negeri 1 Makassar
Year	2024
Subject	English
Level	SMK
Class	X (Sepuluh) Reguler
Time Allocation	4 x 45 menit = 1 x @ 45 menit :180 menit
Fase	E
Learning Outcomes	<p>Reading - Viewing</p> <p>By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.</p>
Flow of Learning Objectives	<p>Through a scientific approach students are able to:</p> <ul style="list-style-type: none"> Analyze and conclude the contextual meaning of social functions, text structures, and linguistic elements of oral texts in the form of fictional and non-fiction narratives (narratives) critically, creatively, and politely related to the topic of Indonesian cultural diversity with an optimal level of fluency and accuracy.
Learning Indicators	<ul style="list-style-type: none"> Analyze social function, generic structure, text structure and narrative linguistic elements orally and in writing by providing and asking for fictional narrative information related to the topic of Indonesian cultural diversity according to the context in a polite, critical, creative and independent manner with a level of fluency and accuracy the optimal one. Respond to detailed information from written narrative texts by providing and asking for fictional narrative information related to the topic of Indonesian cultural diversity according to the context in a polite, critical, creative and independent manner with an optimal level of fluency and accuracy in the form of a written test
Skill Focus / Element	<ul style="list-style-type: none"> Reading and Viewing

The target profile of Pancasila students are	Students who are faithful, devoted to God Almighty, have global diversity, are independent, think critically, and are creative
Facilities	LCD, Proyektor, whiteboard, Laptop, Computer, Audio for Listening, Loud Speaker, Film/picturer, Power Point Presentation
Target Students	Reguler/Tipikal students
Learning Method	Task Repetition Method
Learning Mode	Face to Face
Sources	<ul style="list-style-type: none"> ▪ SPLASH (Smart Path to Learning English) book ▪ Audio CD/VCD/DVD ▪ Teachers' voice ▪ English newspaper/magazines
B. Kegiatan Inti	

Learning Objectives	<ul style="list-style-type: none"> ✚ Students can understand the meaning, general structure and linguistic elements of a narrative text. ✚ Students can process, interpret and evaluate information from several examples of narrative texts. ✚ Students can identify and explain the meaning of new and rarely used vocabulary in a narrative text. ✚ Students can present ideas related to the plot development of narrative texts in the form of presentations and discussions in class. 	
Inter Question	<ol style="list-style-type: none"> 1. <i>"What will you do if you have to help your mother to make your brother/sister sleep?"</i> 2. <i>"When you were young what did your parents do when you want to sleep?"</i> 3. <i>"Has your mother told the story to you?"</i> 4. <i>"What was story?"</i> 	
Learning Steps	First Meeting	45 = 180'

Preliminary Activities	<ol style="list-style-type: none"> 1. Orientation <ul style="list-style-type: none"> - The teacher greets you when you enter the class. - The teacher asks the students to pray together. - The teacher checks the cleanliness of the class. - The teacher checks the students' attendance. 2. Warming up <ul style="list-style-type: none"> - Teachers provide motivation in the form of giving mottos to students. <p><i>"Do you remember our motto?" "English. Yes, I can."</i> <i>3X Teacher: "Are you ready?"</i> <i>Student: "Ready, ready, ready... Yes, I am ready."</i> <i>Teacher: "How are you in class?"</i> <i>Student: "My head, my soul, my body... are happy."</i> <i>Ice Breaking: "1 clap, 2 clap, 3 clap... no clap... big applause."</i></p> 3. Apperception <ul style="list-style-type: none"> - The teacher briefly reviews the material and activities from the previous meeting. <p><i>"Do you remember what material you learned in the last meeting?"</i></p> 4. Motivation <ul style="list-style-type: none"> - Teachers motivate students about the importance of studying narrative text material in everyday life. 5. Providing References <ul style="list-style-type: none"> - The teacher conveys the learning objectives to be achieved. 	15'
Main Activities	<p>Text Selection:</p> <ol style="list-style-type: none"> 1. Teacher select materials based on the curriculum, students' interests, and their reading levels. 2. Teacher prepared a narrative text and some questions about the text which are important to be answered. 3. The teacher divides students into several groups. One group consists of 4-5 people. (The teacher divides the groups by counting 1, 2, 3,... etc. until there are approximately 7 groups, students with the same number will become one group). 4. Every group will give a narrative text entitled "The Legend of Lutung Kasarung" <p>First Assignment Performance:</p> <ol style="list-style-type: none"> 1. The students will give time to read and comprehend the text. 2. While reading, the students found out the interesting things and difficult words from the text. 	150'

	<ol style="list-style-type: none"> The students tried to find out important information from the text The students comprehend the text by answering the literal questions (main idea) The students comprehended the text by answering the inferential questions (conclusion) The teacher checked the students' understanding and the give feedback or correction 	
Closing Activities	<ol style="list-style-type: none"> Provide feedback on the learning process : <i>Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?</i> Summarize what you learned today. Present the agenda for the next meeting. 	15'
Learning Steps	Second Meeting	45 = 180'
Preliminary Activities	<ol style="list-style-type: none"> Orientation <ul style="list-style-type: none"> The teacher greets you when you enter the class. The teacher asks the students to pray together. The teacher checks the cleanliness of the class. The teacher checks the students' attendance. Warming up <ul style="list-style-type: none"> Teachers provide motivation in the form of giving mottos to students. <i>"Do you remember our motto?" "English. Yes, I can."</i> 3X Teacher: <i>"Are you ready?"</i> Student: <i>"Ready, ready, ready... Yes, I am ready."</i> Teacher: <i>"How are you in class?"</i> Student: <i>"My head, my soul, my body... are happy."</i> Apperception <ul style="list-style-type: none"> The teacher briefly reviews the material and activities from the previous meeting. <i>"Do you remember what material you learned in the last meeting?"</i> Motivation <ul style="list-style-type: none"> Teachers motivate students about the importance of studying narrative text material in everyday life. Providing References <ul style="list-style-type: none"> The teacher conveys the learning objectives to be achieved. 	15'

Main Activities	<p>Task Repetition:</p> <ol style="list-style-type: none"> 1. The students in the group read and comprehend the text once more 2. While reading, the students find out the interesting things and difficult words from the text. 3. The students tried to find out important information from the text 4. The students comprehend the text by answering the literal questions (main idea) 5. The students comprehended the text by answering the inferential questions (conclusion) <p>Monitoring and Feedback:</p> <ol style="list-style-type: none"> 1. Teachers help students identify areas of growth and correct any mistakes; 2. Teachers monitor students' performance and provide feedback. <p>Progressive Difficulty:</p> <p>Teachers motivate students to advance their skill development; tasks can be made gradually more difficult.</p> <p>Task Familiarity:</p> <p>By completing tasks repeatedly, students can improve their accuracy and fluency by becoming more familiar with the language structure of the task.</p>	150'
Closing Activities	<ol style="list-style-type: none"> 1. Provide feedback on the learning process : <i>Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?</i> 2. Summarize what you learned today. 3. Present the agenda for the next meeting. 	15'
Learning Steps	Third Meeting	45 = 180'
Preliminary Activities	<ol style="list-style-type: none"> 1. Prepare students to be ready to carry out learning (prayer, attendance, and preparing learning resources). 	15'

	<ol style="list-style-type: none"> 2. Provide stimulating questions related to lessons learned at the previous meeting. 3. Convey the topic and learning agenda. 	
Main Activities	<p>Text Selection:</p> <ol style="list-style-type: none"> 1. Teacher select materials based on the curriculum, students' interests, and their reading levels. 2. Teacher prepared a narrative text and some questions about the text which are important to be answered. 3. The teacher divides students into several groups. One group consists of 4-5 people. (The teacher divides the groups by counting 1, 2, 3,... etc. until there are approximately 7 groups, students with the same number will become one group). 4. Every group will give a narrative text entitled "Timun Mas" <p>First Assignment Performance:</p> <ol style="list-style-type: none"> 1. The students will give time to read and comprehend the text. 2. While reading, the students found out the interesting things and difficult words from the text. 3. The students tried to find out important information from the text 4. The students comprehend the text by answering the literal questions (main idea) 5. The students comprehended the text by answering the inferential questions (conclusion) 6. Each group will present their answers. Other groups will respond. 7. The teacher checked the students' understanding and the give feedback or correction 	150'
Closing Activities	<ol style="list-style-type: none"> 1. Provide feedback on the learning process : <i>Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?</i> 2. Summarise what you learned today. 3. Present the agenda for the next meeting. 	15'

Learning Steps	Fourth Meeting	x 45 = 180'
Preliminary Activities	<ol style="list-style-type: none"> 1. Prepare students to be ready to carry out learning (prayer, attendance, and preparing learning resources). 2. Provide stimulating questions related to lessons learned at the previous meeting. 3. Convey the topic and learning agenda. 	15'
Main Activities	<p>Task Repetition:</p> <ol style="list-style-type: none"> 1. The students in group read and comprehend the text through once more 2. While reading, the students find out the interesting things and difficult words from the text. 3. The students tried to find out important information from the text 4. The students comprehend the text by answering the literal questions (main idea) 5. The students comprehended the text by answering the inferential questions (conclusion) 6. Each group will present their answers. Other groups will respond. 7. The teacher checked the students' understanding and the give feedback or correction <p>Monitoring and Feedback:</p> <ol style="list-style-type: none"> 1. Teachers help students identify areas of growth and correct any mistakes; 2. Teachers monitor students' performance and provide feedback. <p>Progressive Difficulty:</p> <p>Teachers motivate students to advance their skill development; tasks can be made gradually more difficult.</p> <p>Task Familiarity:</p> <p>By completing tasks repeatedly, students can improve their accuracy and fluency by becoming more familiar with the language structure of the task.</p>	150'

Closing Activities	<ol style="list-style-type: none"> 1. Provide feedback on the learning process : <i>Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?</i> 2. Summarize what you learned today. 3. Present the agenda for the next meeting. 	15'
Assesment	Formative: process Summative: evaluation	
Reflections of Students and Teachers	<ol style="list-style-type: none"> 1. Student Reflections Fill in the mind map of your understanding of Narrative Text by fulfilling its definitions, structures, and language features. 2. Teacher Reflection Does the teaching and learning process run as planned? Do the students participate in class activities? Do students have any difficulties understanding some parts of the materials? 	
<div style="text-align: right;"> Makassar, Juli 2024 Teacher MASYITA MADJID </div>		

APPENDIX 8

TEACHING MODULES FOR CONTROL CLASS

Author's Name	Masyita Madjid
Institution	SMK Negeri 1 Makassar
Year	2024
Subject	English
Level	SMKN
Class	X (Sepuluh) Regular
Time Allocation	4 x 45 menit = 1 x @ 45 menit :180 menit
Fase	E
Learning Outcomes	<p>Reading - Viewing</p> <p>By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.</p>
Flow of Learning Objectives	<p>Through a scientific approach students are able to:</p> <ul style="list-style-type: none"> ✚ Analyze and conclude the contextual meaning of social functions, text structures, and linguistic elements of oral texts in the form of fictional and non-fiction narratives (narratives) critically, creatively, and politely related to the topic of Indonesian cultural diversity with an optimal level of fluency and accuracy.
Learning Indicators	<ul style="list-style-type: none"> ✚ Analyze social function, generic structure, text structure and narrative linguistic elements orally and in writing by providing and asking for fictional narrative information related to the topic of Indonesian cultural diversity according to the context in a polite, critical, creative and independent manner with a level of fluency and accuracy the optimal one. ✚ Respond to detailed information from written narrative texts by providing and asking for fictional narrative information related to the topic of Indonesian cultural diversity according to the context in a polite, critical, creative and independent manner with an optimal level of fluency and accuracy in the form of a written test
Skill Focus / Element	✚ Reading and Viewing

The target profile of Pancasila students are	Noble character, global diversity, independence, critical reasoning, creativity and mutual cooperation.
Facilities	LCD, Proyektor, whiteboard, Laptop, Computer, Audio for Listening, Loud Speaker, Film/picturer, Power Point Presentation
Target Students	Reguler/Tipikal students
Learning Method	Task Rehearsal Method
Learning Mode	Face to Face
Sources	<ul style="list-style-type: none"> ▪ SPLASH (Smart Path to Learning English) book ▪ Audio CD/VCD/DVD ▪ Teachers' voice ▪ English newspaper/magazines ▪ www.dailyenglish.com
B. Kegiatan Inti	

Learning Objectives	<ul style="list-style-type: none"> + Students can understand the meaning, general structure and linguistic elements of a narrative text. + Students can process, interpret and evaluate information from several examples of narrative texts. + Students can identify and explain the meaning of new and rarely used vocabulary in a narrative text. + Students can present ideas related to the plot development of narrative texts in the form of presentations and discussions in class. 	
Igniter Question	<ol style="list-style-type: none"> 1. "What will you do if you have to help your mother to make your brother/sister sleep?" 2. "When you were young what did your parents do when you want to sleep?" 3. "Has your mother told the story to you?" 4. "What was story?" 	
Learning Steps	First Meeting	4 x 45 = 180'
Preliminary Activities	<ol style="list-style-type: none"> 1. Orientation <ul style="list-style-type: none"> - The teacher greets you when you enter the class. - The teacher asks the students to pray together. - The teacher checks the cleanliness of the class. 	15'

	<ul style="list-style-type: none"> - The teacher checks the students' attendance. <p>2. Warming up</p> <ul style="list-style-type: none"> - Teachers provide motivation in the form of giving mottos to students. <i>"Do you remember our motto?" "English. Yes, I can."</i> 3X Teacher: <i>"Are you ready?"</i> Student: <i>"Ready, ready, ready... Yes, I am ready."</i> Teacher: <i>"How are you in class?"</i> Student: <i>"My head, my soul, my body... are happy."</i> Ice Breaking: <i>"1 clap, 2 clap, 3 clap... no clap... big applause."</i> <p>3. Apperception</p> <ul style="list-style-type: none"> - The teacher briefly reviews the material and activities from the previous meeting. <i>"Do you remember what material you learned in the last meeting?"</i> <p>4. The teacher asks stimulating questions related to the material to be presented, namely narrative text material, by relating the material to everyday life.</p> <p>5. Motivation</p> <ul style="list-style-type: none"> - Teachers motivate students about the importance of studying narrative text material in everyday life. <p>6. Providing References</p> <ul style="list-style-type: none"> - The teacher conveys the learning objectives to be achieved. 	
Main Activities	<p>Text Selection:</p> <ol style="list-style-type: none"> 1. Teacher select materials based on the curriculum, students' interests, and their reading levels. 2. Teacher prepared a narrative text and some questions about the text which are important to be answered. 3. The teacher divides students into several groups. One group consists of 4-5 people. (The teacher divides the groups by counting 1, 2, 3,... etc. until there are approximately 7 groups, students with the same number will become one group). 4. Every group will give a narrative text entitled "The Legend of Lutung Kasarung" <p>Task Rehearsal</p> <ol style="list-style-type: none"> 1. The teacher separates the text into manageable sections or paragraphs. 2. In groups, students are involved in the scaffolding task to practice students' comprehension skills of the text. 	150'

	<ol style="list-style-type: none"> 3. The teacher asks students to close the text, and then students think carefully about each sentence or paragraph so they can understand it more fully. 4. Teachers organize discussions so that students can collaborate and engage by sharing ideas and asking questions. 5. Each group is given the task of finding interesting things and difficult words from the text, trying to find important information from the text. 6. Students understand the text by answering literal questions (main idea). 7. Students understand the text by answering inferential questions (conclusions). 8. Students respond to instructions or questions related to the reading. 9. The teacher gives students the opportunity to ask questions about material that they have not understood during the lesson. 10. Students, with the direction and guidance of the teacher, conclude the results of discussions on learning. 	
Closing Activities	<ol style="list-style-type: none"> 1. Provide feedback on the learning process : <i>Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?</i> 2. Summarize what you learned today. 3. Present the agenda for the next meeting. 	15'
Learning Steps	Second Meeting	45 = 180'
Preliminary Activities	<ol style="list-style-type: none"> 1. Orientation <ul style="list-style-type: none"> - The teacher greets you when you enter the class. - The teacher asks the students to pray together. - The teacher checks the cleanliness of the class. - The teacher checks the students' attendance. 2. Warming up <ul style="list-style-type: none"> - Teachers provide motivation in the form of giving mottos to students. <i>"Do you remember our motto?" "English. Yes, I can."</i> 3X Teacher: <i>"Are you ready?"</i> Student: <i>"Ready, ready, ready... Yes, I am ready."</i> Teacher: <i>"How are you in class?"</i> Student: <i>"My head, my soul, my body... are happy."</i> Ice Breaking: <i>"1 clap, 2 clap, 3 clap... no clap... big applause."</i> 3. Apperception <ul style="list-style-type: none"> - The teacher briefly reviews the material and activities from the previous meeting. 	15'

	<p><i>"Do you remember what material you learned in the last meeting?"</i></p> <ol style="list-style-type: none"> The teacher asks stimulating questions related to the material to be presented, namely narrative text material, by relating the material to everyday life. Motivation <ul style="list-style-type: none"> Teachers motivate students about the importance of studying narrative text material in everyday life. Providing References <ul style="list-style-type: none"> The teacher conveys the learning objectives to be achieved. 	
Main Activities	<p>Task Rehearsal</p> <ol style="list-style-type: none"> Each group is given the task of finding interesting things and difficult words from the text, trying to find important information from the text. Students understand the text by answering inferential questions (conclusions). Students respond to instructions or questions related to the reading. The teacher gives students the opportunity to ask questions about material that they have not understood during the lesson. Students, with the direction and guidance of the teacher, conclude the results of discussions on learning. <p>Task Integration</p> <p>The teacher asks each group to combine previously completed tasks with new information, exposing the skills they have acquired to a wider range of activities. By doing this, knowledge becomes easier to generalize and more easily transferred.</p>	150'
Closing Activities	<ol style="list-style-type: none"> Provide feedback on the learning process : <i>Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?</i> Summarise what you learned today. Present the agenda for the next meeting. 	15'
Learning Steps	Third Meeting	45 = 180'

Preliminary Activities	<ol style="list-style-type: none"> 1. Prepare students to be ready to carry out learning (prayer, attendance, and preparing learning resources). 2. Provide stimulating questions related to lessons learned at the previous meeting. 3. Convey the topic and learning agenda. 	15'
Main Activities	<p>Text Selection:</p> <ol style="list-style-type: none"> 1. Teacher select materials based on the curriculum, students' interests, and their reading levels. 2. Teacher prepared a narrative text and some questions about the text which are important to be answered. 3. The teacher divides students into several groups. One group consists of 4-5 people. (The teacher divides the groups by counting 1, 2, 3,... etc. until there are approximately 7 groups, students with the same number will become one group). 4. Every group will give a narrative text entitled "Timun Mas" <p>Task Rehearsal</p> <ol style="list-style-type: none"> 1. The teacher separates the text into manageable sections or paragraphs. 2. In groups, students are involved in the scaffolding task to practice students' comprehension skills of the text. 3. The teacher asks students to close the text, and then students think carefully about each sentence or paragraph so they can understand it more fully. 4. Teachers organize discussions so that students can collaborate and engage by sharing ideas and asking questions. 5. Each group is given the task of finding interesting things and difficult words from the text, trying to find important information from the text. 6. Students understand the text by answering literal questions (main idea). 7. Students understand the text by answering inferential questions (conclusions). 8. Students respond to instructions or questions related to the reading. 9. The teacher gives students the opportunity to ask questions about material that they have not understood during the lesson. 10. Students, with the direction and guidance of the teacher, 	150'

	conclude the results of discussions on learning.	
Closing Activities	<ol style="list-style-type: none"> 1. Provide feedback on the learning process : <i>Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?</i> 2. Summarise what you learned today. 3. Present the agenda for the next meeting. 	15'
Learning Steps	Fourth Meeting	x 45 = 180'
Preliminary Activities	<ol style="list-style-type: none"> 1. Prepare students to be ready to carry out learning (prayer, attendance, and preparing learning resources). 2. Provide stimulating questions related to lessons learned at the previous meeting. <ul style="list-style-type: none"> o <i>Are you ready to develop your own story?</i> 3. Convey the topic and learning agenda. 	15'
Main Activities	<p>Task Rehearsal</p> <ol style="list-style-type: none"> 1. Each group is given the task of finding interesting things and difficult words from the text, trying to find important information from the text. 2. Students understand the text by answering inferential questions (conclusions). 3. Students respond to instructions or questions related to the reading. 4. The teacher gives students the opportunity to ask questions about material that they have not understood during the lesson. 5. Students, with the direction and guidance of the teacher, conclude the results of discussions on learning. <p>Task Integration</p> <p>The teacher asks each group to combine previously completed tasks with new information, exposing the skills they have acquired to a wider range of activities. By doing this, knowledge becomes easier to generalize and more easily transferred.</p>	

Closing Activities	<ol style="list-style-type: none"> 1. Provide feedback on the learning process : <i>Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?</i> 2. Summarise what you learned today. 3. Present the agenda for the next meeting. 	15'
Assesment	Formative: process (LKPD-application of syntax-attitudes) Summative: evaluation	
Reflections of Students and Teachers	<ol style="list-style-type: none"> 1. Student Reflections Fill in the mind map of your understanding of Narrative Text by fulfilling its definitions, structures, and language features. 2. Teacher Reflection Does the teaching and learning process run as planned? Do the students participate in class activities? Do students have any difficulties understanding some parts of the materials? 	
Attachment	Teaching Material	
<div style="text-align: right;"> Makassar, Juli 2024 Teacher MASYITA MADJID </div>		

APPENDIX 9

TEACHING MATERIAL

Narrative text is a kind of text to retell the story using past tense.

The purpose of the text is to entertain or to amuse the readers or listeners about the story.

Function:

- ✓ To entertain the readers.
- ✓ To teach or inform.
- ✓ To change social opinion

The Generic Structure of Narrative text:

Orientation	It set the scene and introduce the participants (it answers the question: who, when, what, and where)
Complication	Tells the problems of the story and how the main characters solve them. This part includes situations, activities, or events that lead problem/complication to the climax. It shows when the crisis arise
Resolution	The crisis is resolved, for better or worse. It shows the end of the story, usually a happy ending
Re-orientation	(optional) The ending of the story.

Other Generic Structures of Narrative text:

Evaluation	(optional) The stepping back to evaluate the story or the moral message of the story
Coda	(optional) changes of the characters of lesson/value of the story.

The Grammatical Features of Narrative Texts:

- ✓ **Adjectives** to build noun groups to describe the people, animals or things in the story, such as ... a nice, diligent and kind-hearted man, etc.
- ✓ **Time connectives and conjunctions** to sequence

events through time, such as however, although, later, then.

- ✓ **Adverbs and adverbial phrases** to locate the particular events, such as once upon a time, long time ago.
- ✓ **Action verbs** to indicate the actions, such as stood, explained, provided, smashed
- ✓ **Saying and thinking verbs** to indicate what characters are feeling thinking or saying, such as told, realized, decided.

Past Tense

Past tense (killed, drunk, etc)

- ✓ **Adverb of time** (Once upon a time, one day, etc)
- ✓ **Time conjunction** (when, then, suddenly, etc)
- ✓ **Specific character.** The character of the story is specific, not general (Cinderella, Snow White, Alibaba, etc)
- ✓ **Action verbs.** A verb that shows an action. (killed, dug, walked, etc)
- ✓ **Direct speech.** It is to make the story lively (Snow White said, "My name is Snow White"). The direct speech uses present tense.

Past tense for statement (positive form)

Subject	Verb in the past	Complement
Mambang Khayali	Transformed	himself into a cannon that <u>could</u> shoot at the enemy
He	<u>Felt</u>	very thirsty.
He	<u>Asked</u>	the Green Princess for a drink
His request	<u>was</u> denied	
The head cannon	<u>was</u> bouncing up	to Aceh
the rear	<u>Remained</u>	at the Deli.

Subject	Verb be: was/were	Verb ing/adjective/noun phrase
I	was	at school this morning
she	was	doing homework when you came

past tense for negative statement (negative form)

subject	did not	verb infinitive	complement
The Green Princess	did not	return	to her glass coffin
The princess	did not	accept	his proposal to marry her

Past tense for questions (interrogative form)

question word	did	subject	verb infinitive	complement
	Did	she	accept	his proposal to marry her?
	Did	Putri Hijau	mention	her brother's name ?
What	did	Putri Hijau	mention?	

APPENDIX 10

**The Classification Score of Literal in Pretest and Posttest in
Experimental Class**

No	Respondents	Pretest	Classification	Posttest	Classification
1	Student 1	50	Poor	93	Very Good
2	Student 2	50	Poor	86	Very Good
3	Student 3	50	Poor	79	Good
4	Student 4	57	Poor	79	Good
5	Student 5	57	Poor	79	Good
6	Student 6	57	Poor	86	Very Good
7	Student 7	57	Poor	86	Very Good
8	Student 8	71	Good	86	Very Good
9	Student 9	64	Fair	86	Very Good
10	Student 10	57	Fair	71	Good
11	Student 11	50	Poor	86	Very Good
12	Student 12	64	Fair	79	Good
13	Student 13	64	Fair	79	Good
14	Student 14	50	Poor	86	Good
15	Student 15	64	Fair	93	Very Good
16	Student 16	57	Fair	86	Very Good
17	Student 17	64	Fair	79	Good
18	Student 18	64	Fair	93	Very Good
19	Student 19	64	Fair	79	Good
20	Student 20	57	Fair	93	Very Good
21	Student 21	64	Fair	93	Very Good
22	Student 22	57	Fair	79	Good
23	Student 23	64	Fair	79	Good
24	Student 24	57	Fair	93	Very Good
25	Student 25	64	Fair	93	Very Good
26	Student 26	64	Fair	86	Very Good
27	Student 27	64	Fair	86	Very Good
28	Student 28	64	Fair	79	Good
29	Student 29	57	Fair	93	Very Good
30	Student 30	57	Fair	93	Very Good
31	Student 31	64	Fair	93	Very Good
32	Student 32	57	Fair	71	Good
33	Student 33	64	Fair	79	Good
34	Student 34	57	Fair	79	Good
35	Student 35	64	Fair	93	Good
36	Student 36	57	Fair	79	Good
Σ		2150		3043	
\bar{X}		59,72		84,52	

APPENDIX 11

**The Classification Score of Inferential in Pretest and Posttest
in Experimental Class**

No	Respondents	Pretest	Classification	Posttest	Classification
1	Student 1	36	Poor	73	Good
2	Student 2	55	Poor	73	Good
3	Student 3	45	Poor	82	Good
4	Student 4	55	Poor	73	Good
5	Student 5	45	Poor	73	Good
6	Student 6	64	Fair	73	Good
7	Student 7	64	Fair	73	Good
8	Student 8	64	Fair	73	Good
9	Student 9	55	Poor	82	Good
10	Student 10	55	Poor	82	Good
11	Student 11	55	Poor	82	Good
12	Student 12	55	Poor	64	Fair
13	Student 13	45	Poor	64	Fair
14	Student 14	55	Poor	82	Good
15	Student 15	64	Fair	82	Good
16	Student 16	55	Poor	64	Fair
17	Student 17	55	Poor	82	Good
18	Student 18	45	Poor	73	Good
19	Student 19	64	Fair	82	Good
20	Student 20	55	Poor	73	Good
21	Student 21	45	Poor	73	Good
22	Student 22	64	Fair	82	Good
23	Student 23	55	Poor	64	Fair
24	Student 24	55	Poor	73	Good
25	Student 25	45	Poor	73	Good
26	Student 26	64	Fair	64	Fair
27	Student 27	45	Poor	73	Good
28	Student 28	64	Fair	64	Fair
29	Student 29	64	Fair	82	Good
30	Student 30	45	Poor	73	Good
31	Student 31	64	Fair	73	Good
32	Student 32	64	Fair	73	Very Good
33	Student 33	55	Poor	64	Fair
34	Student 34	55	Poor	64	Fair
35	Student 35	55	Poor	91	Very Good
36	Student 36	36	Poor	82	Good
Σ		1955		2664	
\bar{X}		54,29		73,99	

APPENDIX 12

**The Classification Score of Literal in Pretest and Posttest in
Control Class**

No	Respondents	Pretest	Classification	Posttest	Classification
1	Student 1	43	Poor	71	Good
2	Student 2	36	Poor	86	Very Good
3	Student 3	57	Poor	86	Good
4	Student 4	57	Poor	79	Good
5	Student 5	64	Fair	86	Very Good
6	Student 6	64	Fair	79	Good
7	Student 7	50	Poor	86	Very Good
8	Student 8	57	Fair	79	Good
9	Student 9	64	Fair	79	Good
10	Student 10	57	Fair	64	F
11	Student 11	64	Fair	86	Very Good
12	Student 12	64	Fair	71	Good
13	Student 13	64	Fair	79	Good
14	Student 14	64	Fair	86	Very Good
15	Student 15	57	Fair	86	Very Good
16	Student 16	43	Poor	79	Good
17	Student 17	64	Fair	79	Good
18	Student 18	57	Fair	86	Very Good
19	Student 19	64	Fair	86	Very Good
20	Student 20	57	Fair	93	Very Good
21	Student 21	64	Fair	86	Very Good
22	Student 22	57	Fair	86	Very Good
23	Student 23	64	Fair	86	Very Good
24	Student 24	64	Fair	71	Good
25	Student 25	57	Fair	86	Very Good
26	Student 26	57	Fair	71	Good
27	Student 27	57	Fair	79	Good
28	Student 28	64	Fair	86	Very Good
29	Student 29	57	Fair	79	Good
30	Student 30	64	Fair	71	Good
31	Student 31	57	Fair	79	Good
32	Student 32	64	Fair	86	Very Good
33	Student 33	57	Fair	86	Very Good
34	Student 34	64	Fair	86	Very Good
35	Student 35	64	Fair	71	Good
36	Student 36	50	Fair	86	Very Good
Σ		2114		2914	
\bar{X}		58,7		81	

APPENDIX 13

**The Classification Score of Inferential in Pretest and Posttest
in Control Class**

No	Respondents	Pretest	Classification	Posttest	Classification
1	Student 1	45	Poor	80	Good
2	Student 2	45	Poor	64	Fair
3	Student 3	45	Poor	73	Good
4	Student 4	64	Fair	73	Good
5	Student 5	36	Poor	73	Good
6	Student 6	55	Poor	73	Good
7	Student 7	64	Fair	82	Good
8	Student 8	55	Poor	73	Good
9	Student 9	55	Poor	82	Good
10	Student 10	55	Poor	64	Fair
11	Student 11	64	Fair	64	Fair
12	Student 12	55	Poor	64	Fair
13	Student 13	55	Poor	73	Good
14	Student 14	55	Poor	73	Good
15	Student 15	64	Fair	73	Good
16	Student 16	64	Fair	64	Fair
17	Student 17	55	Poor	82	Good
18	Student 18	45	Poor	82	Good
19	Student 19	45	Poor	82	Good
20	Student 20	64	Fair	73	Good
21	Student 21	36	Poor	73	Good
22	Student 22	64	Fair	82	Good
23	Student 23	45	Poor	73	Good
24	Student 24	55	Poor	64	Fair
25	Student 25	36	Poor	73	Good
26	Student 26	45	Fair	64	Fair
27	Student 27	55	Poor	73	Good
28	Student 28	55	Fair	64	Fair
29	Student 29	64	Fair	82	Good
30	Student 30	64	Fair	73	Good
31	Student 31	64	Fair	73	Good
32	Student 32	55	Fair	73	Good
33	Student 33	55	Poor	73	Good
34	Student 34	45	Poor	73	Good
35	Student 35	64	Fair	73	Good
36	Student 36	45	Poor	64	Fair
A P	Σ	1927		2607	
	\bar{X}	53,54		72,22	

APPENDIX 14

The Score of Pretest in Experimental Class

No	Respondents	Pretest									
		Literal					Total	Inferential			Total
		1	2	3	4	5		6	7	8	
1	Student 1	1	1	2	2	1	50	1	1	2	36
2	Student 2	1	1	2	2	1	50	3	1	2	55
3	Student 3	1	1	2	1	2	50	3	1	1	45
4	Student 4	1	2	2	2	1	57	2	2	2	55
5	Student 5	1	2	1	2	2	57	3	1	1	45
6	Student 6	1	1	2	2	2	57	1	3	3	64
7	Student 7	1	2	2	1	2	57	3	2	2	64
8	Student 8	1	2	2	2	3	71	1	3	3	64
9	Student 9	1	2	2	2	2	64	2	2	2	55
10	Student 10	1	2	2	1	2	57	2	2	2	55
11	Student 11	1	2	2	1	1	50	2	2	2	55
12	Student 12	1	2	2	2	2	64	2	2	2	55
13	Student 13	1	2	2	2	2	64	2	1	2	45
14	Student 14	1	2	2	1	1	50	3	1	2	55
15	Student 15	1	2	3	1	2	64	3	2	2	64
16	Student 16	1	2	1	2	2	57	2	2	2	55
17	Student 17	1	2	2	1	3	64	2	2	2	55
18	Student 18	1	2	2	2	2	64	2	2	1	45
19	Student 19	1	2	3	1	2	64	3	2	2	64
20	Student 20	1	2	2	1	2	57	3	2	1	55
21	Student 21	1	2	3	1	2	64	2	1	2	45
22	Student 22	1	2	2	1	2	57	3	2	2	64
23	Student 23	1	2	2	2	2	64	2	2	2	55
24	Student 24	1	2	2	2	1	57	2	2	2	55
25	Student 25	1	2	3	2	1	64	1	2	2	45
26	Student 26	1	2	2	2	2	64	2	2	3	64
27	Student 27	1	2	2	2	2	64	2	1	2	45
28	Student 28	1	2	2	2	2	64	3	2	2	64
29	Student 29	1	2	2	2	1	57	2	3	2	64
30	Student 30	1	2	1	2	2	57	2	1	2	45
31	Student 31	1	2	3	2	1	64	3	2	2	64
32	Student 32	1	2	2	2	1	57	3	2	2	64
33	Student 33	1	2	2	2	2	64	2	2	2	55
34	Student 34	1	2	2	2	1	57	3	1	2	55
34	Student 35	1	2	2	2	2	64	2	2	2	55
34	Student 36	1	2	2	2	1	57	2	1	1	36
Σ		36	68	74	61	62	2150	81	64	70	1955
X		1	1,9	2,1	1,7	1,7	59,7	2,3	1,8	1,9	54,29

APPENDIX 15

The Score of Posttest in Experimental Class

No	Respondents	Posttest									
		Literal					Total	Inferential			Total
		1	2	3	4	5		6	7	8	
1	Student 1	1	2	3	4	3	93	3	3	2	73
2	Student 2	1	1	2	4	4	86	3	3	2	73
3	Student 3	1	2	3	3	2	79	3	3	3	82
4	Student 4	1	2	3	3	2	79	2	2	4	73
5	Student 5	1	1	3	3	3	79	3	3	2	73
6	Student 6	1	2	3	3	3	86	2	3	3	73
7	Student 7	1	2	3	3	3	86	2	3	3	73
8	Student 8	1	2	2	4	3	86	2	3	3	73
9	Student 9	1	2	2	3	4	86	3	3	3	82
10	Student 10	1	2	2	2	3	71	3	3	3	82
11	Student 11	1	2	3	3	3	86	3	3	3	82
12	Student 12	1	2	2	4	2	79	2	3	2	64
13	Student 13	1	2	3	2	3	79	2	3	2	64
14	Student 14	1	2	2	3	4	86	3	3	3	82
15	Student 15	1	2	2	4	4	93	2	3	4	82
16	Student 16	1	2	3	3	3	86	2	3	2	64
17	Student 17	1	2	3	2	3	79	3	3	3	82
18	Student 18	1	2	3	4	3	93	2	3	3	73
19	Student 19	1	2	3	3	2	79	2	3	4	82
20	Student 20	1	2	2	4	4	93	3	3	2	73
21	Student 21	1	2	3	3	4	93	2	3	3	73
22	Student 22	1	2	2	3	3	79	3	3	3	82
23	Student 23	1	1	3	3	3	79	2	2	3	64
24	Student 24	1	2	2	4	4	93	3	3	2	73
25	Student 25	1	2	3	3	4	93	3	2	3	73
26	Student 26	1	2	1	4	4	86	3	2	2	64
27	Student 27	1	2	3	3	3	86	3	3	2	73
28	Student 28	1	2	3	3	2	79	3	2	2	64
29	Student 29	1	2	3	3	4	93	2	3	4	82
30	Student 30	1	2	3	4	3	93	3	2	3	73
31	Student 31	1	2	2	4	4	93	2	3	3	73
32	Student 32	1	2	3	2	2	71	3	2	3	73
33	Student 33	1	2	2	3	3	79	3	2	2	64
34	Student 34	1	1	2	3	4	79	2	3	2	64
34	Student 35	1	2	2	4	4	93	3	3	4	91
34	Student 36	1	2	2	3	3	79	3	3	3	82
Σ		36	68	91	116	115	3043	93	100	100	2664
\bar{X}		1	1,9	2,5	3,2	3,2	84,5	2,6	2,8	2,8	73,99

APPENDIX 16

The Score of Pretest in Control Class

No	Respondents	Pretest									
		Literal					Total	Inferential			Total
		1	2	3	4	5		6	7	8	
1	Student 1	1	2	1	1	1	43	1	2	2	45
2	Student 2	1	1	1	1	1	36	2	1	2	45
3	Student 3	1	1	2	2	2	57	3	1	1	45
4	Student 4	1	2	1	2	2	57	2	2	3	64
5	Student 5	1	2	3	1	2	64	2	1	1	36
6	Student 6	1	2	2	2	2	64	2	2	2	55
7	Student 7	1	2	2	1	1	50	3	2	2	64
8	Student 8	1	2	2	2	1	57	1	3	2	55
9	Student 9	1	2	2	2	2	64	2	2	2	55
10	Student 10	1	2	2	2	2	57	2	2	2	55
11	Student 11	1	2	2	2	2	64	2	2	3	64
12	Student 12	1	2	2	2	2	64	2	2	2	55
13	Student 13	1	2	2	2	2	64	2	2	2	55
14	Student 14	1	2	2	2	2	64	2	2	2	55
15	Student 15	1	2	2	1	2	57	3	2	2	64
16	Student 16	1	1	1	2	1	43	2	2	3	64
17	Student 17	1	2	2	2	2	64	2	2	2	55
18	Student 18	1	1	2	2	2	57	2	2	1	45
19	Student 19	1	2	2	1	3	64	3	1	1	45
20	Student 20	1	2	2	1	2	57	3	2	2	64
21	Student 21	1	2	2	2	2	64	1	1	2	36
22	Student 22	1	2	2	1	2	57	2	2	3	64
23	Student 23	1	2	2	2	2	64	2	1	2	45
24	Student 24	1	2	3	1	2	64	2	2	2	55
25	Student 25	1	2	2	2	1	57	1	1	2	36
26	Student 26	1	1	2	2	2	57	1	2	2	45
27	Student 27	1	2	2	1	2	57	2	2	2	55
28	Student 28	1	2	2	2	2	64	2	2	2	55
29	Student 29	1	2	2	2	1	57	2	3	2	64
30	Student 30	1	2	2	2	2	64	2	2	3	64
31	Student 31	1	1	2	2	2	57	2	2	3	64
32	Student 32	1	2	2	2	2	64	2	2	2	55
33	Student 33	1	2	2	2	1	57	2	2	2	55
34	Student 34	1	2	2	2	2	64	2	1	2	45
34	Student 35	1	2	3	1	2	64	2	2	3	64
34	Student 36	1	2	1	1	2	50	2	1	2	45
Σ		36	66	70	59	65	2114	72	65	75	1927
\bar{X}		1	1,8	1,9	1,6	1,8	58,7	2,0	1,8	2,1	53,54

APPENDIX 17

The Score of Posttest in Control Class

No	Respondents	Posttest									
		Literal					Total	Inferential			Total
		1	2	3	4	5		6	7	8	
1	Student 1	1	2	2	2	3	71	3	3	2	73
2	Student 2	1	1	2	4	4	86	2	3	2	64
3	Student 3	1	2	3	3	3	86	3	2	3	73
4	Student 4	1	2	3	3	2	79	2	3	3	73
5	Student 5	1	2	3	3	3	86	3	3	2	73
6	Student 6	1	1	3	3	3	79	2	3	3	73
7	Student 7	1	2	3	3	3	86	3	3	3	82
8	Student 8	1	2	3	3	2	79	3	3	2	73
9	Student 9	1	2	2	3	3	79	3	3	3	82
10	Student 10	1	2	2	2	3	64	2	3	2	64
11	Student 11	1	2	3	3	3	86	3	2	2	64
12	Student 12	1	2	2	3	2	71	3	2	2	64
13	Student 13	1	2	3	2	3	79	3	3	2	73
14	Student 14	1	2	3	2	4	86	3	2	3	73
15	Student 15	1	2	2	4	3	86	2	2	4	73
16	Student 16	1	2	3	3	2	79	2	3	2	64
17	Student 17	1	2	3	2	3	79	3	3	3	82
18	Student 18	1	2	3	2	4	86	3	3	3	82
19	Student 19	1	2	3	2	4	86	3	3	3	82
20	Student 20	1	1	3	4	4	93	3	3	2	73
21	Student 21	1	2	3	3	3	86	2	3	3	73
22	Student 22	1	2	2	3	4	86	3	3	3	82
23	Student 23	1	2	3	3	3	86	3	2	3	73
24	Student 24	1	2	1	3	3	71	2	3	2	64
25	Student 25	1	2	3	3	3	86	2	3	3	73
26	Student 26	1	2	1	4	2	71	2	2	3	64
27	Student 27	1	2	2	3	3	79	3	3	2	73
28	Student 28	1	2	2	4	3	86	3	2	2	64
29	Student 29	1	2	2	3	3	79	3	3	3	82
30	Student 30	1	1	2	3	3	71	2	3	3	73
31	Student 31	1	2	2	3	3	79	3	2	3	73
32	Student 32	1	2	2	3	4	86	3	2	3	73
33	Student 33	1	2	2	4	3	86	2	3	3	73
34	Student 34	1	2	3	3	3	86	3	3	2	73
34	Student 35	1	1	2	3	3	71	2	3	3	73
34	Student 36	1	2	3	3	3	86	2	2	3	64
Σ		36	67	89	107	109	2914	94	97	95	2600
\bar{X}		1	1,9	2,5	3,0	3,0	81	2,6	2,7	2,6	72,22

APPENDIX 18

STUDENTS' WORKSHEET 1

Satuan Pendidikan	: SMKN 1 Makassar
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X / Ganjil
Materi Pokok	: Narrative text
Indikator Pembelajaran	: - Memahami teks dengan menjawab pertanyaan literal. - Memahami teks dengan menjawab pertanyaan Inferential

Answer the following questions based on the text:

1. What is the main idea of the first paragraph?
2. Why did Prabu Baka make a deal with Bandung Bondowoso?
3. What did Bandung Bondowoso do when the king didn't give him Roro Jonggrang?
4. What did Durga demand from the king in return for her forgiveness?
5. What moral lesson can be learned from the incomplete temple?
6. What is the conclusion of the second paragraph about why Prabu Baka made a deal with Bandung Bondowoso?
7. What does the incomplete temple symbolize at the end of the story?
8. What conclusion can be drawn from the fourth paragraph about Prabu Baka's regret and plea to Durga?

Roro Jonggrang

Long ago, in the land of Central Java, there lived a powerful king named Prabu Baka. He was a cruel and selfish ruler who cared only about his own desires and pleasures. One day, he decided to build a grand temple to showcase his wealth and power. He ordered his subjects to work day and night, using all of their strength to build the temple.

But the people were exhausted and could not continue their work. So, the king made a deal with a powerful demon named Bandung Bondowoso. He promised to give the demon the most beautiful woman in the land, Roro Jonggrang, in exchange for his help in completing the temple.

Bandung Bondowoso agreed to the deal and used his supernatural powers to complete the temple in a single night. But when the king refused to honor his end of the bargain and give him Roro Jonggrang, the demon became furious.

With his powers, Bandung Bondowoso turned Roro Jonggrang into a statue and placed her in the temple, where she became known as Durga, the goddess of destruction. When the king discovered what had happened, he was filled with regret and pleaded with the goddess to forgive him and bring Roro Jonggrang back to life.

Durga agreed to forgive the king, but she refused to release Roro Jonggrang from her statue form. Instead, she demanded that the king build a thousand temples in honor of the goddess and her worshippers. The king agreed and built the temples, one after another, until he reached the final temple.

At this temple, he was assisted by Roro Jonggrang's spirit, who urged him to stop building before he could complete the thousandth temple. And so, to this day, the final temple remains incomplete, a symbol of the king's greed and the power of the supernatural forces that can be unleashed by such greed.

<https://www.english-academy.id/blog/narrative-text>

APPENDIX 19

Answer Key of Students' Worksheet 1

1. The main idea is that Prabu Baka was a cruel and selfish king who only cared about his desires and decided to build a grand temple to show his wealth and power.
2. He made the deal because his subjects were too exhausted to finish building the temple.
3. He turned Roro Jonggrang into a statue out of anger.
4. She demanded that the king build a thousand temples in her honor.
5. The lesson is that greed can lead to failure and that there are forces greater than human ambition, which can interfere when greed becomes too powerful.
6. Prabu Baka made a deal with Bandung Bondowoso because his people were too tired to finish building the temple, and he wanted it completed quickly.
7. The incomplete temple symbolizes the consequences of greed and broken promises, as well as the power of supernatural forces that arise from such actions.
8. Prabu Baka regretted his actions and pleaded with Durga to restore Roro Jonggrang, but Durga only forgave him and did not reverse the curse.

APPENDIX 20

STUDENTS' WORKSHEET 2

Satuan Pendidikan	: SMKN 1 Makassar
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X / Ganjil
Materi Pokok	: Narrative text
Indikator Pembelajaran	: Memahami teks dengan menjawab pertanyaan literal. - Memahami teks dengan menjawab pertanyaan Inferential

Answer the following questions based on the text:

1. What is the main character's background in the Legend of Toba Lake?
2. What significant event occurs while the young man is fishing?
3. What condition does the princess impose before marrying the young man?
4. What happens to the wife and son after the father's revelation?
5. What moral lesson can be drawn from the Legend of Toba Lake?
6. How did the formation of Lake Toba occur according to the legend?
7. How does the legend of Lake Toba relate to the environment?
8. What cultural significance does Lake Toba hold in Indonesian folklore?

APPENDIX 21

Answer Key of Students' Worksheet 2

1. The main character is a young orphan farmer who lives in the northern part of the island of Sumatra, making his living through farming and fishing.
2. While fishing, he catches a beautiful golden-brown fish, which magically transforms into a beautiful princess when he holds it.
3. The princess agrees to marry him on the condition that he must never reveal her origin as a fish.
4. In a moment of anger, the father exclaims, "basically you are the offspring of fish!" which reveals the secret of his wife's origin.
5. The story emphasizes the importance of honoring promises and the consequences of betrayal, as breaking his vow leads to tragic outcomes for the family.
6. The formation of Lake Toba occurred when the heavy springs that erupted after the disappearance of the princess and her son flooded the area, eventually creating a vast lake.
7. The legend highlights how human actions (or inactions) can significantly impact the environment. In this case, breaking a promise led to a flood that transformed the land into a lake, demonstrating the potential for natural disasters due to human mistakes.
8. Lake Toba holds significant cultural and historical appeal in Indonesian folklore. The legend serves as a reminder of the importance of integrity and trust in every agreement made, and it has been passed down through generations as a cautionary tale.

APPENDIX 22

PEMERINTAH PROVINSI SULAWESI SELATAN
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Nama: Maryita Madidi

Nim: 105071101022

Program Studi: Pascasarjana Pendidikan Bahasa Inggris

Universitas / Lembaga: Universitas Muhammadiyah Makassar

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The Effect of Task Repetition Method on the Improvement of Reading Comprehension
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Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya.

Makassar, 6 Oktober 2024
 Kepala SMKN 1 Makassar

Drs. H. Kasrin Kasrin, M.Pd
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APPENDIX 23


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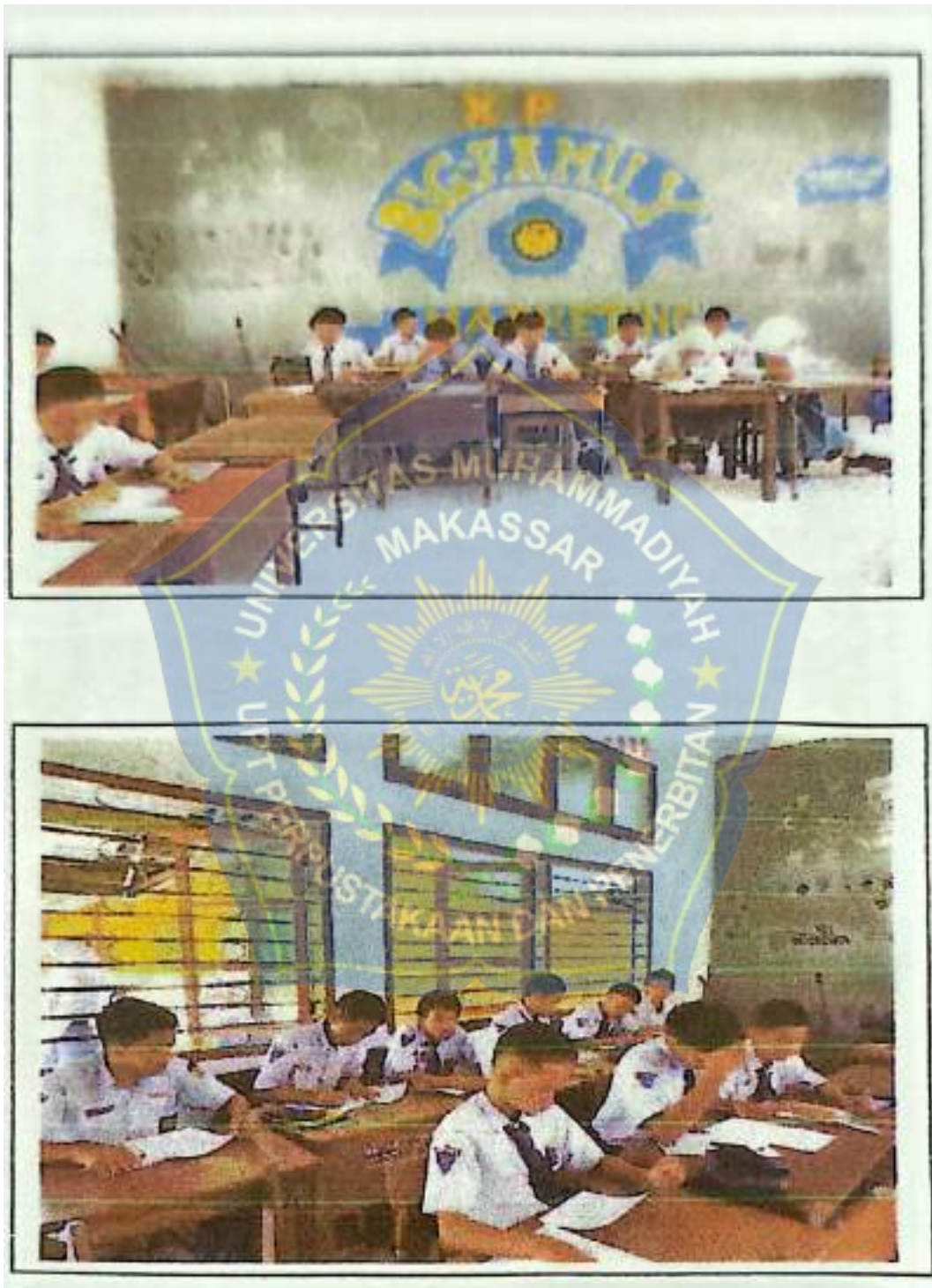
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DOCUMENTATIONS



TREATMENT



POST - TEST



ICS Dipindai dengan CamScanner

CONTROL CLASS**PRE- TEST**

TREATMENT



POST - TEST





159 | Berprestasi dengan Cerdas dan Berkarakter

APPENDIX 25**STUDENTS ANSWER SHEET IN EXPERIMENT CLASS**



SMK NEGERI 1 MAKASSAR **SMK Pusat Keunggulan**



Name : Mahdika Putri del Ramadhani

Class : X AIL 4

1. In kingdom in which you was ruled by a king called Prabu, Prabu was a kind and wise king, and there was no hungry in his kingdom but Prabu and his queen didn't have any children. It made them very, very sad.

2. Prabu went into the jungle, there he prayed to his god for a child.

3. The queen was expecting a baby.

4. because they a princess in the kingdom.

5. Prabu took their gifts of gold and bright jewels and had a beautiful necklace.

6. because princess thinks the necklace is ugly.

7. don't throw away your gold so much because he might have a bad attitude.

8. but some people believe that the colors are from the princess's necklace which still lies in pieces at the bottom of the lake.



SMK NEGERI 1 MAKASSAR
SMK Pusat Keunggulan



Name : Aulia Syahroni
 Class : X. AHL - 4

1. Long ago there was a kingdom in West Java.
2. There he prayed to his god for a child.
3. Because the queen was expecting a baby.
4. Queen was expecting a baby, and all the people in the kingdom were happy. Her parents loved her, and so did the people in the kingdom.
5. Her parents invited all the people in the kingdom to a party. Prabu took their gifts of gold and bright jewels and had a beautiful necklace made for his daughter.
6. Because the princess don't want necklace.
7. Always want people fine / (Solusi jadi orang yang berjuluk)
8. But some people believe that the colors are from the princess's necklace, which still lies in pieces at the bottom of the lake.

J. Andi Mangaraj, S.Pd, Pengajar, Kecamatan Tamalate, Kota Makassar
 Provinsi Sulawesi Selatan

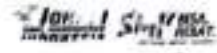


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SMK NEGERI 1 MAKASSAR
SMK Pusat Keunggulan



Name : Anella
Class : X MIA 1

1. Twin brother of wa Terriabong. According to the prophecy, they will fall in love and intend to get married which is against local customs. To prevent this, King luwe separated them from childhood.
2. Wa Terriabong suggested that Sawerigading go to China to marry their cousin.
3. After a journey full of challenges, Sawerigading arrived in China and found out that wa Cuda was engaged.
4. After seeing wa Cuda, Sawerigading sent a proposal, which he accepted after his cover was blown and wa Cuda discovered that he was his cousin.
5. On their way back to home, they faced various obstacles but ultimately arrived safely.
6. Disappointed, Sawerigading decided to return to China with his wife. However, on the way, their ship sank.
7. However on the way, their ship sank.
8. They became the rulers of the underwater world.
We should not be selfish and greedy.

J. Andi Mangaraj Ho M. Pongryk, Kecamatan Tamale, Kota Makassar
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SMK Pusat Keunggulan



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Name: Nurul Annyah Amira A

Class: X. APL 1

- 1) According to the prophecy, they will fall in love and intend to get married, which is against local customs.
- 2) His terrapene suggested that Sawerigading go to China to marry their cousin, We Cudai, who was very similar to him.
- 3) After a journey full of challenges, Sawerigading arrived in China and found out that We Cudai was engaged, however, he still wanted to prove Cudai's beauty and disguised himself as an oro trader.
- 4) Sawerigading and We Cudai's wedding was lovely. A year later, they were blessed with a child named La Ganga.
- 5) They faced various obstacles but ultimately arrived safely.
- 6) Disappointed.
- 7) However, on the way, their ship sank.
- 8) Two brothers who were raised apart finally met and ended up loving each other.

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SMK NEGERI 1 MAKASSAR
SMK Pusat Keunggulan



Name : Nur Azzahri Musthafa Rustam

Class : X MIA 4

- 1). According to the prophecy, they will fall in love and intend to get married, which is against local customs. To prevent this, King Luvu separated them from childhood.
- 2). We then suggested that Sawerigading go to China to marry their cousin.
- 3). Sawerigading arrived in China and found out that we Cudai was engaged.
- 4). Sawerigading sent a proposal, which was accepted after his cover was blown and we Cudai discovered that he was his cousin.
- 5). On their way back to Luvu, they faced various obstacles but ultimately arrived safely.
- 6). Disappointed.
- 7). Sawerigading decided to return to China with his wife. However, on the way, their ship sank. According to the story.
- 8). This story emphasizes the importance of respecting customs and predetermined destiny.

APPENDIX 26

STUDENTS ANSWER SHEET IN CONTROL CLASS





SMK NEGERI 1 MAKASSAR
SMK Pusat Keunggulan



Name : Ahmad Dzaky Darwis

Class : X - PM 1

1. Long wong, (long ago there was a kingdom in west java).
2. Then one day Prabu went into the jungle. There he Prayed to his god for a child. A ~~many~~ few Month later, the Queen was expecting a baby, and all the People in the kingdom were happy.
3. Because the Queen are Pregnant.
4. Prabu and the Queen loved their ~~little~~ little daughter and gave her everything.
5. her parents invited all the People in the Kingdom to a party. Prabu took their gift s of gold and brinett jewels and had a beautiful necklace made for his daughter.
6. The Princess looked at the necklace "i don't want it! it's ugly!" she shouted, and she throw the necklace on the ground, where it broke into pieces.
7. we must love what we Parents give us.
8. Princess very angry, Everyone was sad and began crying.



SMK NEGERI 1 MAKASSAR
SMK Pusat Keunggulan



Name : Dinda Ayu
Class : X. peminatan 1

1. They will fall in love and intend to get married.
2. We Tondriabong suggested that Sawerigading go to China to marry His Cousin.
3. Sawerigading arrived in China and found out that we Cudai was engaged however, he still wanted to see we Cudai's beauty and disguised himself as an ore ore trader.
4. After seeing we Cudai, Sawerigading sent a Proposal, which was accepted after his Cousin was known and we Cudai discovered that he was his Cousin.
5. They faced various obstacles but ultimately arrived safely. After living in Lawu for several years, Sawerigading heard about Islamic teachings developing in Java.
6. Disappointed, Sawerigading decided to return to China with his wife.
7. However, on the way, their ship sank. According to the story, the ~~brave~~ became the rulers of the underwater world.
8. Her story emphasizes the importance of respecting Customs and Pre-termined destiny.

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SMK NEGERI 1 MAKASSAR
SMK Pusat Keunggulan



Name : Ahmad Tsadq Shafwan

Class : X PM 1

1. According to the prophecy, they will fall in love and the twin brother as we intend to get married, which is against local customs
2. We then suggested that Sawerigading go to China to marry their cousin, we could who was very similar to him
3. Sawerigading arrived in China and found out that we could was engaged
4. Sawerigading sent a proposal, which was accepted after his cover was blown and we could discovered that he was his cousin
5. They faced various obstacles but ultimately arrived safely. After living in China for several years, Sawerigading heard about Islamic teachings developing in Java
6. Disappointed, Sawerigading decided to return to China with his wife;
7. However on the way their ship sank according to the story they became the rulers of the underwater world.
8. This story emphasises the importance of respecting customs and predetermined destiny

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Mengedukasi Lembaga Pendidikan Berprestasi, Berakhlak dan Unggul, Mengupayakan Daya Saing Nasional Yang Berkualitas dan Inovatif



SMK NEGERI 1 MAKASSAR
SMK Pusat Keunggulan



12 9

100% SMK

Name : M. ABD. FAKHRI F.

Class : 7 PM 1

- 1) they will fall in love and intend to get married, which is against local customs. To prevent this, King Luvu separated them from childhood. Sawarigadeng grew up to be a handsome young man and We Tenriakeng became a beautiful girl hidden in the attic of the palace.
- 2) We Tenriakeng suggested that Sawarigadeng go to China to marry their cousin, We Cudai, who was very similar to him.
- 3) Sawarigadeng arrived in China and found out that We Cudai was engaged.
- 4) He still wanted to see We Cudai's beauty and disguised himself as an iron trader. After seeing We Cudai, Sawarigadeng saw a proposal.
- 5) On their way back to Makassar they face various obstacles but ultimately arrived safely.
- 6) Disappointed, Sawarigadeng decided to return to China with his wife.
- 7) However, on the way, their ship sank according to the story, they became the rulers of the underwater world.
- 8) This story emphasizes the importance of respecting customs and predestined destiny.

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CURRICULUM VITAE



Masyita Madjid was born on 23rd March 1980. She is the sixth daughter of the couple (Alm) H. Abd. Madjid R, BA and Hj. Husnah Madjid, BA. She has two brothers and five sisters. She started her elementary school at SDN 2 Kampung Baru Majene and graduated in 1992. Then she continued her study at SMP Negeri 2 Majene and graduated in 1995. After that she continued her

senior high school at SMU Negeri 1 Majene which is known today, this is SMA Negeri 1 Majene and graduated in 1998. In 1999, she was accepted in State University of Makassar (UNM) as a student at the Faculty of Languages and Arts majoring in English Language Education until 2004, and got her Bachelor of Education Degree (S.Pd). At the end of her study, she was able to complete her thesis entitled “The Ability of Mandarese Students to Pronounce English Sounds (A Contrastive Analysis)”. Then, in 2022, she continued her study as post graduate students in the Muhammadiyah University of Makassar and present the thesis title “The Effect of the task Repetition Method on the Students’ Reading Comprehension at Vocational High School 1 Makassar (A Quasi-Experimental Research)”.

