

**THE USE OF EXPERIENCE TASK IN INCREASING STUDENTS'
READING COMPREHENSION ACHIEVEMENT**
(A Pre-experimental research)



A THESIS

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Motto

“My Mother is the Hearts That Keeps Me Alive”

THIS SIMPLE WORK IS RESPECTFULLY DEDICATED TO:

My honorable and beloved parents

(Ayahanda Alm. Nasir Doko dan Ibunda Hana)

Thank you so much for everything

ABSTRACT

IRMAYANI ND, 2019. *The use of experience task in increasing students' reading comprehension achievement at the first grade of SMP Aisyiyah Sungguminasa (Pre-Experimental Research)* .A thesis of English Department the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Guided by Sulfasyah and Farisha Andi Baso.

The main objective of the research was to know what using of experience task increasing students' reading comprehension achievement focused on descriptive text. Finding determine that there were significance difference of the students' in used experience task could significantly in students' reading comprehension achievement.

The researcher applied Pre Experimental method. The data were collected by giving pre-test and post-test. The population of the research was consist of 98 and the sample of the research was the first grade of SMP Aisyiyah Sungguminasa, academic year 2018/2019 which the researcher used one class as the sample which consisted of 20 students namely class VII C as the experimental class. The sample was taken by using simple random sampling.

The result of the research showed that the students reading comprehension pretest and post-test significantly differences. After giving the treatment was made the students' reading comprehension significantly improved. The result of the research was obtained by the students through pre-test in experimental class was 53 and post-test was 83 while after giving a treatment their reading comprehension significance improved. The value of the t-test was greater than t-table (2, 32 > 2.042). It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It concluded that the use of experience task was effective to increase students' reading comprehension achievement.

Key words: Effects, Experience task, Reading, Descriptive, Text

ABSTRAK

IRMAYANI ND 2018 penggunaan experience task dalam meningkatkan kemampuan membaca siswa pada kelas tujuh di SMP Aisyiyah Sungguminasa (penelitian pre-experimen). Skripsi bahasa Inggris fakultas FKIP Universitas Muhammadiyah Makassar. Dibimbing oleh Sulfasyah dan Farisha Andi Baso.

Tujuan dari penelitian ini adalah untuk mengetahui apakah dengan menggunakan experience task dapat meningkatkan kemampuan membaca siswa terutama dalam teks descriptive. Untuk menemukan apakah ada perbedaan yang signifikan dengan penggunaan experience task dalam meningkatkan kemampuan membaca

Dalam penelitian ini peneliti menggunakan metode penelitian pre eksperimen. Cara pengumpulan data dilakukan dengan memberi siswa pretest dan posttest. Jumlah keseluruhan siswa untuk kelas tujuh di SMP Aisyiyah Sungguminasa tahun ajaran 2018/2019 terdiri dari 98 siswa yang mana peneliti menggunakan satu kelas sebagai sampel yang terdiri dari 20 siswa yaitu kelas VII C sebagai kelas experiment. Sampel dari penelitian diambil dengan cara simple random sampling.

Hasil dari penelitian ini menunjukkan bahwa kemampuan membaca siswa di pretest dan posttest memiliki perbedaan yang signifikan. Setelah memberi treatment kemampuan membaca siswa mengalami peningkatan yang signifikan. Hasil dari penelitian ini menjelaskan bahwa di pretest pada kelas eksperimen adalah 53 dan di posttest adalah 83 setelah memberi treatment kemampuan membaca siswa mengalami peningkatan yang signifikan. Nilai dari t-test lebih tinggi dari t-table ($2, 30 > 2.093$). Hal ini menjelaskan bahwa alternative hypothesis (H_1) diterima dan was accepted and the null hypothesis (H_0) ditolak. Jadi dapat disimpulkan bahwa penggunaan experience task efektif dalam meningkatkan kemampuan membaca

Key words: peningkatan, Experience task, Reading, Descriptive, Teks

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Makassar, January 2019

IRMAYANI ND

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CHAPTER I

INTRODUCTION

A. Background

Reading is one of the important part in learning English, began from elementary school until university level we need to learn about reading. Reading is a very important for the learners, when they want to learn other aspect in english the first they are need to know about reading both of reading and other aspect it has related and cannot be to separate each other. Harmer (1998: 68) states that reading is useful for other purposes, any exposure to English (provided students understand it more or less) is a good thing for language students

The purpose of reading in many languages is to in form our selves about something which we are interest. In other words, to extent our experience of the word in which we live. People must read well if they want to broad their experience. Through reading the English text, the students also can increase their knowledge.

Through reading, people can improve their own knowledge which ensures the continuing personal growths and adapts the change in the word. Based the explanation above the teacher must creative in learning process to make students more interest about the subject caused that the teacher should try to apply different strategies or technique than previous. In reading skill many strategies using the teacher for improve students reading ability. Strategies is an important role in teaching and learning process which is use by the teachers who would like to be successful, especially English

teacher. The effective strategy creates a good result in teaching and learning process and absolutely we can attract the student's motivation. To improve the students reading comprehension ability, teacher has to use a strategy to teach it, so the writer tries to use two strategies namely experience task and independent task Strategy in this research.

Yang (2010:142) defines experience task is a task the purpose to help students get experience as individually or working as a group. In the process of teaching and learning, the teacher, the students are given a certain task by the teacher and through this task the students can develop their experience and they can also do the other task based on the information and experience that they have. With this task the students will more easier to understand the reading material.

Based on the statement above the researcher will do a research for know the effect of experience and independent task to students reading comprehension achievement. The researcher hopes that both of strategy above can be explain well so students know which one more effectives form caused that the researcher want research the title "*The use of Experience Task in increase Students Reading Comprehension Achievement at SMP Aisyiyah Sungguminasa.*"

B. Problem Statement

Many strategies using by teacher to improve reading comprehension of students but most of that not give the significant result because this reason and

also related to the background above, the researcher Formulates the research question as follows:

1. How is students in reading comprehension achievement of descriptive text using experience task at SMP Aisyiyah Sungguminasa?
2. Are there any significant difference in students' reading comprehension achievement between those who are taught through experience at SMP Aisyiyah Sungguminasa?

C. Objective of Study

Based on the researcher statement of problem above, this research objective:

1. To find out students reading comprehension achievement taught experience task at SMP Aisyiyah Sungguminasa.
2. To find out the significant difference in students reading achievement between those who are taught through experience task strategy at SMP Aisyiyah Sungguminasa.

D. Significance of the Study

In this research the researcher with this research can give benefits for the other people there are several significance of the study

1. For the researcher

This research is to know more about how experience task in increase students reding comprehension achievment.

2. For the students

This research makes the students more easily to understand and improve their reading ability through experience and independent task strategies.

3. for the next researcher

It can be useful information and reference to do their research in concerning reading comprehension.

E. Scope of the Study

Based from the explanation of researcher above the researcher want to scope this research with the hopes the students more easier in learn about reading and also to create the fun class for students through experience task strategy. Because this reason the researcher choose just focus on what is experience task can improved students reading comprehension achievement through descriptive text, which can see in literal comprehension beside that the writer also hopes to contribute the result of observation to improve the education and also for the new researcher in the future.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter present of previews related finding and some partine ideas.

A. Preview Related Studies

1. Setyowati (2012) This research direct to know the implementation of independent task in reading comprehension at the first year students of senior high school, and also to reveal the students' and the teacher's problems in the implementation of independent task. From the result of the research are the writer found that process of teaching reading comprehension by using independent task gave many advantages for the students and the teacher. After applying the independent task in teaching reading comprehension the students got better abilities in reading comprehension text. While the problem faced by the teacher in the process of implementing this task are the class level and situation, finding the appropriate material and time management.
2. Nurhayati (2014) this reasearch is to find out whether 1. Experience task is more effective than guided writing to teach writing for the eight students of smp negeri 1 Karanganyar, 2. Students having high creativity have better writing than those have low creativity, 3. There is any interaction between teaching strategies and students creativity in teaching writing.The result of this research is experience task is an effective strategy to teach writing beside that students who have high creativity, Experience Task is more effective than guided Writing for the students

who have low creativity both experience Task and Guided writing have the same effect on the students writing

3. Dewi (2017) is to find out whether there is a statistically significant difference of students reading comprehension achievement between using authentic and non-authentic materials. The result of this research is Authentic and non-authentic materials can improve students' reading achievement in all aspects of reading comprehension. It can be seen that the mean score in experimental class 1 was improved 13.30 points from 55.50 (pretest) to 63.92 (posttest). There was also improvement in experimental class 2 that the mean score was improved 8.42 points from 57.65 (pretest) to 70.96 (posttest). So, it can be said that authentic and non-authentic materials can give positive impact but authentic materials gave a better result than non-authentic materials in improving students' reading achievement.

Based of the statement above the similarities of my research and this research is using the experience task in the research and the differences is in Setyowati thesis she focus in how to implementation independent task in reading comprehension while my research is focus on what is experience task in improve students reading comprehension achievement. The second research the similarities with my research is using experience task in research but her research focus on writing while my research is focus on students reading comprehension achievement, and also the last research the similarities of my research and this research is focus on reading comprehension achievement

and the differences with my research is in Dewi thesis she using authentic and non-authentic material in improving reading comprehension achievement. The new thing in my research is focus to knowing what is the experience task in improved in descriptive text towards students reading comprehension achievement.

B. Some Partinent Ideas

1. The Concept of Reading

a. Definition of Reading

Reading is one of the most important skills in learning language besides listening, speaking and writing. It has the fundamental goal to know enough the concept and the language. It operational means an activity that the students perform to gain information or message from the written material the read.

Reading is a complex process, every writer gives reason in his or her establish meaning. Simanjuntak, in Asty thesis (1988:125) states that reading is the process of putting the reader in contact and communication with ideas. Reading is language process. Reading is primary a cognitive process with means that the brain doing most of the work. Reading is also a skill that must be develop by means of continual practice. Reading is an activity between the reader and the writer ideas when the writer sends his ideas in the written symbols and the catching the ideas in it.

b. Elements of Reading

Jacob, et.al.(1981:31) pointed out five elements of Reading content, organization, vocabulary, language use, and mechanic.

a) Content

The content of writing should be clear for the readers so they can understand the message convey and gain information from it. In order to have a good content of writing, its content should be well unified and completed. This term is usually known as unity and completeness, which become characteristic of good writing.

1. Unity

The writing regards to have good unity, if it has some main ideas and the sentences contained in it develop that idea. The main idea is stated in the topic sentences and each or every supported sentences and related to that idea of the topic sentences. If a researcher wants his writing is unified, he or she should not include the sentences that do not support the main idea of the topic sentences.

2. Completeness

Writing is said to have completeness if the main idea have been explained and developed fully completeness. The controlling idea with develop thoroughly by these of particular information. It is relative to know how complex or

general the topic sentences by having a complete writing. It is expected that the content of writing will be clear and understandable for readers.

b) Organization

In organization of the writing concern with the ways through researcher arranges and organizes the ideas to order the message in the words. There are many ways used by the researcher to organize or arrange the writing. This organization is mainly recognized as order. There are two parts of organization in this case, as follows:

1. Coherence

Coherence means that sticking together and in coherence essay, all the idea sticks together. A coherence paragraph is each idea in supporting sentence related to the topic sentence or the idea. One in which the ideas are put in the right order and never confused. This makes the researchers through essay to follow sentence paragraph.

2. Spatial order

If the purpose of the paragraph is to tell them something looks most effective organization pattern is usually spatial, if the researchers write a description of neighborhood, a room, or a holding that they want to the readers have a mental picture of what they are describing a house of building, they

will probably describe the exterior and the interior of the building by moving systematically rather than haphazardly over the scene, convey the viewer of the overall plan arrangement of the scene.

c) Vocabulary

Vocabulary is one of the language aspects dealing the process of writing. The researchers always think about putting words into the sentences and putting the sentences into the paragraph until they can create a piece of writing.

It is clear now that we cannot write or express if we do not have vocabulary. Therefore, we cannot understand the writing passage without having a lot of vocabulary.

Vocabulary as one of the important components of writing should take in to consideration by the English learner and teacher; because there is no doubt that learning the words of the language.

d) Language Use

Stated that language use in writing description and other form of writing involves correct usage and point of grammar can help the learner improve the use of formal language. In order to have good language in writing, researcher should pay attention to the use of grammatical rules concerning tenses, preposition, conjunction, and clause; (adjective or non clause, articles, etc).

The lack of good grammar will make the content of writing vague and misunderstanding.

e) Mechanics

There are three parts of mechanic in writing namely capitalization, punctuation and spelling appropriately. Punctuation is important as the way to clarify meaning. In English writing, the use of capitalized correctly, ambiguous meaning and misunderstanding will appear. It also helps us to different one sentence from other spelling. There are three important rules followed in using spelling appropriately, they are suffixes addition, plural formation, and handling i.e. or i.e. within the words.

c. Definition of Reading Comprehension

Reading comprehension is considered as the real core for reading process. Durkin (1993) assumes that comprehension is the peak of the reading skills and the bases for all reading processes. Teaching students to read with a good comprehension must be teachers' highest priority. Most of teachers have wondered what they might do to improve their students' reading comprehension achievement. The students can read words with lack of understanding of what they read. Without comprehension, reading for pleasure or knowledge is impossible. The teachers of English often assume that students will learn to comprehend merely by reading. Students with

good comprehension use strategies in reading to learn new concepts, get deeply involved in what they are reading, critically evaluate what they read, and apply their knowledge to solve practical as well as intellectual. But many students fail in doing these things.

Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading. According to Smith and Johnson (1980) state that reading comprehension means the understanding, evaluating, untiring of Information and gained through an interaction between reader and author. Reading comprehension is such a kind of dialogue between an author and reader in which the written language becomes the medium.

d. Kind of Reading Comprehension

According to Astuti Indriati (2002:7-8) classifies reading into three kinds, namely; reading aloud, silent reading and speed reading.

a. Reading aloud

Reading aloud is very important device that cannot be overlooked in achieving the goal because it is a great aid in the developing our habits to practice, in reading aloud. The students will get experience as many times as possible.

b. Silent Reading

Silent reading tends to reinforce the reader to find out the meaning of the words. This kind of reading leads the reader to a

better comprehension. Silent reading is a skill to criticize what is writes to discuss something write means to draw inferences and conclusion as well as to express a new idea on the basis of what is read.

c. Speed reading

This kind of reading is use to improve speed and comprehension in reading. This skill is very important for student. This skill of speed reading must run side comprehension. The rate of reading speed however, depends on the kind of reading material. The rate of speed reading a story or narration will be different from the reading scientific materials.

d. Oral Reading

In oral reading, a reader vocalizes the printed words one by one. So, a reader who does oral reading can practice and try to improve his pronunciation, stress and intonation. In oral reading the students will get experience in producing the sound which should be practiced as many times as possible.

e. Levels of Reading Comprehension

1) Literal Reading

Literal reading refers to the acquisition of meaning of ideas or information that is explicitly stated in the text. Some specific reading skill at the literal level of comprehension are: identifying specific information or nothing details, sequencing ideas when

explicitly signal was given, and following instructions. These skills, specially the first two are scanning skill.

2) Interpretative Reading

Sometimes an information or concept is not explicitly stated in a text so that the reader has to go through the process of inferring beyond the literal meaning. It is mentally exploring and taking position in relation to the facts and related details. When the reader does this he is inferring.

3) Critical Reading

Critical reading is evaluating written material comparing the ideas discovered in the material with known standard and drawing. Conclusion about their accuracy, appropriateness, and timeliness. The reader must be an active reader, questioning, searching for fact, and suspending judgment until her or she has considerate all the material.

4) Creative Reading

Creative reading involves going beyond the material present by the author, creative reading required the readers to think as they read just a s critical reading and it also require the reader to use their imagination, in creative solution to those by the writer.

f. The Kind of Reading Comprehension Skill

Clearly we need to find some accommodation between our desire to have students develop particular reading skills, Mikulecky Jeffries (1996) states some important comprehension skills, they are:

1. Previewing for better comprehension

The aim of previewing is to find out what the readers are going to be reading before they actual read. For example when they receive a letter, they usually look first at the return address or the stamp to find out where it come from and who sent it. Then they make some guesses about what will be about.

2. Scanning

The readers do not read every word, only key words that will answer their question. Skip over unimportant words so that they can read faster.

3. Skimming

It means running the readers eyes over a text to get a quick idea of the abstract of a text. They skim to get a general sense of what it is all about.

4. Using vocabulary knowledge for effective reading

Guessing is the best strategy, in order to try and understand what is being written or talked about. Their reading more enjoy because they don't have to stop often.

5. Making inferences

Good readers constantly make inferences as they read. That means. Sometimes they look forward, trying to predict what is coming. Then they use the clues to guess about the text and about the writer's ideas.

6. Finding topics

In order to understand what the readers are reading, they need connect it to something they already know. To make this connection they need to be sure that they know what it is that they are reading about.

7. Discovering topics of paragraph

It is difficult to understand what the readers are reading if they don't know what it is about! Even when there are no difficult words or grammar they cannot

8. Understanding main idea

The main idea of a paragraph is a statement of the author's idea about the topic. A main idea statement is always a complete sentence that includes both the topic and the ideas that the author wishes to express about the topic.

9. Summarizing

Summarizing is the process of retelling the important parts of a passage in a much shorter form. It is an important reading skill when they are able to summarize a passage, they can be

confident that they have understood it. make sense of the sentences if they don't know the topic

g. The Principle of Reading Comprehension

According to Brown (2000, pp. 306-308) there are some principle strategies for reading comprehension. The principle strategies are as follow:

1. The readers have to identify your purpose in reading text.
2. The readers have to apply spelling rules and conventions for bottom-up decoding.
3. The readers have to use lexical analysis (prefix, roots, suffixes, etc) to determine reading
4. The readers have to guess at meaning (of words, idioms, etc) when they are not certain
5. The readers have to skim the text for the gist and main ideas.
6. The readers have to scan the text for specific information (names, dates, keywords).
7. The readers have to use silent reading techniques for rapid processing.

2. The Concept of Descriptive Text

a. Definition of Descriptive Text

Many types of texts that must be knew by english learners in indonesia. there are five texts that should be taught to the Junior High

School namely Descriptive text, Narrative text, Procedure text, Recount text, and report text.

According to Anderson and Anderson (2003:26), descriptive text describes particular person, place, or things. It means that descriptive text is designed specially about a person, a place, or things. They also stated descriptive text to tell about subject by describing its feature without including personal opinions. It means in descriptive text we could describing the several things.

Related of Anderson statement about the definition of function of descriptive text According to Wadirman et. al. (2008) the social function of Descriptive text is to describe a particular person, place or thing, while the generic structure of Descriptive text is identification and description. Identification is structure of Descriptive text which identifies phenomenon to be described or the part of the paragraph which introduces the character . While description is structure of Descriptive text which describes parts, qualities, and characteristics

Based on the statement above the researcher can concluded if descriptive text is one of the text which we need it to make a sentences or speak about something from that we could describing used our own words.

b. Kinds of Descriptive Text

As we know descriptive text consist of several things such as a person, place and thing. Usually when the people want to describe something in this case describing people they often describe began from their physical appereance like age, hair, face, clothes ect and also from characteristic of someone based of this statement we can saw three types of descriptive text below:

1. Description of a place

The best way to describe a place is to show someone the actual place or to take a picture of it. In describing a place we should be taken consideratitions of a location of the object of the place should be clear, the details should be aranged logically of the object and systematically so that it was easy for the reader to imagine the object in their mind and controlled idea this was the most important in writing process because if we have a strong controlling idea it can given the paragraph focus.

2. Description of a someone

If you was write a description of a person you must have informative details about that person and then ask to your self what these details add up to. In describing of a person there are many ways such as his face color of hair, clothes, skin, body shape etc. In describing a person however you are not obligies to given every single details about a person appereance. You can focus on one or

two striking features that convey something about the person's character.

c. The Features of Descriptive Text

Like other genres, descriptive text also has its structure or stages. The elements or schematic structures of descriptive text are called identification or general. Regarding its linguistic features, Derewianka (1990) state that descriptive text employs some linguistic features as summarized below:

- a. Focus on specific participants as the main character;
- b. Use present tense as dominant tenses; statement and description
- c. Use linking verbs or relational process frequently (is, are, has, have, belongs to) in order to classify and describe appearance or qualities and parts or functions of the participant);
- d. section verbs or material process and behavioral process in giving additional description regarding action and behavior done by the participants in text;
- e. Use mental verb or mental process when describing feelings;
- f. Use adjectives and adverbs to add information to nouns (participant) and add information to verbs (actions) to provide more detailed description about the topic;
- g. Use adverbial phrases to add more information about manner, place, or time and sometimes realized in embedded clause which functions as circumstances.

d. The Generic Structure of Descriptive Text

In descriptive text, the students also learn about generic structure. According to Wardiman, et all (2008) they specify the generic structure of descriptive text into two parts, namely:

1) introduction is the part of paragraph that introduces the character or terms or preliminary / the general describe of someone or things of the topic.

2) description is the part of paragraph that introduces the character.

This indicates that a descriptive text has two elements an element to identify phenomenon (identification) and another one (description) to portray parts, qualities, or characteristic. It means that the students make a descriptive text based on parts and rules of generic structure.

The descriptive text consists of two parts. First, the students must find general information. Second, the students must find specific information for example the characteristics of the students look.

3. The Concept of Experience Task

a. Definition of Experience Task

Yang (2010:142) defines experience task as a task to help students gain experience or working as a group. In the process of teaching and learning, the teacher, the students are given a certain task by the teacher and through this task the students can develop their

experience and they can also do the other task based on the information and experience that they have. With this task the students will more easier to understand the reading material.

Then Nation (2009:96) explains that experience tasks are ones where the learners already have a lot of the knowledge needed to do the task. This explanation means that the students should have the experience or knowledge or information toward the topic what they are going to do in their ask in order they can do the task well.

Based the explanation above the researcher taken conclude experience task is the strategy using in teaching reading but the first think we must pay attention in this strategy is the students must have the experience previous about the tasks.

b. Procedure of Experience Task

The best way to make students enjoy and easier to do a task is make students familiar with the method or strategy in doing task. If students do not have enough experience to do a task then either the task can be provide with the experience which will help them do the task (Nation,2009:96). A comon way of proiding learners with experience is to take them on a visit or field trip but sometimes it doesn't work because it spend too much time the other ways the teacher can provide the students experience by using pre-teaching and learning experience.

First, pre-teaching is the first step which is done in teaching learning process. This step aims to activate the students background knowledge and to give brainstorming. For example before the students read a text the teacher can teach them the pronouncation of several words related with the text.

Second is learning experience. It means that teacher teach the students meaningfully so the students can get new experience, knowledge and also information. The example of learning exerieence is teacher bring the real word into the classroom. It will be do by providing picture, video, experiment, telling story and discussion with interesting topic. After students may already have experience that they can draw on, the usually are not aware of the relevance of this experience or their knowledge of the experience which largely unorganized. By discussing and sharing experience, students can prepare themselves for certain task.

According to Nation (2009:97) there are three ways of making sure students who have the experience need to do a particular task. They are as follow:

1. Control through selection or simplication. It can be do by using simplified material, carefully graded material, students produced material or material based on first language material
2. Recall or sharing of previous experience it can be implimented through discussiona and brainstorming or question peers

3. Pre-teaching or experiencing. It can be use direct teaching of sounds. Vocabulary, grammar, text type, visits and fields trips or direct teaching of content

c. Advantages and Disadvantages of Experience Task

As we know almost all the strategies has advantages and disadvantages. There is nothing a perfect strategy. In learning process we need a suitable strategy with the students and also with the skill. As the explanation above the researcher choose experience task in reading skill. According to Nation (2009: 06) there are some advantages of experience task:

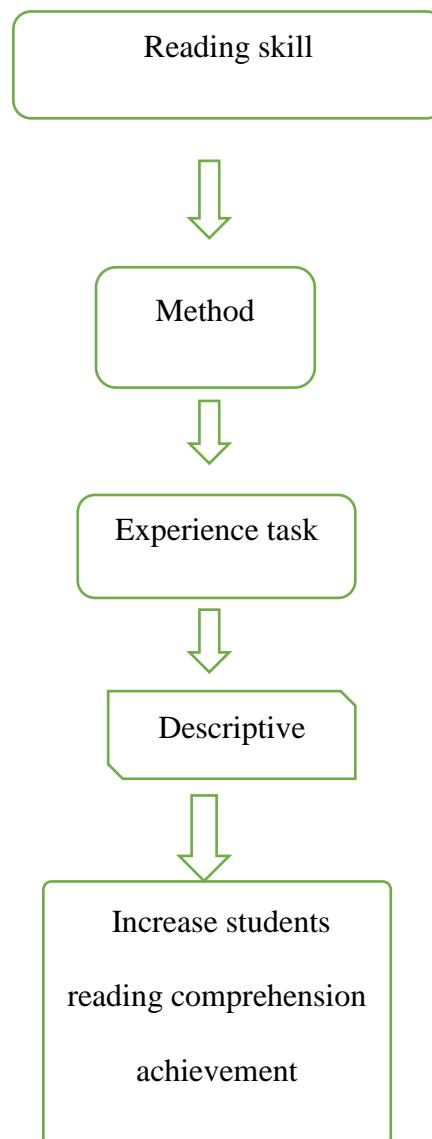
1. It attempts to narrow the gap as much as possible by using or developing learner's previous experience
2. It make sure the learners are not overload by having to think about several different things at the same time
3. It allows the learner the chance to concentrate on the part of the task that they need to learn
4. It helps the learner perform a normal language activity in a normal with a high chance of success

Besides the advantages of experience task above. Experience task strategy also has the disadvantages. There are several disadvantages of experience task:

1. pair work is likely noisy.

2. sometimes between the students in pair have different opinions, arguments, or experience as a source in developing their mind in reading. So it can make a conflict between the students
3. Not all the students works get the chance to get feedback from the teacher because of the limited time in the classroom.

C. Conceptual Framework



In this research the researcher using experience tasks to find what using this strategy can increase students reading comprehension achievement especially in descriptive text. In this research consist of pre-test and post test namely using experience task. Pre-test is administer in order to measure the student's reading comprehension achievement before the treatment, and post-test is administer after presenting the treatment in order to know the achievement of reading comprehension.

D. Research Hypothesis

H0 : There is no difference of students' reading comprehension achievement when students who are taught through experience task

H1 : There is a difference of students' reading comprehension achievement when students who are taught through experience task

CHAPTER III
RESEARCH METHOD

In this chapter consist of several part namely research design, Research variables and indicators, Population and sample, Data collection, Data Analysis

A. Research Design

In this research the researcher using pre experimental design. The types in this research consist of one class. The research design in describe as follows:

Table 3.1 Research design

O ₁	X	O ₂
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Notes:

O₁ : Pre-test

X : Treatment

O₂ : Post-test

(Gay 2006)

B. Research variables and indicators

a. Research variables

There are two variables in this research, namely independent variable and dependent variable. The independent variable of this research was increasing students reading comprehension. The dependent variable of

this research is to know the improvement of students in reading comprehension using experience task.

b. Indicators

The indicators of this research are to know the significant of using experience task towards students reading comprehension achievement.

C. Population and sample

a. Population and sample

The population of this researcher is all students of first grade (VII.A,VII B, VII C and VII D) of SMP Aisyiyah Sungguminasa. The total of the population in this research is 98 students. In this research the reseacher chooses one class namely VII C consists of 20 students in this research the researcher using random sampling technique. the research using simple random sampling by lotre name. The researcher need 20 students as the sample.

D. Research instrument

There are four kinds of instruments there are test, Questionairre, interview and observation in this researcher the researcher use one kind of instruments namely test. In this research the researcher use test as the instruments.

E. Data collection

The data of the research is collect using reading test in the form of multiple choice questions and treatments as the instrument. There are two kinds of test, pre-test and post-test. Pre-test is administer in order to measure

the student's reading comprehension achievement before the treatment, and post-test is administered after presenting the treatment in order to know the achievement of reading comprehension.

F. Data Analysis

In scoring the result of students' test, the researcher using Arikunto's formula (1989: 271). The ideal test highest score is 100. The researcher calculated the average of the pretest and post-test by using this formula:

1. Calculating students correct answer of the text

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{Total number of items}} \times 100$$

(Arikunto, 1989)

Where:

S = the score of the test

R = the right answer

N = the total of the item

2. Scoring category of the student's pre-test and post-test by using scoring rubric items for vocabulary as follows:

Table 3.2 The classification of students' score

No	Score	Classification
1	96– 100	Excellent
2	86 – 95	Very good
3	76 – 85	Good
4	66 – 75	Fairly Good
5	56 – 65	Fair
6	36 – 55	Fairly Poor
7	0 – 35	Poor

(Depdikbud 2007)

3. Calculating the percentage of the students' activity in learning process using formula:

$$P = \frac{F}{N} \times 100\%$$

Note:

P : Percentage

F : Frequency

N : Total number of Subject

(Gay, 1981)

4. Calculating the main score of the students reading test by using the following formula.

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

Where:

X = Mean Score

$\sum X$ = Total score

N = The number students

(Arikunto, 2006)

5. To find out standard deviation of the student's score in pre-test and post-test by applying formula below:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

Where:

SD : Standard deviation

$\sum X$: the sum of all score

$\sum X^2$: the sum square of all score

N : total number of students

(Gay, et al 2006)

6. The formula will be used in finding out the difference between students' score in Pre-Test and in Post-Test is:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t : test of significant

\bar{D} : the mean score of total deviation

$\sum D$: sum of total score difference

$\sum D^2$: square of the sum of total score difference

N : the number of student

1 : a consonant number

(Gay, et al 2006)

7. The criteria used to accept or reject the hypothesis.

Table 3.3 The Classifying of Testing

Testing	Null Hypothesis	Alternative Hypothesis
t-test > t-table	Rejected	Accepted
t-test < t-table	Accepted	Rejected

(Gay, et al 2006)

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, the finding of the research and discussion of the research. Based on the data analysis, it was found that as follows:

A. Finding

1. Score Classification Using Experience Task

Table 4.1 Rate Percentage of Students Reading Achievement using experience Task

No	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1	Excellent	9,6-10	0	8	0%	40%
2	Very good	8,6-8,5	0	0	0%	0%
3	Good	7,6-8,5	0	8	0%	40%
4	Fairly good	6,6-7,5	3	4	15%	20%
5	Fairly	5,6-6,5	5	0	25%	0%
6	Poor	3,6-5,5	12	0	60%	0%
7	Very Poor	0-3,5	0	0	0%	0%
	TOTAL		20	20	100%	100%

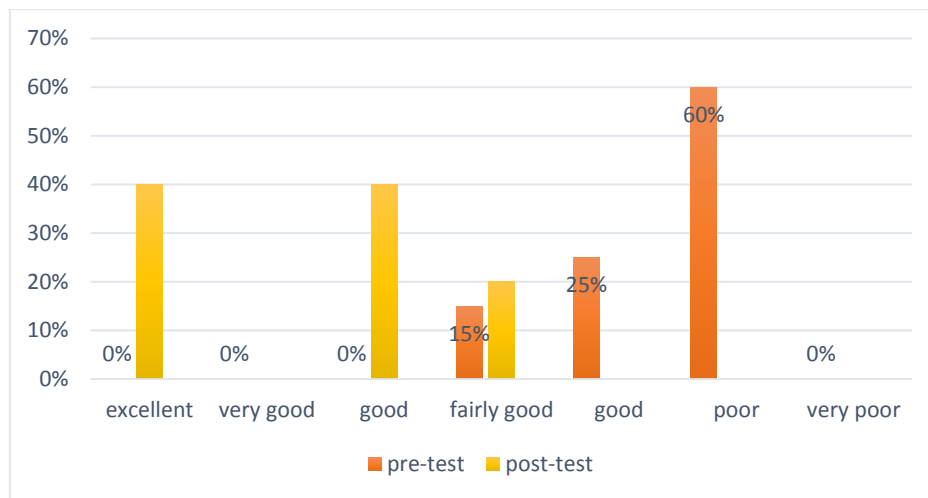
The data in table 4.1 above shows the frequency and percentage of students reading achievement using experience task. From these table 4, 1 It can be seen pre-test result that none of the students got “Excellent”, “Very Good”, and Good”. There were 3 students (15%) classified into “Fairly good” and 5 students (25%) classified into “Fairly” also there were 12 students (60%) classified into “Poor” and there was none student (0%) classified into “Very Poor”.

While for post-test result there were 8 students (40%) classified into “Excellent”, none students classified into “Very Good”, 8 students (40%) classified into “Good”. 4 students (20%) classified into “Fairly Good”, none students (0%) classified into “Fairly” none students (0%) classified into “Poor” and none students (0%) classified into “Very Poor”. So based on the table above that the score classification of students Reading achievement was “Excellent” classification in using experience task because most of them (8) Got “excellent” classification score after treatment.

Based of the explanation above the researcher made a conclude if in using experience task give an effect of students reading comprehension acievement we can see in the table above in score classification in there explain that students’ score in pre-test before treatment is lower than students score in post-test or after treatement because that the researcher said if used experience task give an effect of students reading comprehension achievement it we can seen from score of students improving in post-test.

Expect the table above the researcher also showing the data through graphic as below:

Figures 4.1 Score Classification Using Experience Task



The data in Figures 4.1 above shows the frequency and percentage of students reading achievement using experience task. From these table 4, 1 It can be seen pre-test result that none of the students got “Excellent”, “Very Good”, and Good”. There were 3 students (15%) classified into “Fairly good” and 5 students (25%) classified into “Fairly” also there were 12 students (60%) classified into “Poor” and there was none student (0%) classified into “Very Poor”.

While for post-test result there were 8 students (40%) classified into “Excellent”, none students classified into “Very Good”, 8 students (40%) classified into “Good”. 4 students (20%) classified into “Fairly Good”, none students (0%) classified into “Fairly” none students (0%) classified into “Poor” and none students (0%) classified into “Very Poor”. So based on the table above that the score classification of students Reading achievement was “Excellent” classification in using experience task because most of them (8) Got “excellent” classification score after treatment.

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2. Mean Score and Standard Deviation of Experience

Table 4.2 mean score and standard deviation of using experience task

Types of test	Mean Score	Standard Deviation	Progress
Pre test	50	10,31	54,72%
Post test	82	7,67	

Table 4.2 shows that the students mean score of pre-test in experience task was 50 while the students mean score of post-test in experience task was 82 and the standard deviation of pre-test in experience task was 10,31.while the standard deviation of post-test in experience task was 7,67. It means that there was increase of reading comprehension used experience task.

4. Test of Significance

Table 4.3 Test of Significance of Used Experience Task

Variable	t-Test Value	t-Table Value
Reading comprehension	2,30	2,09

The table 4.3 above shows that t-test value was great than t-table. The result of the test above shows there was significance differences between t-table and t-test it means that t-table was smaller than t-test with the other words the researcher taken concluded if used experience task in reading comprehension was made students reading comprehension was increased.

5. Hypothesis Testing

Table 4.4 Hypothesis Testing

T-test value was used to know whether there was or not significance differences in using experience tasks in students reading comprehension achievement at the level significance 0.05 with degree of freedom (df)=N-1 where N= Number of students (20); $df = 20 - 1 = 19$ the following table show the result of t-test classification

Variable	t-Test Value	t-Table Value
$X_1 - X_2$	2,30	2,09

After analyzing the data it was founded that the means score of experience task was 82. The result of t-test statical analysis showed that there was significant difference who got treatment by experience task. The statement was proved by the t-test value great than t-table at the level of significance 0,05 and degree of freedom $(N - 1) = 20 - 1 = 19$. It means that the null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted.

B. Discussion

In this part the researcher shows several research below as the references the researcher find out the relationship between there are namely several of the research below focus on reading comprehension.

Setyowati (2012) This research direct to know the implementation of independent task in reading comprehension at the first year students of senior high school, and also to reveal the students' and the teacher's problems in the implementation of independent task. From the result of the research are the writer found that process of teaching reading comprehension by using independent task gave many advantages for the students and the teacher. After applying the independent task in teaching sreading comprehension the students got better abilities in reading comprehension text. While the problem faced by the teacher in the process of implementing this task are the class level and situation, finding the appropriate material and time management.

Nurhayati (2014) this reasearch is to find out whether 1. Experience task is more effective than guided writing to teach writing for the eight students of smp negeri 1 Karanganyar, 2. Students having high creativity have better writing than those have low creativity, 3. There is any interaction between teaching strategies and students creativity in teaching writing. The result of this research is experience task is an effective strategy to teach writing beside that students who have high creativity, Experience Task is more effective than guided Writing for the students who have low creativity both experience Task and Guided writing have the same effect on the students writing

Dewi (2017) is to find out whether there is a statistically significant difference of students reading comprehension achievement between using authentic and non-authentic materials. The result of this research is Authentic and non-authentic materials can improve students' reading achievement in all aspects of reading comprehension. It can be seen that the mean score in experimental class 1 was improved 13.30 points from 55.50(pretest) to 63.92 (posttest). There was also improvement in experimental class 2 that the mean score was improved 8.42 points from 57.65(pretest) to 70.96 (posttest). So, it can be said that authentic and non-authentic materials can give positive impact but authentic materials gave a better result than non-authentic materials in improving students' reading achievement.

In this part, the discussion covers the interpretation of the research findings from the result of statistical analysis to depict the students reading achievement using experience and independent task

1. The Students Reading Achievement through Experience Task

- a. The students for "Excellent" score in pre-test was 0 students it was 0% and the students for excellent in post-test was 8 students it was 40%
- b. The students for "very good" score in pre-test was 0 students it was 0% "and the students for "very good" score was none in post-test it was 0%.
- c. The students for "good" score in pre-test was 0 students it was 0% and the students for "good" score in post-test was 8 students it was 40%
- d. The students for "fairly good" score in pre-test was 3 students it was 15% and the students for "fairly good" score in post-test was 4 students it was 20%

- e. The students for “fairly” score in pre-test was 5 students it was 25% and the students for “fairly” score in post-test was 0 students it was 0%
- f. The students for “poor” score in pre-test was 12 students it was 60% and the students for “poor” score in post-test was none student it was 0%
- g. The students for “very poor” score in pre-test was 0 students it was 0% and the students for “very poor” score in post-test was none student it was 0%

The students’ in pre-test mean score was poor it was 50 and the students’ in post-test mean score was good it was 82. it means that the students’ reading achievement had improved

The students’ in pre-test standard deviation was 10,31 and the standard deviation in post-test had improve become 7,67.

Based on the result, it can be conclude that used experience task in teaching was more effective and improved for students in reading comprehension at junior high school at first grade of SMP Aisyiyah Sungguminasa it also can be seen in the treatment process method where the students more attractive when they were learn because the topic they were choosen based their knowledge about the topic it means the students already familiar with the topic it made the students more easier to describe about the topic they were chosen before.

Based on the result of t-test research it can be concluded that expereince task was different. It means the teacher can be a fasilicator for students and then the students tried to make a question and answer it based their knowledge experience about the topic.

As we can see above if used experience task in taught students in reading comprehension was more effective it prove by the students scoring after treatment used experience task in improved.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the description in the previous chapters, the researcher put forward conclusion and suggestion as follows:

A. Conclusion

Based on the result of the data analysis and the research findings and discussion in the previous chapter, the researcher concluded that the improvement of the student's reading comprehension achievement by using experience task was increase significantly.

It was proved by the t-test value that was 2,30 greater than the t-table 2.09 In this case experience was interesting way in teaching reading, beside that it was very helpful to activate the student's background knowledge that was very important to help student's comprehension what would be learn. It means experience task increase in students reading comprehension achievement namley their score in post-test had improved in any words experience task was effective used.

B. Suggestion

In order to improve the student's Reading ability, the writer puts forward some suggestion as follows:

1. The English teacher should used experience task as one of the alternative ways in teaching reading because it can improved the students reading skill.
2. The students value in used experience task was increase.

3. It is suggested that teachers be creative in encouraging students to take responsibility for their roles as active learning in improving their reading accuracy.
4. The students' should try to learn with their own way not just waiting for the teacher teach they were
5. The result of this research can also be used as an additional reference or further research with different discussions for the next researchers.

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A P P E N D I C E S

APPENDIX A

Raw data of the students test score (pre-test)

NO	Respondents	Score of Students using Experience task	
		Score (X)	X_2^2
1	ACHMAD ALVIN	70	4,900
2	AINI AFDILLAH	40	1,600
3	ANDI FAIZ TRINANDA	50	2,500
4	CHAIDIR TASYIM	40	1,600
5	MUSNAINI AIRIN JUNAID L	50	2,500
6	MUHAMMAD ADRIAN S	60	3,600
7	MUHAMMAD DIRGA	60	3,600
8	MUHAMMAD HABIB FAHREZI	50	2,500
9	RAFI AHMAD AMINOTO	40	1,600
10	ALYA ZULFADILLAH	70	4,900
11	FITRIA ANANDA SAHAR	60	3,600
12	HARI PUTRI SALWA	50	2,500
13	ISWANA	60	3,600
14	MEY ZHANGGITA JHANGGEM	60	3,600
15	NUR ANNISA R	50	2,500
16	PUTRI ADELIA	50	2,500
17	RENITA	50	2,500
18	RIANTI NOVITA PUTRI G	70	4,900
19	SALSABILAH PUTRI S	40	1,600
20	MUHAMMAD AL-QODRI	40	1,600
	Total	1,060	58.200

Raw data of the students Test score (Post-test)

NO	Respondents	Score of Students using Experience Task	
		Score (X)	X_2^2
1	ACHMAD ALVIN	90	8,100
2	AINI AFDILLAH	80	6,400
3	ANDI FAIZ TRINANDA	90	8.100
4	CHAIDIR TASYIM	90	8,100
5	MUSNAINI AIRIN JUNAID L	80	6,400
6	MUHAMMAD ADRIAN S	80	6,400
7	MUHAMMAD DIRGA	70	4,900
8	MUHAMMAD HABIB FAHREZI	80	6,400
9	RAFI AHMAD AMINOTO	90	8,100
10	ALYA ZULFADILLAH	70	4.900
11	FITRIA ANANDA SAHAR	90	8,100
12	HARI PUTRI SALWA	70	4,900
13	ISWANA	70	4,900
14	MEY ZHANGGITA JHANGGEM	80	6,400
15	NUR ANNISA R	90	8,100
16	PUTRI ADELIA	80	6,400
17	RENITA	90	8,100
18	RIANTI NOVITA PUTRI G	80	6,400
19	SALSABILAH PUTRI S	90	8,100
20	MUHAMMAD AL-QODRI	80	6,400
	Total	1,640	135,600

APPENDIX B

The Mean Score of students

- a. The mean score of students' pre-test using experience task

$$\begin{aligned} X &= \frac{\sum X}{N} \\ &= \frac{1060}{20} \\ &= 53 \end{aligned}$$

- b. The mean score of students' post-test using experience task

$$\begin{aligned} X &= \frac{\sum X}{N} \\ &= \frac{1640}{20} \\ &= 82 \end{aligned}$$

APPENDIX C

Calculating score of pretest and posttest

a. Calculating standard deviation in pre-test

1. Standard deviation of pre-test

$$\begin{aligned}SD &= \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}} \\&= \sqrt{\frac{58.200 - \frac{(1.060)^2}{20}}{20-1}} \\&= \sqrt{\frac{58.200 - \frac{1.123.600}{20}}{19}} \\&= \sqrt{\frac{58.200 - 56.180}{19}} \\&= \sqrt{\frac{2.020}{19}} \\&= \sqrt{1.06,32} \\&= 10,31\end{aligned}$$

b. The improvement students' reading comprehension

$$\% = \frac{x_1 - x_2}{x_1} \times 100$$

$$\% = \frac{82 - 53}{53} \times 100$$

$$\% = \frac{29}{53} \times 100$$

$$\% = \frac{2.900}{53} \times 100$$

$$\% = 54,72\%$$

c. Calculating standard deviation in post-test

1. Standard deviation of post-test

$$\begin{aligned} \text{SD} &= \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}} \\ &= \sqrt{\frac{135.600 - \frac{(1.640)^2}{20}}{20-1}} \\ &= \sqrt{\frac{135.600 - \frac{2.689.600}{20}}{19}} \\ &= \sqrt{\frac{135.600 - 134480}{19}} \\ &= \sqrt{\frac{1120}{19}} \\ &= \sqrt{58,94} \\ &= 7,67 \end{aligned}$$

d. Finding out the mean of difference score between pre-test and post-test

To find out the mean of difference score between pre-test and post-test of the students, the following formulas is presented as follow:

$$\mathbf{D} = \frac{\sum D}{N}$$

Where:

$$\begin{aligned}\sum D &= X_2 - X_1 \\ &= 1.640 - 1.060 \\ &= \mathbf{580}\end{aligned}$$

Found:

$$\begin{aligned}D &= \frac{\sum D}{N} \\ &= \frac{580}{20} \\ &= \mathbf{29}\end{aligned}$$

$$\begin{aligned}t &= \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\ &= \frac{29}{\sqrt{\frac{77.400 - \frac{(580)^2}{20}}{20(20-1)}}} \\ &= \frac{29}{\sqrt{\frac{77.400 - \frac{336400}{20}}{20(19)}}} \\ &= \frac{29}{\sqrt{\frac{77.400 - 16820}{380}}} \\ &= \frac{29}{\sqrt{\frac{60580}{380}}} \\ &= \frac{29}{\sqrt{159,42}}\end{aligned}$$

$$= \frac{29}{12.63}$$

$$= \mathbf{2.30}$$

2. Standard deviation of pre-test

$$\begin{aligned} \text{SD} &= \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}} \\ &= \sqrt{\frac{51.408 - \frac{(1.086)^2}{25}}{25-1}} \end{aligned}$$

$$= \sqrt{\frac{51.408 - \frac{1.179.396}{25}}{24}}$$

$$= \sqrt{\frac{51.408 - 47.175}{24}}$$

$$= \sqrt{\frac{4.232}{24}}$$

$$= \sqrt{176.33}$$

$$= \mathbf{13.28}$$

APPENDIX D

Distribution of T-table

Df	Level of Significance for Two-Tailed test			
	.10	.05	.01	.001
1	6.314	12.706	63.657	318.313
2	2.920	4.303	9.923	22.327
3	2.353	3.182	5.841	10.215
4	2.132	2.776	4.604	7.173
5	2.015	2.571	4.032	5.893
6	1.943	2.447	3.707	5.208
7	1.895	2.365	3.499	4.782
8	1.860	2.306	3.355	4.499
9	1.833	2.262	3.250	4.296
10	1.812	2.228	3.169	4.143
11	1.796	2.201	3.106	4.024
12	1.782	2.179	3.055	3.929
13	1.771	2.160	3.012	3.852
14	1.761	2.145	2.977	3.787
15	1.753	2.131	2.947	3.733
16	1.746	2.120	2.921	3.686
17	1.740	2.110	2.898	3.646
18	1.734	2.101	2.878	3.610

19	1.729	2.093	2.861	3.579
20	1.725	2.086	2.845	3.552
21	1.721	2.080	2.831	3.527
22	1.717	2.074	2.819	3.505
23	1.714	2.069	2.807	3.485
24	1.711	2.064	2.797	3.467
25	1.708	2.060	2.787	3.450
26	1.706	2.056	2.779	3.435
27	1.703	2.052	2.771	3.421
28	1.701	2.048	2.763	3.408
29	1.699	2.045	2.756	3.396
30	1.697	2.042	2.750	3.385
31	1.696	2.040	2.744	3.375
32	1.694	2.037	2.738	3.365
33	1.692	2.035	2.733	3.356
34	1.691	2.032	2.728	3.348
35	1.690	2.030	2.724	3.340
36	1.688	2.028	2.719	3.333
37	1.687	2.026	2.715	3.326
38	1.686	2.024	2.712	3.319
39	1.685	2.023	2.708	3.313
40	1.684	2.021	2.021	3.307

APPENDIX E**DAFTAR HADIR EXPERIMENTAL CLASS**

KELAS : V11 C
SEMESTER : GANJIL
TAHUN PELAJARAN : 2018/ 2019

NO	NAMA	PERTEMUAN									
		1	2	3	4	5	6	7	8	9	10
1	NURUL CAHAAYA ASWAN	√	√	√	A	√	√	√	√	√	√
2	HAIZIYAH	√	√	√	√	√	√	√	√	√	√
3	ANANDA AISYAH	√	√	S	√	√	√	√	√	√	√
4	ENDY SUGIANTO	√	√	√	√	√	√	S	√	√	√
5	AHMAD RIVAD	√	√	√	√	√	√	√	√	√	√
6	IVAN CAHYADI	√	A	√	√	a	√	√	√	√	√
7	ARHAM ARAFAH	√	√	√	√	√	√	√	√	√	√
8	SALWA DILHA PASHA	√	√	√	√	√	√	a	√	√	√
9	RAPLI	√	√	√	I	√	√	√	√	√	√
10	VIRA AYU MAHARANI	√	√	√	S	s	√	√	√	√	√
11	NUR FAJRI JULIANTI	√	√	√	√	√	√	√	√	√	√
12	RAHMAT HIDAYAT	√	√	√	√	√	√	√	√	√	√
13	MUH. FIRAS RAMDANI	√	√	√	√	√	√	√	√	√	√
14	AKBAR AYATULLAH	√	√	√	√	√	√	a	√	√	√
15	IRMAYANTI AHMAD	√	√	√	√	√	√	√	√	√	√
16	GILANG FEBRIANSYAH	√	√	√	√	s	√	√	√	√	√
17	HHUSNUL FATIMAH	√	√	√	√	√	√	√	√	√	√
18	MUH. ALI-IMRAN	√	√	√	√	√	√	√	√	√	√
19	MUH.ASRI	√	S	√	√	√	√	√	√	√	√
20	BALQIS KHAIR	√	A	√	√	√	√	√	s	√	√

APPENDIX F LESSON PLAN

RENCANA PELAKSANAAN PENGAJARAN (RPP)

Sekolah	: SMP AISYIYAH SUNGGUMINASA
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII C (Experimental Class)
Materi Pokok	: Describing people
Alokasi Waktu	: 8 Kali Pertemuan

A. KOMPETENSI INTI

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong, santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktuan, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

- KD 3.2: Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
- KD 4.12: Menangkap makna dalam teks descriptive lisan dan tulis sangat pendek dan sederhana

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik mampu:

1. Peserta didik mampu mengidentifikasi bacaan mengenai descriptive text

D. MATERI PEMBELAJARAN

1. Fungsi sosial

Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar.

2. Struktur teks

- a. Memulai

- b. Menanggapi (diharapkan/di luar dugaan)

- c. Unsur kebahasaan

3. Materi: Describing people

MY BEST FRIEND DINDA

Dinda is good-looking. She's not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears the uniform. Other than that, she likes to wear jeans, casual t-shirts and sneakers. Her favourite t-shirts are those in bright colors like pink, light green and orange.

She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that's why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she doesn't get what she wants, she acts like a child and stamps her feet.

E. METODE PEMBELAJARAN

Metode : Experience task

F. MEDIA PEMBELAJARAN

1. Media

Gambar about describing people

2. Alat/Bahan

- a. Spidol

- b. Papan tulis

G. SUMBER BELAJAR

- a. Kamus Bahasa Inggris
- b. Pengalaman peserta didik dan guru
- c. Internet

H. KEGIATAN PEMBELAJARAN

Kegiatan	Waktu
Pertemuan 1 1.Pendahuluan <ol style="list-style-type: none">1. Tegur sapa2. Mengecek kehadiran siswa3. Mereview materi sebelumnya4. Menyampaikan tujuan pembelajaran5. Siswa di bagi dalam beberapa kelompok	
2.Kegiatan Inti <ul style="list-style-type: none">➤ Mengamati<ol style="list-style-type: none">1. Siswa membaca teks deskriptif yang telah mereka pilih sebelumnya2. Siswa memperhatikan teks tersebut dengan seksama➤ Menanya<ol style="list-style-type: none">1. Dengan bimbingan dan arahan guru, siswa mempertanyakan apa saja yang termasuk dalam subject2. Siswa bertanya arti dari masing-masing subjek yang telah dipaparkan oleh guru sebelumnya3. Siswa mempertanyakan tata cara	

menggunakan subjek dalam suatu kalimat

➤ **Mengekspolasi**

1. Siswa mendiskusikan text descriptive yang telah mereka pilih sebelumnya bersama kelompoknya
2. Satu siswa sebagai ketua kelompok menemukan beberapa subjek yang terdapat dalam teks dengan meminta pendapat dari setiap anggota kelompok
3. Siswa diminta untuk menulis hasil diskusinya dengan kelompoknya sebelumnya
4. Ketua kelompok membaca hasil diskusi dengan kelompoknya didepan kelas

➤ **Mengkomunikasikan**

1. Peserta didik mempresentasikan hasil diskusinya secara lisan
2. guru membahas hasil presentasi peserta didik

3.Penutup

1. Memberikan umpan balik terhadap proses dan hasil pembelajaran
2. Guru menyimpulkan materi pembelajaran

Pertemuan 2

a. Pendahuluan

1. Tegur sapa
2. Mengecek kehadiran siswa
3. Mereview materi sebelumnya
4. Menyampaikan tujuan pembelajaran
5. Siswa di bagi dalam beberapa kelompok

b. Kegiatan inti

➤ Mengamati

1. Siswa membaca teks deskriptif yang telah mereka pilih sebelumnya dengan kelompoknya
2. siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisan teks deskriptif
3. Siswa belajar membaca cepat untuk mendapatkan gambaran umum dari teks

➤ Menanya

1. Dengan bimbingan dan arahan guru, siswa mempertanyakan mengenai verb.
2. Siswa mempertanyakan cara menemukan verb dalam suatu kalimat
3. Siswa mempertanyakan bagaimana membuat kalimat menggunakan subjek dan verb

➤ Mengeksplorasi

1. Siswa mendiskusikan teks yang telah mereka pilih dengan teman kelompoknya
2. Ketua kelompok mencoba untuk mengidentifikasi verb dalam bacaan
3. Siswa mencoba untuk membuat kalimat menggunakan subjek dengan verb
4. Siswa mendiskusikan kalimat yang telah mereka buat sebelumnya dengan kelompok masing-masing
5. Siswa diminta untuk menulis hasil diskusinya
6. Ketua kelompok membaca hasil diskusi dengan kelompoknya didepan kelas

➤ **Mengkomunikasikan**

1. Peserta didik secara berkelompok
mempresentasikan hasil diskusinya secara lisan
2. Guru membahas hasil presentasi peserta didik

<p>c. Penutup</p> <ol style="list-style-type: none"> 1. Memberikan umpan balik terhadap proses dan hasil pembelajaran; 2. Guru menyimpulkan materi pembelajaran 3. Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya 	
<p>Pertemuan 3</p> <p>a. Pendahuluan</p> <ol style="list-style-type: none"> 1. Tegur sapa 2. Mengecek kehadiran siswa 3. Mereview materi sebelumnya 4. Menyampaikan tujuan pembelajaran 5. Siswa di bagi dalam beberapa kelompok <p>b. Kegiatan Inti</p> <p>➤ Mengamati</p> <ol style="list-style-type: none"> 1. Siswa membaca teks deskriptif yang telah mereka pilih sebelumnya 2. Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisan teks deskriptif 3. siswa belajar membaca cepat untuk mendapatkan gambaran umum dari teks <p>➤ Menanya</p> <ol style="list-style-type: none"> 1. Dengan bimbingan dan arahan guru, siswa mempertanyakan mengenai adjective dalam text 2. Siswa bertanya mengenai maksud dari adjective yang ada dalam teks 3. Siswa mempertanyakan hubungan adjective 	

dengan descriptive text

➤ **Mengekspolasi**

1. Siswa mendiskusikan text descriptive yang telah mereka pilih sebelumnya bersama kelompoknya
2. Satu siswa sebagai ketua kelompok mencoba untuk menemukan adjective yang ada dalam bacaan
3. siswa mendiskusikan jawaban dari masing-masing pertanyaan yang ada dalam kelompok tersebut
4. Siswa diminta untuk menulis hasil diskusinya dengan
5. Ketua kelompok membaca hasil diskusi dengan kelompoknya didepan kelas

➤ **Mengkomunikasikan**

1. Peserta didik mempresentasikan hasil diskusinya secara lisan
2. guru membahas hasil presentasi peserta didik

c. Penutup

1. Memberikan umpan balik terhadap proses dan hasil pembelajaran
2. Guru menyimpulkan materi pembelajaran
3. guru menyampaikan materi pembelajaran untuk pertemuan berikutnya

Pertemuan 4

a. Pendahuluan

1. Tegur sapa
2. Mengecek kehadiran siswa
3. Mereview materi sebelumnya
4. Menyampaikan tujuan pembelajaran

b. Kegiatan Inti

➤ Mengamati

1. Siswa membaca teks deskriptif yang telah mereka pilih sebelumnya
2. Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisan teks deskriptif
3. Siswa belajar membaca cepat untuk mendapatkan gambaran umum dari teks

➤ Menanya

1. Dengan bimbingan dan arahan guru, siswa mempertanyakan mengenai adjective dalam text
2. Siswa bertanya mengenai maksud dari descriptive text terutama describing people serta tujuannya
3. Siswa mempertanyakan hubungan subjek verb serta adjective dengan descriptive text

➤ Mengeksplorasi

1. Siswa mendiskusikan text descriptive yang telah mereka pilih sebelumnya bersama kelompoknya
2. Satu siswa sebagai ketua kelompok mencoba

untuk berdiskusi dengan teman kelompoknya mengenai describing people

3. Siswa mendiskusikan dan mencoba untuk mengetahui maksud dari text serta tujuan teks tersebut
4. Siswa diminta untuk menulis hasil diskusinya dengan kelompok masing-masing
5. Ketua kelompok membaca hasil diskusi dengan kelompoknya didepan kelas

➤ **Mengkomunikasikan**

1. Peserta didik mempresentasikan hasil diskusinya di depan kelas
2. guru membahas hasil presentasi peserta didik

c.Penutup

1. Memberikan umpan balik terhadap proses dan hasil pembelajaran
2. Guru menyimpulkan materi pembelajaran
3. guru menyampaikan materi pembelajaran untuk pertemuan berikutnya

Pertemuan 5

a. Pendahuluan

1. Tegur sapa
2. Mengecek kehadiran siswa
3. Mereview materi sebelumnya
4. Menyampaikan tujuan pembelajaran

b. Kegiatan Inti**➤ Mengamati**

1. Siswa membaca teks deskriptif yang telah mereka pilih sebelumnya
2. Siswa memperhatikan teks tersebut dengan seksama

➤ Menanya

1. Dengan bimbingan dan arahan guru, siswa mempertanyakan apa saja yang termasuk dalam subject
2. Siswa bertanya mengenai generic structure dari descriptive text
3. Siswa mempertanyakan mengenai fungsi dari generic structure dalam descriptive text

➤ Mengeksplorasi

1. Siswa mendiskusikan text descriptive yang telah mereka pilih sebelumnya bersama kelompoknya
2. Siswa diminta untuk mengidentifikasi generic structure dari descriptive text bersama kelompoknya masing-masing
3. Salah satu anggota kelompok menulis hasil diskusinya dengan kelompoknya sebelumnya
4. Ketua kelompok membaca hasil diskusi dengan kelompoknya didepan kelas

➤ Mengkomunikasikan

1. Peserta didik mempresentasikan hasil diskusinya secara lisan
2. guru membahas hasil presentasi peserta didik

c. Penutup

1. Memberikan umpan balik terhadap proses dan hasil pembelajaran
2. Guru menyimpulkan materi pembelajaran

Pertemuan ke 6**a. Pendahuluan**

1. Tegur sapa
2. Mengecek kehadiran siswa
3. Mereview materi sebelumnya
4. Menyampaikan tujuan pembelajaran

b. Kegiatan inti**➤ Mengamati**

1. Siswa membaca teks deskriptif yang telah mereka pilih sebelumnya
2. Siswa memperhatikan teks tersebut dengan seksama

➤ Menanya

1. Dengan bimbingan dan arahan guru, siswa mempertanyakan apa saja yang termasuk dimaksud dengan physical appearance dalam descriptive text khususnya dalam describing people
2. Siswa bertanya mengenai tujuan penggunaan physical appearance dari descriptive text
3. Siswa mempertanyakan mengenai fungsi dari physical appearance dalam descriptive text

➤ **Mengeksplorasi**

1. Siswa mendiskusikan text descriptive yang telah mereka pilih sebelumnya bersama kelompoknya
2. Siswa diminta untuk mengidentifikasi physical appearance dari descriptive text bersama kelompoknya masing-masing
3. Salah satu anggota kelompok menulis hasil diskusinya dengan kelompoknya sebelumnya
4. Ketua kelompok membaca hasil diskusi dengan kelompoknya didepan kelas

➤ **Mengkomunikasikan**

1. Peserta didik mempresentasikan hasil diskusinya secara lisan
2. guru membahas hasil presentasi peserta didik

c.penutup

1. guru menyampaikan kesimpulan dari pelajaran hari ini
2. guru memberitahu materi yang akan dipelajari untuk pertemuan berikutnya

Pertemuan ke 7

a. Pendahuluan

1. Tegur sapa
2. Mengecek kehadiran siswa
3. Mereview materi sebelumnya
4. Menyampaikan tujuan pembelajaran

b. kegiatan inti

➤ **Mengamati**

1. Siswa membaca teks deskriptif yang telah

mereka pilih sebelumnya

2.Siswa memperhatikan teks tersebut dengan seksama

➤ **Menanya**

1.Dengan bimbingan dan arahan guru, siswa mempertanyakan apa saja yang termasuk dimaksud dengan characteristic dalam descriptive text khususnya dalam describing people

2.Siswa bertanya mengenai tujuan penggunaan characteric dari descriptive text

3.Siswa mempertanyakan mengenai fungsi dari charceristic dalam descriptive text

➤ **Mengekspolasi**

1.Siswa mendiskusikan text descriptive yang telah mereka pilih sebelumnya bersama kelompoknya

2.Siswa diminta untuk mengidentifikasi characteric of someone dari descriptive text bersama kelompoknya masing-masing

3.Salah satu anggota kelompok menulis hasil diskusinya dengan kelompoknya sebelumnya

4.Ketua kelompok membaca hasil diskusi dengan kelompoknya didepan kelas

➤ **Mengkomunikasikan**

1. Peserta didik mempresentasikan hasil diskusinya secara lisan

2. guru membahas hasil presentasi peserta didik

c. penutup

1. guru menyampaikan kesimpulan dari pelajaran hari ini
2. guru memeberitahu materi yang akan dipelajari untuk pertemuan berikutnya

Pertemuan ke 8

a. Pendahuluan

1. Tegur sapa
2. Mengecek kehadiran siswa
3. Mereview materi sebelumnya
4. Menyampaikan tujuan pembelajaran

b. Kegiatan inti

➤ **Mengamati**

1. Siswa membaca teks deskriptif yang telah mereka pilih sebelumnya
2. Siswa memperhatikan teks tersebut dengan seksama

➤ **Menanya**

1. Dengan bimbingan dan arahan guru, siswa mempertanyakan apa saja yang termasuk dimaksud dengan simple present tense dalam descriptive text khususnya dalam describing people
2. Siswa bertanya mengenai tujuan penggunaan simple present tense dari descriptive text
3. Siswa mempertanyakan mengenai fungsi dari simple present tense dalam descriptive text

➤ **Mengekspolasi**

1. Siswa mendiskusikan text descriptive yang telah mereka pilih sebelumnya bersama kelompoknya
2. Siswa diminta untuk mengidentifikasi simple present tense dari descriptive text bersama kelompoknya masing-masing
3. Salah satu anggota kelompok menulis hasil diskusinya dengan kelompoknya sebelumnya
4. Ketua kelompok membaca hasil diskusi dengan kelompoknya didepan kelas

➤ **Mengkomunikasikan**

1. Peserta didik mempresentasikan hasil diskusinya secara lisan
2. guru membahas hasil presentasi peserta didik

c.penutup

1. guru menyampaikan kesimpulan dari pelajaran hari ini
2. guru memeberitahu materi yang akan dipelajari untuk pertemuan berikutnya

I. PENILAIAN

5. Teknik Penilaian: Tes tulis, penugasan.
6. Task: Describing about an artist
7. Rubrik penilaian

No.	Score	Classification
1	96– 100	Excellent
2	86 – 95	Very good
3	76 – 85	Good
4	66 – 75	Fairly Good
5	56 – 65	Fair
6	36 – 55	Fairly Poor
7	0 – 35	Poor

Makassar, Oktober 2018

Mahasiswa,

IRMAYANI ND

APPENDIX H

Pre-Test

Name. :

Class. :



Look the picture below to answer the following question from 1 until 5!

My younger sister

Sharon is the Younger in our family. She is Sixteen years old and four years Younger than me. She has long, straight hair, bright eyes and a friendly smile. Sometimes she is rather naughty at home, but she usually does what she is asked to do.

Sharon is interested in arts very much, she plays Piano and guitar. She is the best Singer in our family.

1. How old is Sharon? She is ... years old.
 - a. Four
 - b. Fourteen
 - c. Sixteen
 - d. Sixteen
2. The writer is ... years old?
 - a. Fourteen
 - b. Sixteen
 - c. Fifteen
 - d. Twenty

3. Which of the following statement is not true about Sharon?
- a. She has long and straight hair. c. She is not interested in Arts.
b. She has bright eyes. d. She plays piano and guitar
4. According to the passage, we know that Sharonter is?
- a. The writer's youngest Sister c. A naughty Girl
b. The writer's elder sister d. A friendly Girl
5. It is implied in the passage that?
- a. Sharon is naughty c. Sharon is unfriendly.
b. Sharon is lazy d. Sharon is diligent.

look and read the following picture below and answer the question from 6 until 10!

Surya Nusantara



Hello! My name is Surya Nusantara. I am a boy of thirteen years old. I am tall and thin. My face is oval. My hair is long and straight. My nose is sharp. My eyes are round. People say that I am handsome.

I have a sister. Her name is Mayang Ayu. Mayang is five years old. She is fat and short. Her hair is long and straight. Her nose is flat. Her eyes are round.

6. Who is the name of boy above?
 - a. Surya Saputra
 - b. Surya Nusantara
 - c. Surya nusandara
 - d. Surya negara

7. How old he is?
 - a. Thirty years old
 - b. Thirteen years old
 - c. Thirteen years old
 - d. Thirteen years old

8. Who is the name of him sister?
 - a. Mayang sari
 - b. Mayang ayu
 - c. Maya ayu
 - d. Maya sari

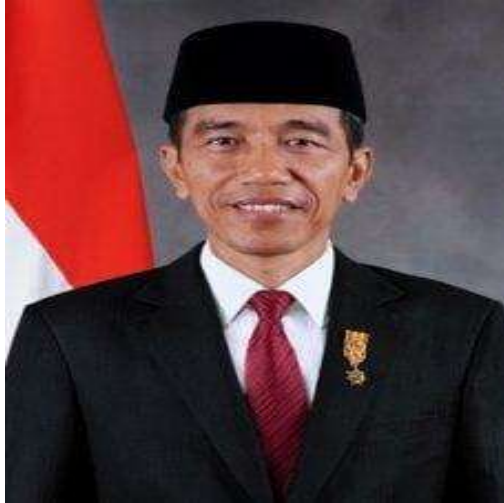
9. How much the differncies between surya nusantara and her sister?
 - a. 10 years
 - b. 8 years
 - c. None
 - d.15 years

10. The writer said “her hair is long and straight” what is the similar words of straight?
 - a. Curly
 - b. Short
 - c. Long
 - d. Erect

Post-Test

Name. :

Class. :



Look the picture below read the text to answer the following question from 1-5!

Joko Widodo

Joko Widodo is one of famous people in Indonesia all people know about Joko Widodo. Joko Widodo or people can call him by Jokowi is president of Indonesia. He was born on June 21st 1961 in Surakarta. He has 3 children. They are Kaesang Pangarep, Kahiyang Ayu, and Gibran Rakabuming Raka.

Jokowi is thin. He has brown skin, short hair and tall body. He looks friendly because he often keeps smile to everybody near him. Jokowi is an Indonesian politician. He is the governor of capital city of Indonesia, Jakarta 2012-2017. His politician career begins since he joined PDIP.

1. Who is Joko Widodo?
 - a. The famous people in Indonesia.
 - b. An Actor
 - c. A president of Indonesia
 - d. A parents

2. How many children he has?
 - a. None
 - b. One.
 - c. Two
 - d. Three

3. How old is Jokowi?
- a. Fifty seven
 - b. Fourty
 - c. Thirty
 - d. Fourty one
4. According the text above why Joko widodo looks friendly?
- a. Because he never angry.
 - b. Because she alwyas smile the poeple near him
 - c. cause he is handsome
 - d. Because she looks kind
5. Where he was born?
- a. In Surabaya
 - b. In Semarang
 - c. In Surakarta
 - d. In Jakarta



Justin Bieber

Justin Bieber was born on March 1, 1994 in London, Ontario. Now, he lives in Los Angeles where he works as a singer, a songwriter, a musician and sometimes as an actor. He's a very popular person who has many fans all over the world. His albums are loved by mostly teenagers.

He, now in his late teens, is rather tall, about 1,72 and slim. This singer has got large brown eyes, short, blond hair and a big mouth. He prefers casual clothes,

especially baseball caps, T-shirts, trainers and loose jeans, but he looks cool in a suit, too.

Justin Bieber is a very friendly and an extremely sensitive person. He's a sincere boy, he never lies. This singer is a very romantic and sensible person who try to help other people, especially he likes to visit children in hospitals.

6. What is the purpose of text above?
 - a. To describe Justin Bieber close friends
 - b. To describe Justin Bieber parents
 - c. To describe Justin Bieber marriage life
 - d. To describe about Justin Bieber
7. Where he is living now?
 - a. London
 - b. Ontario
 - c. Canada
 - d. Los Angeles
8. The following are Justin Bieber's characteristics expect?
 - a. Friendly, sensitive, never lies
 - b. Friendly, liar, sensitive.
 - c. Friendly, sincere, arrogant
 - d. Friendly, fussy, stingy
9. How old he is?
 - a. Twenty
 - b. Thirty.
 - c. Twenty four
 - d. Twenty two
10. Which paragraph talks about the physical description Justin Bieber?
 - a. 2
 - b. 3
 - c. 1
 - d. Nothing

Answer Key of the Instruments:

a. Answer key of Pre-test

1. C

2. D

3. C

4. A

5. A

6. C

7. D

8. B

9. B

10. D

b. Answer Key of Post-test

1. C

2. D

3. A

4. B

5. C

6. D

7. D

8. A

9. C

10. A

APPENDIX I

DOCUMENTATION





CURRICULUM VITAE



IRMAYANI ND was born in July 18th 1996 in Pasa' Dalle, Enrekang South Sulawesi. She has three brothers and two sisters. She is the fourth child from marriage Alm Nasir Doko and Hana.

She began her first education in elementary school at SDN 180 Kalimbua and she graduated in 2008. Then, She continued her study in Junior High School at MTs Muhammadiyah Tongko and graduated in 2011. After finishing her study in junior high school, she continued her study at SMA Muhammadiyah Kalosi and graduated 2014. In the same of 2014, she was registered as a student in English Education Department, Faculty of Teacher Training and Education in Muhammadiyah University of Makassar

At the end of her study, she could finish with her thesis under entitle "The use of experience task in increase students reading comprehension achievement (A Pre Experimental Research at the First Grade of SMP Aisyiyah Sungguminasa)