THE USE OF PROBLEM SOLVING TASK TO IMPROVE STUDENTS' READING COMPETENCE AT THE SECOND YEAR STUDENTS OF SMP NEGERI 35 MAKASSAR

SKRIPSI

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2015

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Submitted in Partial Fulfillment of the Requirements
for S1 Degree (S.Pd.)

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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul **"The Use Of Problem Solving Task to Improve Students' Reading Competence At The Second Year Students Of SMP Negeri 35 Makassar"** beserta seluruh isinya adalah benar – benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, September 2015

Yang membuat pernyataan

Karlina Mangali

MOTTO

Hasbunallah wani'mal wakiil

Allah is sufficient for us and most excellent

Protector

Innama'al 'usri yusraa (Alam Nasyrah: 6)

Indeed behind the difficulty there is relief

ABSTRACT

Karlina Mangali. 2015. *The Use Of Problem Solving Task to Improve Students' Reading Competence at The Second Year Students Of SMP Negeri 35 Makassar*. Skripsi, English Education Department. Supervised by Rampeng, S.Pd., M.Pd and Muliati, S.Pd., M.Hum., M.Ed.

The purpose of this study was to determine the application of Problem solving task method in students' reading competence. The result in this research is expected to be useful for students to improve students' reading competence, and can help the teachers to be more creative.

This study used a pre-experimental method. Population of this research is the second year students of SMP Negeri 35 Makassar in academic year 2014/2015 and sample is 15 people from class VIII.1 of first semester who selected randomly. Data collected by using a reading test (pre-test and post-test).

The results of the research shows that there is an increasing of students reading competence through the application of Problem Solving Task.The p-Value of post test is higher than α (9,5$\geq$ 1,761) The result indicates that the alternative hypothesis (H1) is accepted and of course the null hypothesis (Ho) is rejected. It shows that the Problem Solving Task is one of the effective methods in increasing students reading competence at the second year students of SMP Negeri 35 Makassar in academic year 2014/2015

Keywords: problem solving task,to improve,reading competence

ABSTRAK

Karlina Mangali. 2015 . *The Use Of Problem Solving Task to Improve Students' Reading Competence at The Second Year Students Of SMP Negeri 35 Makassar*. Skripsi, Program Studi Pendidikan Bahasa Inggris. Dibimbing oleh Rampeng, S.Pd., M.Pd dan Muliati, S.Pd., M.Hum., M.Ed.

Tujuan penelitian ini adalah untuk mengetahui penerapan metode Problem solving task dalam meningkatkan kemampuan membaca siswa. Hasil penelitian ini diharapkan dapat bermanfaat bagi siswa dalam meningkatkan kemampuan membaca, dan dapat membantu guru untuk lebih kreatif.

Penelitian ini menggunakan metode pre-experimental. Populasi dan penelitian adalah siswa SMP Negeri 35 Makassar angkatan 2014/2015 dan sampelnya adalah siswa kelas VIII.1 semester satu yang berjumlah 15 orang dan dipilih secara acak. Pengumpulan data dilakukan dengan menggunakan test-reading (pre-test dan post-test).

Hasil analisis data penelitian menunjukkan bahwa terdapat peningkatan kemampuan membaca siswa melalui penerapan metode Problem solving task. P-Value dari post test lebih tinggi dari pada nilai α $(9{,}5 \geq 1{,}761)$ hasil menunjukkan bahwa hipotesis alternative diterima (H1) dan hipotesis null (Ho) ditolak , dengan demikian metode problem solving task merupakan salah satu metode yang efektif dalam meningkatkan kemampuan membaca siswa kelas VIII semester pertama SMP Negeri 35 Makassar.

Kata Kunci: penyelesaian masalah,meningkatkan,kemampuan membaca

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Finally, the writer hopes this skripsi can help the readers in the future.
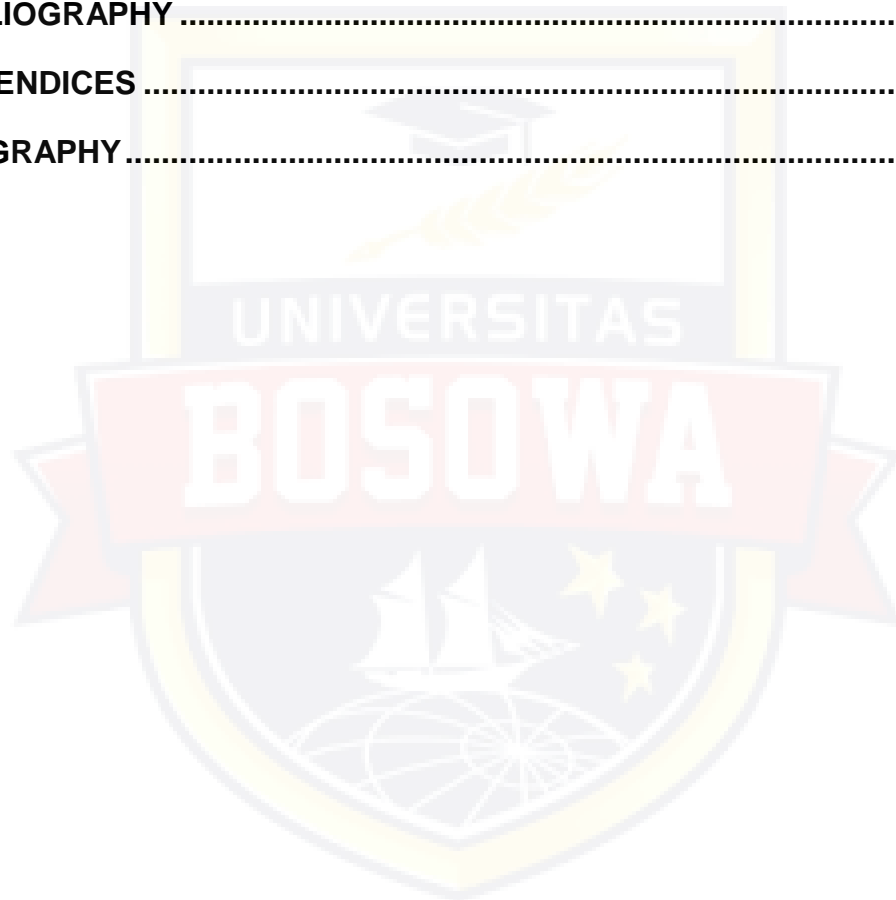
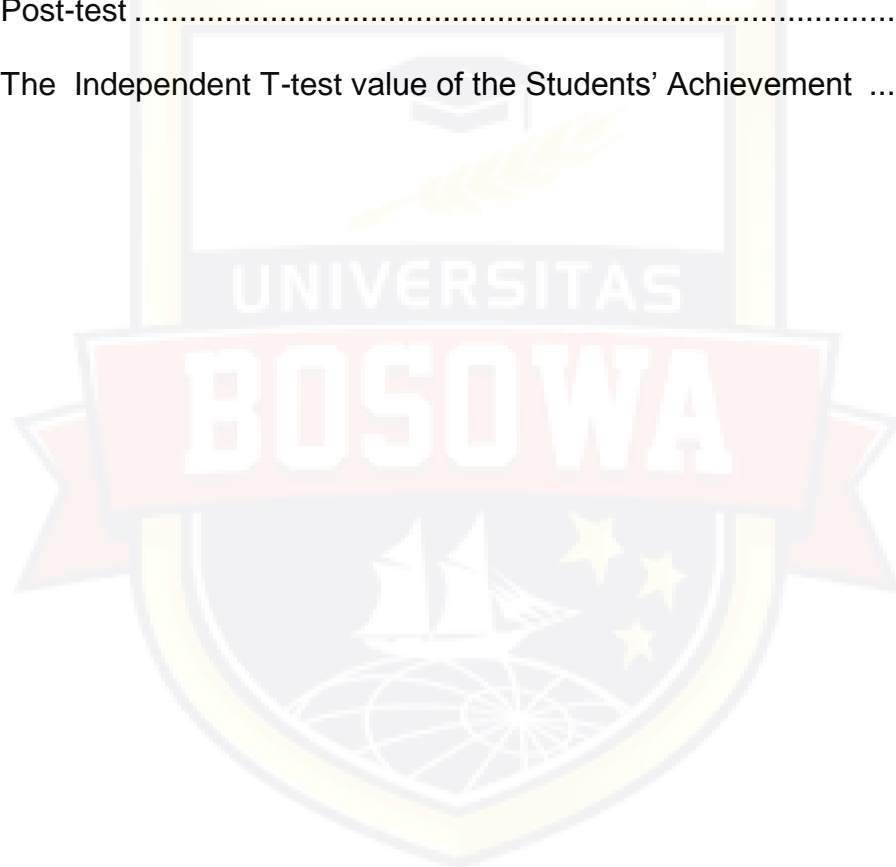Makassar, September 2015

Karlina Mangali

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CHAPTER I

INTRODUCTION

This chapter deals with background, problem statement, objective of the study, the scope of the research and significance of the study.

A. Background

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to comment on a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. In short, whatever the purpose of the reading, a person who reads has to be able to comprehend the text being read as the requirement to reach the purpose of the reading.

One of the three aspects of reading according to Dallmann (2010:13) is comprehension. He says that comprehension is the absolute necessity in reading. By critical fusion of word recognition and comprehension, the reader will get the meaningful interpretation of the written text.

Clearly, reading in the foreign language deserves attention, and reading a text should not be viewed merely as the activity of pronouncing the word loudly or silently without understanding. Reading without comprehension of the written text useless since the reader cannot get the information stated in the text, either implicitly or explicitly.

Reading comprehension, based on Adams (Howell, Fox, Morehead, 2010:14), is an interactive process through which the reader uses code, context analysis, prior knowledge, vocabulary, and language, along with executive-control strategies, to understand the text. As proposed by Grellet (2010:14), reading comprehension means understanding a written text means extracting the required information from it as efficiently as possible.

The process of comprehending a text is called reading competence. Carrel (2010: 15) defines that what readers are capable of doing is called competence.

From the definitions above, the writer confirms that reading competence is the capability to understand and to extract the required information from the text with the activation of preexisting reader knowledge.

Witdarmono (2008:13) writes that based on a research that was conducted by PISA (Programme for International Student Assessment) Indonesia is in the last rank among 40 countries dealing with reading ability. It means that the reading competence of Indonesian children of the age 14 to 15 year is in the first grade. In other words, they just comprehend or understand one or some information of the text. The capability to interpret, evaluate, or connect the information in the text with the situation outside the classroom is limited. The result is they will face

difficulties in implementing their reading competence to enhance knowledge and skills of other field.

After observing the instructional process and interviewing the teacher and students, the writer has found that there is a problem dealing with the students' reading competence. The student's interaction toward the text is minimal. The minimum interaction toward the text will affect the students reading competence. The writer found that the reading achievement is still low.

From the pre-observations, the writer concludes that the low reading achievement of the students is caused the students feel that English is difficult. It is quite hard for them to understand a text. One of the reasons is that they do not know the meaning of the words. In other words, they lack of vocabulary. This condition is stated by one of the student.

The writer and the teacher, then, consider that the students' reading competence needs to be improved. The writer tries to treat the students using Problem-Solving Task, which is derived from Task-Based Language Teaching Method (TBL). TBL is an approach, which emphasized on the use of tasks as the core unit of planning and instruction in language teaching (Richards and Rodgers, 2010:18). It relies on learner's involvement and their world knowledge. The *'task'* here means an activity or goal that is carried out using language as it is stated by Richards and Rodgers (2010:18). It is expected that by implementing *'task'* as the core of classroom activities, the students' motivation in learning English will

improve. Richards et.al. (2010:19) is supported this idea. They propose that task can improve the learners' motivation. This is because it requires the learners to use authentic language and variation of activities, which is interesting to the student.

By implementing Problem-solving Task, the teaching of reading would not only emphasize on translating the meaning of the words. The Problem-Solving Task provides opportunity for the students to interact, either with the text or with other students. Even they will find the meaning of the word they have not known yet, together.

In the instructional process, the students are treated to be autonomous and active learners. The teaching of reading is not merely about how students translate the text, in order to get the comprehension of it, but how they understand the meaning of the text by activating their preexisting knowledge. To achieve those purposes, students need a lot of words of English to master. As Nobert (1997:40) stated that vocabulary is one of the most important skills a in language. So, to achieve the success in language teaching learning process especially in English, vocabulary is one of the important factors in all language teaching. Vocabulary as one of the language aspects is to learn when people are learning a language. It is impossible to learn a language without vocabulary. So in any language learning vocabulary is necessary.

Vocabulary as one of the language aspects is to learn when people are learning a language. It is impossible to learn a language without vocabulary. So in any language learning vocabulary is necessary.

Vocabulary is crucial component in acquiring and understanding language. When we read something it will sound good if we understand the words or vocabulary in our reading. Because it will help and guide us in pronouncing, reading, and grasping the idea from our reading. So, we will understand. Vocabulary is a stock of words used in the language. The more students have stock of words used in a. language, the better it will make their performance.

Most of us if we find the difficult words, we still just continue our reading in the hope that the word we read is not really important or that it's meaning will become clear later on. But, sometimes the word that we passed usually as the key of our reading and understanding. We cannot catch and grasp the idea from our reading as good as possible. So, looking up the difficult words in dictionary is better from us, but the skillful readers understand as he reads.

Based on the explanation above the writer interest to conducted the research entitles **"The Use Problem Solving Task to Improve Students' Reading Competence at the Second Year Students of Smp Negeri 35 Makassar"**

B. Problem Statement

Based on the observation above, the problems that will be analyzed in this study are:

1. Do the implementation of Problem Solving Task effective to the second year students of SMP Negeri 35 Makassar to improve their reading competence?

2. How do the improvement of student reading competence using Problem Solving Task?

C. Objective of the Research

The objectives of this study, namely:

1. To know whether the use of Problem Solving Task can improve the students' reading competence.

2. To identify the effectiveness of implementation of Problem Solving Task

D. Significance of the Research

This Research expected to be useful information for many people in learning process, such as:

1. Researcher

This study is expected to give the researcher a valuable knowledge which can be used for doing a better action research in the future.

2. Teacher

The results of the study can give input to the teacher in teaching reading to junior high school. It can also provide an effective method for teaching reading.

3. Students

Students get new motivation dealing with the method used by the teacher and enjoy learning English. As the result, the students reading competence will improve.

4. Next Researcher

Next researcher will get new information dealing with this research.

E. Scope of the Research

The scope of this research belongs to both the subject and the object in research:

1. Subject

The subject in this research is the students' reading competence at the second year students of SMP Negeri 35 Makassar.

2. Object

The object of this study is use of Problem Solving Task.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature dealing with some pertinent ideas, problem solving task, rationale, theoretical framework and hypothesis.

A. Some Pertinent Ideas

1. Definition of Reading Competence

Williams (2010:10) defines reading as a process whereby one looks at and understands what has been written. He emphasizes in the word 'understands'. It means that reading aloud without understanding does not count as reading. This is in accordance with the definition given by Wilson in Dallmann (2010:22) says that reading is more than sounding letters, calling words or responding to the printed words. It is the communication through the language between an author and the reader…."

Nuttal (2010:20) states that if whatever the reason for reading, it is not likely that we were interested in the pronunciation and the grammatical structures of what we read. We read because we want to get something from the writing.

Meanwhile, Aebersold's (2010:15) defines reading as what happened when people look at a text and assign meaning to the written symbols in that text. She explains that the actual reading happens while there is interaction between the text and the reader. Therefore, both the

reader and the text are the two physical entities necessary for the reading process.

Silberstein (2011:12) proposes that reading is regarded as a complex information processing skill in which the reader interacts with the text in order to (re) create meaningful discourse. She considers a reader as an active, problem solving individual who coordinates a number of skills and strategies to facilitate comprehension.

Reading is also defined as a psychological or mental process. Goodman as quoted by Carrell (2010:13) defines reading as a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning, which the reader constructs. A basic interaction between language and thought occurs in reading.

Davies (2011:1) states that reading is private. It is a mental or cognitive process, which involves a reader in trying to follow and respond a message from a writer who has distance in space and time. For the conclusion of the definitions above, it considers that reading is a mental or cognitive process, which involves a reader in trying to identify and recognize the written symbols in order to understand and to comprehend the message or the writer's idea put in the text.

In this study, the writer uses the term reading competence. Hence, it is necessary to overview the concept of reading competence. In the Cambridge International Dictionary of English (2000:17) the word

"competence" means the ability to do something to a level that is acceptable. It also defines as the ability to do something well (Longman Dictionary of Contemporary English).

Meanwhile, in the applied linguistics, there are some concepts of competence. Chomsky in Brown (2010:138) gives the concept of competence as the speaker-hearer's knowledge of his language. It is different from performance, which is considered as the actual use of language in concrete situations. The term 'competence' refers to knowledge, not including the notion or capacity. In this way, competence refers to a 'state' or product rather than to a process.

Furthermore, Carrell (2010:13) defines competence as what readers are capable of doing. It is different from performance, which is what we observed them to do.

At the same time, Ellis in Aebersold (2011: 26) states that competence is indication of language rules understanding that governs language production. It is also different from performance that is the ability to produce language.

Another concept of "competence" is considered by Keiko Koda.

"The term competence is used in reference to linguistic knowledge, processing skills, and cognitive abilities. She also says that successful comprehension emerges from the integrative interaction of derived text information and preexisting reader knowledge. Put simply, comprehension occurs when the reader extracts and integrates various informations from the text then combines it with what is already known. Each of these processes is generally used to define reading competence".

Moreover, Koda (2008:16) states that the cognitive view, posits that reader-text interaction can be subdivided into three processes. First is decoding. Linguistic information is extracted directly from print. Second, text-information building, which is extracted ideas from the text meaning. Finally, situation-model construction, the combined text information is synthesized with prior knowledge.

It is argued that reading competence is the capability to understand and to extract the required information from the text with the activation of preexisting reader knowledge.

The meaning of *competence* has been given by Cazden as it is stated in Maltby (2010:119). Cadzen describes competence as knowledge of a language that enables people to understand and produce novel sentence. Every student has the competence to develop a language system, except for those who have specific disabilities. Students need to use their competence in order to achieve the goal of reading program especially reading comprehension.

For the summary, the meaning of reading competence is the capability to understand and to extract the required information from the text with the activation of preexisting reader knowledge.

2. **Reading Approach**

Nuttall (1996:17) defines some approaches usually done by the readers when they read. There are three approaches of how reading occurs:

Bottom-up processing, top-down processing, and interactive reading.

a. Bottom-up processing

It considers that in this process the reader builds up a meaning from the written words on the page. He recognizes letters, words, and working out sentence structure.

Aebersold (2000:18) argues that the reader constructs the text from the smallest units (letters to words to phrases to sentences, etc.) and that the process of constructing the text from those small units becomes so automatic that the reader are not aware of how it operates. An initial term of this process is decoding.

b. Top-down processing

In this process, readers bring a great deal of knowledge, expectations, assumptions, and questions to the text and given a basic understanding of the vocabulary, they continue to read as long as the text confirms their expectation (Goodman:2001). The reader considers the text as a whole, and relates it to his own knowledge and experience. It brings him to predict the writer's purpose or argument, and then uses this prediction to interpret the difficult parts of the text. This approach makes

the reader to activate his prior knowledge, common sense, etc. in order to comprehend the text.

c. The interactive reading

This approach brings the reader to use both bottom-up and top-down approaches. He continuously shifts from one focus to another, now adopting a top-down process to predict the probable meaning, then moving to the bottom-up process. However, these two approaches can also occur at the same time. The movements from one to another are depended on the type of text as well as on the reader's background knowledge, language proficiency level, motivation, strategy use, and beliefs about reading.

3. Aspects of Reading

Some of the aspects of reading according to Dallmann (2010:25) are word recognition, comprehension and reflection.

a. Word Recognition

To be a good reader, students must have the ability to recognize and pronounce words. In this stage, students decode the printed symbols by recognizing oral equivalent of the written symbols. It means that spoken communication and written or printed symbols are merely a graphic representation of speech. This process is considered on of the discovering the correspondence between the grapheme (the written or printed symbol) and the phoneme (the speech sound). Many experts emphatically assert

that after the code of letter and sound equivalence has been mastered, attention should be paid to comprehension skill.

b. Comprehension

Comprehension is an absolute necessity in reading. The fact is that reading is for deriving meaning. Many experts argue that reading all stages of development must necessarily be much more that proficiency of word recognition.

The effective reader needs to have learned the code used in written communication so that he can translate the written symbols into sound or meaningful language sequences. Thus, they must also view words recognition and comprehension as major aspects of reading. By critical fusion of word recognition and comprehension, the meaningful interpretation of the printed words will be got.

c. Reflection

During the process of reading, it is necessary to the reader to be able to hold ideas as they occur and to conceptualize meaningful interpretation through reflection. This process involves the act of comparing the written stimuli with the reader experiences. In other word, although the printed symbols present visual stimuli in sequence manner, the "mind eye" sees more than words. Evidence presents that reading is not simply a process of receiving sequential visual stimuli in the form of print. A chief value of reading lies in the ideas presented in print upon

which the mind can reflect. Reflection makes possible the production of ideas beyond the consumption of them.

4. Types of Reading

Allin (2002:37) indicates the types of reading are important categories as follows:

a. Skimming

The eyes run quickly, over the text to discover what is about the main idea and the gist. This skimming occurs when the reader looks quickly at the contents page of a book, or at the chapter headings, subheadings, etc. This sometimes called previewing .When the reader goes through a particular passage such as a new newspaper article merely to get the gist.

b. Scanning

The reader is to look out for a particular item he believes in the text. The scanning can be done to find name, date, static, or facts in writing. The eyes start quickly at the lines of writing.

c. Extensive Reading

Extensive reading is that reading is used to accomplish something else. For examples: reading for a written summary, a written report, an oral report group discussion, or a debate.

d. Intensive Reading

It is also called study reading, this involves close study of the text. As the amount of competence should be high, the speed of reading is correspondingly slower.

B. Problem Solving Task

1. Task-Based Learning

Problem Solving task is one of the task types in Task-Based Learning. That is why it is necessary to highlight about Task-based Learning (TBL) before reviewing Problem Solving Task. Task-based learning (TBL), also known as Task-based language teaching (TBLT) or Task-based instruction (TBI) is an approach in language teaching. In http://en.wikipedia.org/, it is stated as a method that focuses on the use of authentic and to the students' meaningful tasks using the target language. Assessment is primarily based on task outcome rather than accuracy of language forms. This makes TBL recommended for developing target language fluency and student confidence.

Meanwhile, Richards and Rodgers (2000:223) define TBL as an approach, which emphasize on the use of tasks as the core unit of planning and instruction in language teaching. The principle of TBL is activities that involve real communication; activities that promote learning; and language supports the learning process. Tasks considered as the meaningful tools for applying the principle. The Malaysian Communicational Syllabus in 1975 and the Bangalore Project (Barretta

and Davies in 1985; Prabhu in 1987; Barretta in 1990) did the application of task based approach, firstly. Some researchers who are interested in developing pedagogical applications of the second language acquisition (SLA) theory, then, have supported the role of task.

They used task as SLA research tools in the mid-1980s. This research has focused on the strategies and cognitive process employed by second language learners. It has also proposed that the role of formal grammar in the language teaching should be changed. Grammar-focused teaching activities do not reflects the cognitive learning process employed in the situation outside classroom. Therefore, tasks were used in the language learning because it provides better context than form-focused activities.

Willis (1996:26-27), then, generates tasks into typology of TBL design. Those task types are as follows:

a. Listing

Listing tasks are emphasizing on the learner ability to explain their ideas. It needs a lot of talk from the learners. The processes involved are:

1. Brainstorming: a process of draw knowledge and experience

2. Fact-finding: a process which learners finding things out by asking to someone else or looking in literatures, etc.

b. Ordering and sorting

These tasks involve four main processes: sequencing items, ranking items, categorizing items, classifying items in different way.

c. Comparing

The tasks are intended to compare two information of the similar things but from different sources or versions in order to find its similarity and/or differences.

d. Problem solving

These tasks require students to find a solution to a given problem. Completion tasks are often based on short extracts from texts, where the learner predicts the ending or piece together clues to guest it.

e. Sharing personal experience

These tasks encourage learners to talk about themselves and share their experience with others. The goal of these tasks is not fixed because their result is closer to casual social information.

f. Creative task

The learners are given a task to do a kind of project. The tasks are usually a creative work. It can involve a combination of task types: listing, ordering and sorting, comparing and problem solving.

2. The Concept of "task"

Richards et.al. (2000:224) give the definition of "task" as an activity or goal that is carried out using language, such as finding a solution to a

puzzle, reading a map and giving directions, making a telephone call, writing a letter, or reading a set of instructions and assembling a toy.

Meanwhile, Skehan (1996:20) states that "tasks" are activities, which have meaning as their primary focus. Success in the task is evaluated in terms of achievement of an outcome. Tasks generally have some likeness to real-life language use.

Furthermore, Nunan (in Richards et al, 2000:224) describes the definition of task as follows:

> "The communicative task [is] a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right."

Meanwhile, Willis (1996:23) offers the definition of "task" as activities where the learner uses the target language for a communicative purpose (goal) in order to achieve an outcome. In other words, learner uses whatever target language resources they have in order to solve a problem, do a puzzle, play a game, or share and compare experiences.

For the wholeness definitions of "task" above, the writer concludes that "task" is an activity that carried out by using the target language in order to achieve an outcome.

3. The Definition of Problem Solving Task

For TBL learning activities, Willis (1996:13) gives some varieties of task as the recommendation to be implemented in the classroom. One of the tasks she suggested is Problem-Solving task.

Problem Solving task is a task with solution(s) as an outcome. In this task, students are given a problem and a set of information. They must arrive at a solution to the problem. There is generally a single solution of the problem (Pica in Richards et al, 2000:14).

Willis (1996:27) states that in this task, the exploration of the students' intellectual and reasoning power are the most important. The problem may come from real-life that involves expressing hypotheses, describing experience, comparing alternatives, evaluating, and agreeing a solution.

The problems presented in this task may include real-life problems that involve expressing hypotheses, describing experiences, comparing alternatives, evaluating, and agreeing a solution. Completion tasks are often based on short extracts from texts, where the learner predict the ending or piece together clues to guest it. The activities included in problem-solving task are decision making and information gap.

4. Theory of Language and Language Learning

As parts of TBL, the theories underlying problem-solving task is as the same as the theories of TBL. The theory of language in task-based learning concerns with meaning as the central role in language learning.

Skehan in Richards et.al. (2000: 226) considers that in task-based instruction, meaning is primary and it does not concern with language display.

This theory also supported by Willis (1996:24-25). She confirms that language is the tool for achieving task goals. The emphasis is on meaning before form. It means that the task goals are not dealing with producing language forms correctly but rather on meaning and communication.

Task-based learning views the learning process as a set of communicative tasks that are directly linked to the curricular goals they serve, and the purpose of which extend beyond the practice for language for its own sake (Brown, 1994: 83).

This is in the same line with Communicative Language Teaching learning theory. In Richards et.al. (2000:72), task-based learning has the same assumptions dealing with the theory of learning. There are three elements of an underlying learning theory, namely:

a. Communication principle; that is activities that involve real communication promote learning.

b. Task principle; activities in which language is used for carrying out meaningful tasks promote learning.

c. Meaningfulness principle; meaningful language for the learners supports the learning process.

In general, the learning theory is about using language communicatively. As learners work to complete a task, learners are

engaged in such interaction. The interaction is considered to facilitate language learning, as learners have to work to understand each other and to express their own meaning.

Krashen in Richards et.al. (2000:72) also says that language learning happens by using language communicatively, rather than by practicing language skills.

Meanwhile, task also said to improve learner motivation. Success in doing the task sustains the learner motivation. If the students feel that they have achieved the goal of the task through their individual effort, they are willing to take part in the next time activities.

5. Design: Objectives, Syllabus, Learning Activities, Roles of Learners, Teacher and Materials

a. Objectives

Task-based approach aims to provide learners with a natural context for language use. In problem-solving task, as learner works to solve a given problem, they have opportunity to use the language in the interaction with others. In completing the task, the emphasis is on understanding and conveying meaning. While learners are doing the task, they are using language in meaningful way.

b. Syllabus

The syllabus concern with the process of learning than with specific content and learning outcomes acquired with this process. Yet, there are specifications of tasks that should be carried out by the learners. In addition, the tasks should be sequencing. It means that the instructor

should determine the difficulty of the task. The difficulty of the task can be based on some consideration, such as procedure of doing the task, output required, input text, motivation, learning style and learner's ability.

c. Learning Activities

Learning activities are focused on learners. It emphasizes on learners working together in group or pairs. It believes that working together gives learners confidence to try out whatever language and knowledge they have already known without fear of being wrong or being corrected in front of the class. Learners can support each other to maximize learning and task outcomes.

The following are the primary roles of students in TBL according to Richards et.al. (2000:19) and Willis (1996:23):

1. Group participant

Since tasks are usually done in pairs or small group, the learners need to be accustomed to the whole class and individual work.

2. Monitor

During the activities, the learners monitoring or noticing how language is used in communication.

3. Risk-taker and innovator

Learners need to feel free to experiment with language on their own. They take a risk that they may do an error while they are trying to communicate. Learners also need to regards their errors in positive way, to treat them as normal part of learning.

d. Roles of Learners, Teacher and Materials

The role of the teacher is generally a facilitator. Facilitating learning involves balancing the amount of exposure and the use of language, and ensuring they are both of quality. Willis (1996) divides the teacher's roles according to each stage of the task cycle. At the task stage, the teacher duty is to monitor the students' activities during the task. Teacher should have the self-control and courage to stand back and let the learners get on with the task on their own.

During the planning stage, the teacher's main role is that of language adviser, helping students to shape their meaning and express more exactly, what they want to say. Meanwhile, during the report stage, the role of the teacher is that of chairperson, to introduce the presentations, to set a purpose for listening, to nominate who speaks next and to sum up at the end.

Materials play an important role, since it becomes a resource of classroom tasks. Materials are emphasized on the use of authentic one, which relevant to the participants' needs and encourage the development of skills necessary for the successful completion of real-life tasks. Popular media such as newspaper, television and internet can be the material resources.

6. Procedure of Teaching

Willis (1996:27) recommends the teaching procedures of TBL. She divides the TBL framework into three phases. The first is pre-task, which involves the introduction to topic and task. Second, is task cycle, which contains task, planning and report. The last is language focus. The following are the complete framework considered by Willis:

a. Pre-task

In the pre-task, the teacher will present what will be expected of the students in the task cycle. The teacher as facilitator explores the topic with the group and highlights useful words and phrases. Teacher also exploits the material, which will be used in the task.

b. The Task Cycle

1) Task

During the task phase, the students perform the task, typically in small groups, although this is dependent on the type of activity. In addition, the teacher's role in this phase is limited as an observer or counselor.

2) Planning

After completing the task, the students prepare either a written or an oral report to present to the class. The instructor takes questions and otherwise simply monitors the students.

3) Report

The students then present this information to the rest of the class. Here the teacher may provide written or oral feedback, as appropriate, and the students observing may do the same.

c. The Language Focus

1) Analysis

The teacher reviews what happened during the task. It may include language forms that the students were using or problems that students had.

2) Practice

The practice stage may be used to cover material mentioned by the teacher in the analysis stage. It is an opportunity for the teacher to emphasize key language.

7. Advantages and disadvantages

Septaria (2009:43) stated that TBL, include problem-solving task, has some advantages and disadvantages as well.

a. Advantages

Task-based learning is advantageous to the student because it is more student-centered. Although the teacher may present language in the pre-task, the students are free to use what they want. This allows them to use all the language they know and are learning, rather than a single construct. Furthermore, as the tasks are supposed to be familiar to the

students, students are more likely to be engaged, which may further motivate them in their language learning.

b. Disadvantages

There have been criticisms that task-based learning is not appropriate as the foundation of a class for beginning students. Others claim that students are only exposed to certain forms of language, and are being neglected of others, such as discussion or debate.

C. Theoritical Framework

The theoritical framework underlying this research can be presented in the following diagram:

```
                    ┌─────────────┐
                    │   English   │
                    │   skills    │
                    └──────┬──────┘
        ┌──────────┬───────┼────────┬──────────┐
   ┌─────────┐ ┌─────────┐ ┌─────────┐ ┌─────────┐
   │Listening│ │Speaking │ │ Reading │ │ Writing │
   └─────────┘ └─────────┘ └────┬────┘ └─────────┘
            ┌────────────────────┴────────────────────┐
            │         Problem Solving Task             │
            └────────────────────┬────────────────────┘
                          ┌───────────┐
                          │  Analyze  │
                          └─────┬─────┘
                          ┌───────────┐
                          │  Finding  │
                          └───────────┘
```
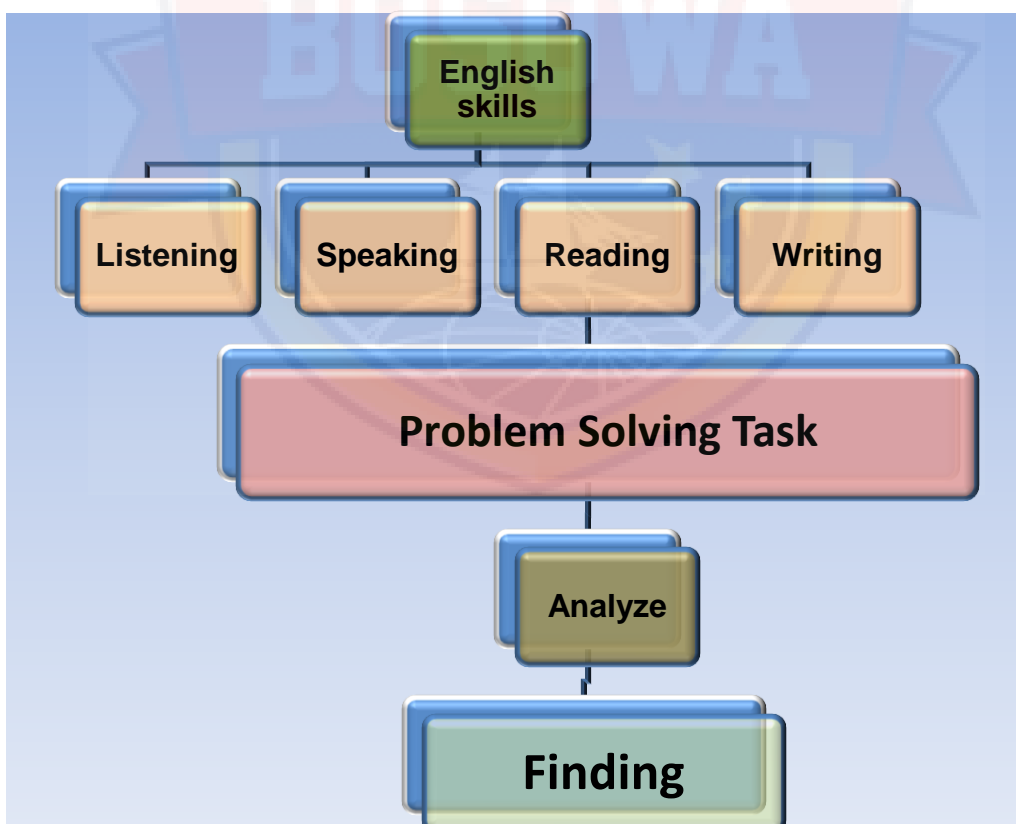
D. Hypothesis

Ho : There is no significant improvement of problem solving task on students' reading competence.

Hi : There is a significant improvement of problem solving task on students' reading competence.

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of the Research design, subject of the research, setting of the research, the method of the research procedure of the research and techniques of data analysis.

A. Research Design

This research was quantitative research. The writer used pre-experimental design, which uses pre- test, treatment, and post-test. The test took in 60 minutes. Prior to the treatment, a pre-test, and after pre-test, a post test had been administered. The treatment had been done in three meetings.

B. Population and Sample

1. Population

The population of this research was class of VIII.1 of the second year of SMP Negeri 35 Makassar, where there are 36 students consisting of 16 males and 21 females.

2. Sample

The research applied random sampling technique. The writer would determine about 15 students as a sample of class VIII.1.

C. Research Variables

Variable is an attribute, value / properties and individual objects / activities which have many specific variations between one and the other which has been determined by researchers to study and look for the information and conclusions drawn. If there are no variables in the study, no one variables in the study, no one can be obtained and conclusions drawn. There are two variables:

1. Independent Variable

The independent variable is Problem Solving Task. It is a method used when teaching the material.

2. Dependent Variable

The dependent variable of the research is Reading Competence.

D. Research Instruments

The instrument of this research was reading text, which taken from an English text book (2003:22). The test will formulate in essay. The test is used to collect data on the students' reading competence ability.

E. Procedure Of Collecting Data

In this research the writer followed some procedure in collecting data which described are as follows:

1. Pre- test

Before doing treatment, pre-test administrated to the students in order to know how far the students' achievement about reading competence test.

2. Treatment

After doing pre-test, the writer gave a treatment in some steps or session as follows:

a. In the first teaching the writer opens class

b. The writer introduces the material to the students

c. The writer will give reading text to each students

d. The students doing their task, the teacher walks around and monitors the activity.

e. The teacher helps the students to prepare their report.

f. The students report their results to the class.

3. Post-Test

As a process after the treatment, the writer employed a post-test . It aimed to saw the value of the treatment whether or not the result of the post-test was better than the pre-test .

F. Technique Of Data Analysis

The collecting data through the test used inferential statistic percentage score also used to know the students' ability . The steps undertaken in quantitative analysis employing the following formulas :

1. Scoring the students' correct answer of pre-test and post-test .

$$Score = \frac{student\ corrects'answer}{Maximum\ Score} \times 10$$

<div align="right">(Depdikbud in Budiyanto,2004:27)</div>

2. Classified the score of students' answer described into the following scale:

The assessment of students' competence

No.	Classification	Range
1.	Excellent	9,6 - 10
2.	Very good	8,6 – 9,5
3.	Good	7,6 – 8,5
4.	Fairly good	6,6 – 7,5
5.	Fairly	5,6 – 6,5
6.	Poor	3,6 – 5,5
7.	Very poor	0 – 3,5

<div align="right">(Layman, 1972:216)</div>

3. Findings the improvement of the students, the writer compared of pre-test and post-test by using the following way:

$$\bar{x} = \frac{\sum x_i}{n}$$

Where: $\bar{x}$ = Mean Score

$\sum X_i$ = The sum of all scores

N = The total number of subject

<div align="right">(Gay. 2006: 28)</div>

4. Finding out the significant between the pre-test and post-test by calculated the value of the t-test. The writer employed following formula :

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

T   = Test of significant

D   = The mean of score

$\sum D$ = The sum of total score

$\sum D^2$ = The square of sum of difference

N   = Total number of students

(Gay. 2006: 28)

After that, t-test had been used for hypothesis test with assumption as the following :

$H^1 ; \mu^1 = \mu^2$ Or P-value $\geq \alpha$ 0.05

$H^0 ; \mu^1 = \mu^2$ Or P-value $< \alpha$ 0.05

The criterion of test is: If P-value is bigger than α 0.05, H1 is accepted and H0 is rejected. It means that there is significance difference between pretest and posttest.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections. The first section deals with the finding of the research and the second deals with discussion. The finding of the research covers the description of the result of data analysis that would be discussed in discussion section.

A. Findings

The findings of the research were based on the results of the data analysis. The data analysis used reading test to collect the data. The reading test consists of pre-test and post-test. The pre-test was given to find out the initial students' in reading competence before presenting problem solving task and the post-test was given to find out the improvement of the students' in reading competence after giving the treatment.

After analyzing the data derived from the pre-test and post-test, below is the result of data analysis. The data are served in some tables, which consist of some forms of analysis namely score, classification, frequency, and percentage.

The following is the frequency and percentage of the students' reading competence in the pre-test and post-test :

1. **Students' Reading Competence Score.**

   Table 1. The Students' Data in Pre-test and Post Test

NO	Students' Initial	Pre-test (X1)	Post-test (X2)
1	MNI	8	9,5
2	NH	8	9
3	SS	7,5	9,5
4	YM	6,5	7,5
5	IW	7,5	9
6	AAP	7	9
7	EA	8,5	9,5
8	ATR	7,5	9,5
9	AIT	8	9
10	BR	6	7,5
11	NM	7,5	9
12	ES	7,5	8
13	NR	8,5	9
14	DRN	7,5	8,5
15	AR	7	9
	Total	112,5	132,5

Source: The second year of SMPN 35 Makassar

Table 1 above shows that there was a significant different of students' score in pre-test and post test. It is indicated that the use of problem solving task method was effective to improve students' reading competence at the second year of SMPN 35 Makassar.

2. **Rate Percentage of students' reading competence in pre-test and post-test**

To obtain the information the students' reading competence the writer described it through table of rate percentage and frequency of the students' score in pre-test and post-test.

Table 2. Rate Percentage and Frequency of students Score in Pre-test and Post-test.

No	Classification	Score	Pret-test		Post-test	
			Freq.	%	Freq.	%
1	Excellent	9,6 - 10	0	0	0	0
2	Very Good	8,6 – 9,5	0	0	11	73,3
3	Good	7,6 – 8,5	5	33,3	2	13,3
4	Fairly Good	6,6 – 7,5	8	53,3	2	13,3
	Fairly	5,6 – 6,5	2	13,3	0	0
	Poor	3,6 – 5,5	0	0	0	0
5	Very Poor	0 – 3,5	0	0	0	0
	TOTAL		15	99,9	15	99,9

Source: The second year of SMPN 35 Makassar

Table 2. above shows that, In pre-test the table indicates that none of students got excellent classification and got very good classification. 5 students (33,3%) got good classification, 8 student (53,3) got fairly good classification, 2 students (13,3%) got fairly classification, and none of the students got poor and very poor classification.

In the post-test, none of students got excellent classification. Most of students got very good classification. In very good classification, there are 11 students (73,3%), 2 students (13,3) got good classification and fairly good classification. None of the students got fairly, poor, and very poor classification.

The data analysis shows the use of problem solving task could take the positive alteration towards students' reading competence of the second year students at SMP Negeri 35 Makassar.

3. The Result of Analysis of Students' in Reading Competence

The mean score and standard deviation of the students is used to know the significance difference of students' reading competence in pre-test and post-test

Table 3. The Mean Score and Standard Deviation of Pre-Test and Post-Test

Test	Mean Score	Standard Deviation
Pre-test	7,5	0,68
Post-test	8,8	0,67

The table 3 above shows the mean score of students' pre-test is 7,5 on the contrary the mean score of post-test is 8,8. The standard deviation of pre-test is 0,68 while the standard deviation of students' in post-test is 0.67. The mean score of the students' post-test is higher than the mean score of pre-test. The standard deviation of students' pre-test is higher than the standard deviation of students' post-test. Because the mean score is an average value of students and mean of the post-test is higher than mean score of pre-test after the treatment was given. It means that there is an improvement of students reading competence. So, the result of the mean score indicates that problem solving task has effected on students' reading competence at the second year students of SMP Negeri 35 Makassar

4. Test of significance (t-test)

The hypotheses were tested by using inferential analysis. In this case, the writer used t-test (testing of significance) for independent sample test, that is, a test to know the significance difference between the result of students' mean scores in pretest and posttest.

Assuming that the level of significance (α) = 0.05 and the total of the sample is 15 (N=15) and the degree of freedom (df) =14.The following table illustrates the t-test value result :

Table 4. The independent t-test value of the students achievement

Variable	Probability Value	T-table value
X^2-X^1	9,5	1,761

Based on the result of data analysis as summarized in table 4 Meanwhile, the p-Value of post-test from groups was higher than α (9,5$\geq$ 1,761) and the degree of freedom was 14. The t-test value of groups in post-test was significantly different. It indicates that the alternative hypothesis (H_1) is accepted and, of course, the null hypothesis (H_0) is rejected. It shows that the use of problem solving task significantly improve students' reading competence in the experimental group. It is more effective, more productive and faster to enrich the students' reading competence.

This means that the data as the final result gave significant improvement. This leads to the conclusion that the use of problem solving task was able to give greater contribution in reading.

B. Discussion

The statistical analysis from the result of the students' reading competence of this research shows that the students' mastery before teaching through problem solving task was still low. It was approved by result of the pre-test before the treatment. On the contrary of the result of the post-test, there was a significance improvement in the post-test.

The mean score of post-test was higher than the mean score of pre-test. The mean score of post-test was higher than the mean score. In table 4 showed that in pre-test achieved 7,5 and after giving the treatment achieved 8,8.

Overall, the improvement of the students' reading competence by using problem solving task is better in post-test than pre-test. The mean score of post-test is higher than the mean score of pre-test.

Teaching reading is not merely about how to teach students to recognize and to pronounce the words in the text but it is more than that. It is the process of how to bring the students to activate their knowledge to get the message of the text. Teaching reading at junior high school has its own advantages. The different behaviors and intelligences among the students will affect the teaching and learning process. That is why the teachers have to find the suitable technique in their teaching. The teaching

of reading should allow the students to have much interaction with the text so that they can explore their knowledge of the language in order to get the idea of the text.

Considering to the problems above, the teacher should find the appropriate technique to attract the student's interest so that they can maximally participate in the teaching and learning process. An interested technique will enhance the students' motivation. The technique should also treat the students to be students that are more autonomous.

One of the appropriate techniques is problem solving task. The technique derives from Task Based Learning (TBL). Jane Willis (1996:23) stated that the definition of "task" is activities where the learner uses the target language for a communicative purpose (goal) in order to achieve an outcome.

Problem solving task is one of the task types in TBL. The task is suitable to be used in teaching reading because it requires the students' background knowledge and reasoning power. It is in accordance with Willis (1996:27) states that in this task, the exploration of the students' intellectual and reasoning power are the most important. By implementing the problem solving task, the teaching of reading would not only deal with the words translation. It emphasizes on the interaction with either the text or the other students in doing the tasks. Diane Larsen-Freeman (2000:144) says that interaction in completing a task is considered to

facilitate language acquisition. The tasks were presented in the form of a problem. The students must come to the solution of it.

Moreover, by implementing the task as the main activity in the classroom, the students' motivation will improve. Richards et al (2000:229) support it. They propose that task can improve the learners' motivation. This is because it requires the learners to use authentic language and variation of activities, which is interesting to the student.

Based on the theories above, there are some advantages and contributions of Problem-Solving Task to encourage the students' interest and motivation in learning English.
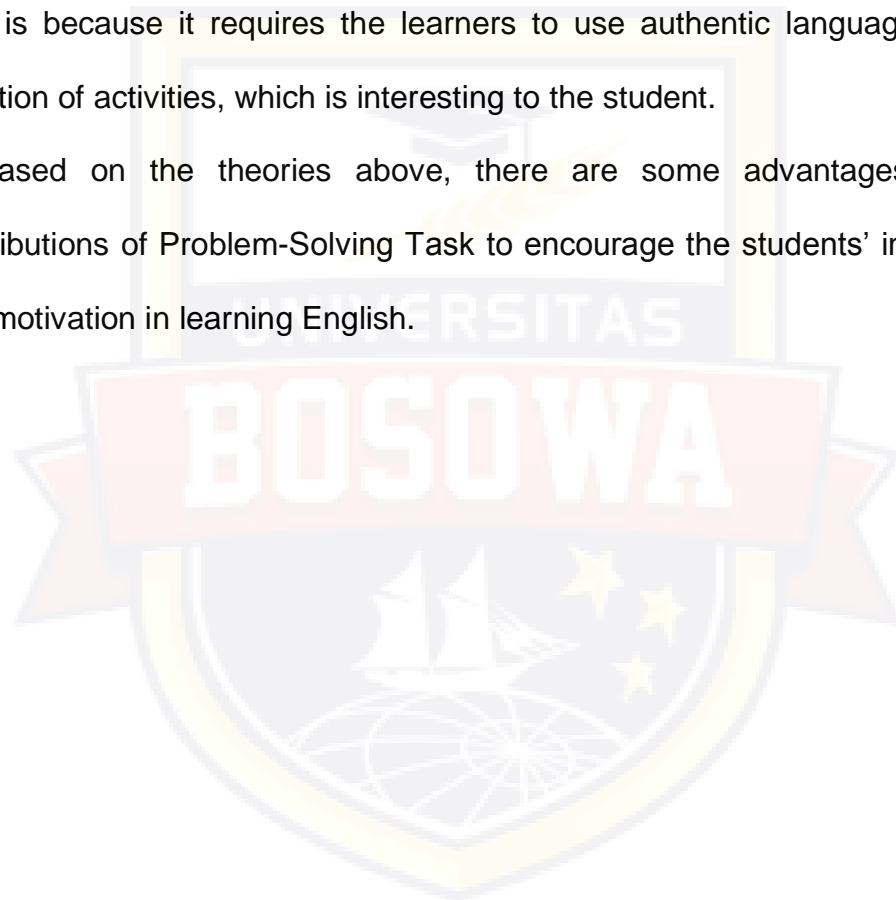
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on the findings and discussion of the data analysis.

A. Conclusion

Based on the results of the pre-experimental research, the writer draws a conclusion that teaching through problem solving task can improve the students' reading competence. Through the tasks, the students actively engaged in the teaching and learning process. By doing the task, their interaction with the text and other students also improve. By working in groups or in individual, the students can help each other to do the task. It makes them easier in understanding the text. Furthermore, the method leads the teaching and learning process to the student-centered. The teaching of reading is not about translating the words anymore but it is about how to get the message of the text through the tasks. The teacher only guided the students to solve the task by activating their background knowledge.

The improvement of the students' reading competence was also supported by the result of the test score. The mean score of the pre-test was 7,5 and in the post test it improves to 8,8. From the result, it shows that there is significant improvement of students' reading competence after

the writer conduct the research. It proves that teaching reading through Problem Solving Task can improve students' reading competence.

B. Suggestion

Based on the conclusion above, the writer proposes the following suggestions:

1. English teachers

Teaching English as a foreign language needs much efforts in order to make the students master English. It is not an easy work. In the teaching and learning of reading, the teachers should determine the appropriate technique in order to make the students have more chances to explore the text. Besides, the technique has also interesting and challenging. In this case, Problem Solving Task can be chosen as one of the techniques because it provides interesting tasks.

2. Other researchers

This research studies the implementation of Problem Solving Task in improving the students' reading competence of Junior High School. The writer hopes that other researcher in the other level of students can apply this technique. It is also hoped that the result of this study can be used as an additional reference for further research in improving students' reading competence.

3. Students

it is suggested to use problem solving task to improve students' reading.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	**:**	**SMP**
Kelas/Semester	**:**	**VIII/1**
Mata Pelajaran	**:**	**Bahasa Inggris**
Topik	**:**	**Descriptive Text**
Pertemuan Ke-	**:**	**1**
Alokasi Waktu	**:**	**2 x 40 menit**

A. Kompetensi dasar

5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

B. Indikator pencapaian kompetensi
Siswa mampu :

1. Memahami makna yang terkandung dalam teks deskriptif secara akurat, dan lancar.
2. Merespon makna yang terkandung dalam teks deskriptif secara akurat, dan lancar.

C. Tujuan pembelajaran

Siswa dapat :

1. Memahami makna yang terkandung dalam teks deskriptif secara akurat, dan lancar dalam bahasa inggris
2. Merespon makna yang terkandung dalam teks deskriptif secara akurat, dan lancer dalam bahasa inggris

D. Materi pembelajaran

1) Theme   : Traveling
2) Sumber belajar   :
   Adibah,S.Pd. **Metode Bimbel Privat Kuasai Bahasa Inggris**.

   2013. Yogyakarta. Planet Ilmu

E. Metode

Problem Solving Task : "Decide the Best Hotel to Stay"

F. Kegiatan

AWAL	1. Guru mengucapkan salam 2. Guru menyampaikan tujuan pembelajaran dan menjelaskan materi yang diajarkan. 3. Guru membagikan selembar teks yang berisi tentang deskriptif kepada setiap siswa	**10 MENIT**
INTI	1. Siswa mengerjakan teks bacaan deskriptif untuk memecahkan masalah tersebut 2. Guru berkeliling kelas untuk memeriksa pekerjaan siswa dan memantau kegiatan 3. Setelah pemecahan masalah dalam teks dari setiap siswa sudah terselesaikan 4. Guru kemudian meminta setiap siswa untuk mempresentasikan hasil pekerjaan mereka sambil guru memberikan komentar	**60 MENIT**
PENUTUP	1. Guru mendiskusikan jawaban yang tepat bersama siswa 2. Guru menutup kelas	**10 MENIT**

Makassar,   Agustus 2015

Guru Penanggung Jawab,

Samsuriyati Lowo,S.Pd.

Appendix 2. Instrument of the Research:

"The Use Problem Solving Task to Improve Students' Reading Competence at the Second Year Students of SMP Negeri 35 Makassar"

Keterangan :

1. Peneliti mengharapkan kiranya siswa menjawab soal ini

2. Maksud pengisian tes ini adalah untuk penyusunan skripsi pada program strata satu (s1) jurusan pendidikan bahasa inggris fakultas keguruan dan ilmu pendidikan universitas "45" makassar. oleh karena itu, atas pengisian tes ini kami ucapkan terima kasih.

Name	:
Nim	:
Class	:

Petunjuk Pengisian :

1. Bacalah soal ini dengan seksama sebelum anda menjawabnya

2. Jawablah soal dengan baik dan benar

3. Isilah titik yang terdapat dalam soal.

Nelly and Sifa are now in Bali for their holiday. They stay in a hotel in Denpasar. In one afternoon, they want to spend their time by going to the beach.There are two beaches near Denpasar, Sanur beach and Kuta beach. Both are beautiful beaches but they have their own specialty. There is not enough time for Nelly and Sifa to visit the two beaches because the day is getting dark. So, they have to choose one of the beaches. Nelly wants to go to Sanur beach but Sifa wants to visit Kuta beach. Besides, they also want to go shopping. Now, they are a little bit confused about where should they go. Sanur beach or the Kuta beach?

Can you help them to choose their destination? The following description of the beaches may help you.

Sanur Beach

Sanur is one of the most established tourist areas. Sanur was Bali's first beach resort. On the southeastern side of Bali,Sanur beach is easily reachable from Denpasar,about a 5 to 10 minute drive. Sanur is an excellent site to watch the sun rises, as we jog along the white sandy beach. Being one of the first resorts developed in Bali,Sanur maintains its traditions. There is an ancient temple where the Hindus usually pray.

Palm-lined beach, facing the Indian Ocean towards the east, Sanur is an excellent place to see the sunrise in the morning. Offshore reefs protect the beach against the waves, and make it popular for windsurfing, boating, and other water sports. We can find good hotels, restaurants, shops, and other tourist facilities in there.

It is also the place for some of Bali chic fashion shops, hot hotels and well-known restaurants. It is a good location to explore the rest of Bali. Fine hotels, restaurants and modern entertainment venues complement traditional village activities like drama and dance, so it is a good place to enjoy the delights of a tropical island and gain a real appreciation of Balinese culture and local life.

Kuta Beach

Kuta is now popular mainly among the young and adventurous. Kuta beach is one of the first favorite beaches discovered by tourist. Coconut trees line the beach as far as the eyes can see towards the north stopped by the runway of Denpasar's airport far in the west.

The sunset in Kuta is most beautiful. On the south, the beach is fenced by the airport's runway, which gives the visitors a breathtaking landing experience. It is the most popular beach in Bali. The beach stretches as far north as the eyes can see. As short walk away north, the waves will invite to surfing.Kuta remains one of Bali's best surfing beaches and a great place to enjoy a beach lifestyle.

> While the surfers are still part of the Kuta scene, the shopping, nightlife and party vibes attracts thousands of visitors. There is a huge choice of accommodation, restaurants and entertainment. The accommodation in Kuta is range from a modest home stay to luxurious hotel. Five star, international hotels costing several hundred to several thousand dollars a night.Legian Street, situated directly behind the row of hotels that face the beach, is lined with shops of all varieties. We can find any Balinese handicrafts here, from the least expensive to the most exquisite. At night,Kuta is alive with nightlife. The restaurants along the Kuta streets serve traditional Indonesian and Balinese food to various ethnic meals from Japan,Switzerland,etc. As if these were not enough, various Balinese dance performances are staged in Kuta every night. One of the best Kecak performances is found in Kuta.

1. **Which beach is suitable for their destination according to the description?**
   ……………………………………..
2. **Give the reason!**
   I choose the ………………….. Beach, because……………….
   …………………………………………………………………………..
   …………………………………………………………………………..
   …………………………………………………………………………..

II. State whether the following statements are True (T) or False (F) based on the text above!

1. Sanur beach is located near Denpasar.   (…)
2. Sanur is an excellent place to see the sunset.   (…)
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5. We can find many traditional foods along the Kuta street. (…)

III. Find the verbs of the following sentences!

1. Sanur is one of the most established tourist areas.

2. Offshore reefs protect the beach against the waves.

3. Coconut trees grow along the beach.

4. The restaurants along the Kuta streets serve traditional Indonesian and Balinese food.

5. The beach stretches as far north as the eyes can see.

Appendix 3. Students' Score and Percentage of Pre-test and Post-test

No	Students' Initial	Pre Test X1	X1²	Post Test X2	X2²	D X1-X2	D²
1	MNI	8	64	9,5	90,25	1,5	2,25
2	NH	8	64	9	81	1	1
3	SS	7,5	56,25	9,5	90,25	2	4
4	YM	6,5	42,25	7,5	56,25	1	1
5	IW	7,5	56,25	9	81	1,5	2,25
6	AAP	7	49	9	81	2	4
7	EA	8,5	72,25	9,5	90,25	1	1
8	ATR	7,5	56,25	9,5	90,25	2	4
9	AIT	8	64	9	81	1	1
10	BR	6	36	7,5	56,25	1,5	2,25
11	NM	7,5	56,25	9	81	1,5	2,25
12	ES	7,5	56,25	8	64	0,5	0,25
13	NR	8,5	72,25	9	81	0,5	0,25
14	DRN	7,5	56,25	8,5	72,25	1	1
15	AR	7	49	9	81	2	4
Total		**112,5**	**850,25**	**132,5**	**1176,75**	**20**	**30,5**

Appendix 4. Mean Score of Students' Pre-test and Post-test

a. Mean score of the students' pre-test :

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

$$= \frac{112,5}{15}$$

$$= 7,5$$

b. Mean score of the students' post-test :

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

$$= \frac{132,5}{15}$$

$$= 8,8$$

Appendix 5. Standard Deviation of Students' Pre-test

$$SD = \sqrt{\frac{\sum X1^2 - \frac{(\sum X1)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{850,25 - \frac{(112,5)^2}{15}}{15-1}}$$

$$= \sqrt{\frac{850,25 - \frac{12656,25}{15}}{14}}$$

$$= \sqrt{\frac{850,25 - 843,75}{14}}$$

$$= \sqrt{\frac{6,5}{14}}$$

$$= \sqrt{0,46}$$

$$= 0,68$$

Appendix 6. Standard Deviation of Students' Post-test

$$SD = \sqrt{\frac{\sum X1^2 - \frac{(\sum X1)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{1176,75 - \frac{(132,5)^2}{15}}{15-1}}$$

$$= \sqrt{\frac{1176,75 - \frac{17556.25}{15}}{14}}$$

$$= \sqrt{\frac{1176,75 - 1170,42}{14}}$$

$$= \sqrt{\frac{6,32}{14}}$$

$$= \sqrt{0,45}$$

$$= 0,67$$

Appendix 7. T-Test Analysis

$$T = \frac{D}{\sqrt{\frac{\Sigma D2 - \frac{(\Sigma D)^2}{N}}{N\,(N-1)}}}$$

$$= \frac{1,33}{\sqrt{\frac{30,5 - \frac{(20)^2}{15}}{15\,(15-1)}}}$$

$$= \frac{1,33}{\sqrt{\frac{30,5 - \frac{400}{15}}{15\,(14)}}}$$

$$= \frac{1,33}{\sqrt{\frac{30,5 - 26,66}{210}}}$$

$$= \frac{1,33}{\sqrt{\frac{3,84}{210}}}$$

$$= \frac{1,33}{\sqrt{0.02}}$$

$$= \frac{1,33}{0,14}$$

$$= 9,5$$

Appendix 8. Distribution of t-Table

Df	Level of Significance for two-tailed test					
	0.5	0.2	0.1	0.05	0.02	0.01
	Level of Significance for one-tailed test					
	0.25	0.1	0,05	0.025	0.01	0.005
1	1.000	3.078	6.314	12.706	31.821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.926
3	0.765	1.638	2.353	3.183	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	2.143	3.707
7	0.711	1.451	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0. 703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.226	2.764	3.169
11	0.697	1.363	1.769	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.694	1.350	1.771	2.160	2.650	3.120
14	0.692	1.345	**1.761**	2.143	2.624	2.977
15	0.691	1.341	1.753	2.331	2.604	2.947

Appendix 9. Pictures of the Research

Picture 1. The researcher was giving explanation to the students

Picture 2. The students were doing pre-test

Picture 3. The researcher was giving treatment to the students

Picture 4. Students were doing Post-test

Appendix 10. Students' Answer Sheet

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Name :
Nim :
Class :

Petunjuk Pengisian :

1. Bacalah soal ini dengan seksama sebelum anda menjawabnya

2. Jawablah soal dengan baik dan benar

3. Isilah titik yang terdapat dalam soal.

Nelly and Sifa are now in Bali for their holiday. They stay in a hotel in Denpasar. In one afternoon, they want to spend their time by going to the beach. There are two beaches near Denpasar, Sanur beach and Kuta beach. Both are beautiful beaches but they have their own specialty. There is not enough time for Nelly and Sifa to visit the two beaches because the day is getting dark. So, they have to choose one of the beaches. Nelly wants to go to Sanur beach but Sifa wants to visit Kuta beach. Besides, they also want to go shopping. Now, they are a little bit confused about where should they go. Sanur beach or the Kuta beach?

Can you help them to choose their destination? The following description of the beaches may help you.

Sanur Beach

Sanur is one of the most established tourist areas. Sanur was Bali's first beach resort. On the southeastern side of Bali, Sanur beach is easily reachable from Denpasar, about a 5 to 10 minute drive. Sanur is an excellent site to watch the sun rises, as we jog along the white sandy beach. Being one of the first resorts developed in Bali, Sanur maintains its traditions. There is an ancient temple where the Hindus usually pray.

Palm-lined beach, facing the Indian Ocean towards the east, Sanur is an excellent place to see the sunrise in the morning. Offshore reefs protect the beach against the waves, and make it popular for windsurfing, boating, and other water sports. We can find good hotels, restaurants, shops, and other tourist facilities in there.

It is also the place for some of Bali chic fashion shops, hot hotels and well-known restaurants. It is a good location to explore the rest of Bali. Fine hotels, restaurants and modern entertainment venues complement traditional village activities like drama and dance, so it is a good place to enjoy the delights of a tropical island and gain a real appreciation of Balinese culture and local life.

Kuta Beach

Kuta is now popular mainly among the young and adventurous. Kuta beach is one of the first favorite beaches discovered by tourist. Coconut trees line the beach as far as the eyes can see towards the north stopped by the runway of Denpasar's airport far in the west.

The sunset in Kuta is most beautiful. On the south, the beach is fenced by the airport's runway, which gives the visitors a breathtaking landing experience. It is the most popular beach in Bali. The beach stretches as far north as the eyes can see. As short walk away north, the waves will invite to surfing. Kuta remains one of Bali's best surfing beaches and a great place to enjoy a beach lifestyle.

While the surfers are still part of the Kuta scene, the shopping, nightlife and party vibes attracts thousands of visitors. There is a huge choice of accommodation, restaurants and entertainment. The accommodation in Kuta is range from a modest home stay to luxurious hotel. Five star, international hotels costing several hundred to several thousand dollars a night.Legian Street, situated directly behind the row of hotels that face the beach, is lined with shops of all varieties. We can find any Balinese handicrafts here, from the least expensive to the most exquisite. At night,Kuta is alive with nightlife. The restaurants along the Kuta streets serve traditional Indonesian and Balinese food to various ethnic meals from Japan,Switzerland,etc. As if these were not enough, various Balinese dance performances are staged in Kuta every night. One of the best Kecak performances is found in Kuta.

1. **Which beach is suitable for their destination according to the description?**
……………………………………..
2. **Give the reason!**
I choose the ……………….. Beach, because……………….
…………………………………………………………………………...
…………………………………………………………………………...
…………………………………………………………………………...

II. **State whether the following statements are True (T) or False (F) based on the text above!**

1. Sanur beach is located near Denpasar. (…)
2. Sanur is an excellent place to see the sunset. (…)
3. We cannot go shopping in Sanur. (…)
4. Kuta beach is popular with its sunrise scene. (…)
5. We can find many traditional foods along the Kuta street. (…)

III. **Find the verbs of the following sentences!**

1. Sanur is one of the most established tourist areas.

2. Offshore reefs protect the beach against the waves.

3. Coconut trees grow along the beach.

4. The restaurants along the Kuta streets serve traditional Indonesian and Balinese food.

5. The beach stretches as far north as the eyes can see.

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Palm-lined beach, facing the Indian Ocean towards the east, Sanur is an excellent place to see the sunrise in the morning. Offshore reefs protect the beach against the waves, and make it popular for windsurfing, boating, and other water sports. We can find good hotels, restaurants, shops, and other tourist facilities in there.

It is also the place for some of Bali chic fashion shops, hot hotels and well-known restaurants. It is a good location to explore the rest of Bali. Fine hotels, restaurants and modern entertainment venues complement traditional

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III. Find the verbs of the following sentences!

1. Sanur is one of the most established tourist areas.

2. Offshore reefs protect the beach against the waves.

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The sunset in Kuta is most beautiful. On the south, the beach is fenced by the airport's runway, which gives the visitors a breathtaking landing experience. It is the most popular beach in Bali. The beach stretches as far north as the eyes can see. As short walk away north, the waves will invite to surfing.Kuta remains one of Bali's best surfing beaches and a great place to enjoy a beach lifestyle.

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1. **Which beach is suitable for their destination according to the description?**

    …………………………………….

2. Give the reason!

    I choose the ………………….. Beach, because……………….

    …………………………………………………………………………..

    …………………………………………………………………………...

    …………………………………………………………………………...

II. State whether the following statements are True (T) or False (F) based on the text above!

1. Sanur beach is located near Denpasar. (…)
2. Sanur is an excellent place to see the sunset. (…)
3. We cannot go shopping in Sanur. (…)
4. Kuta beach is popular with its sunrise scene. (…)
5. We can find many traditional foods along the Kuta street. (…)

III. Find the verbs of the following sentences!

1. Sanur is one of the most established tourist areas.

2. Offshore reefs protect the beach against the waves.

3. Coconut trees grow along the beach.

4. The restaurants along the Kuta streets serve traditional Indonesian and Balinese food.

5. The beach stretches as far north as the eyes can see.

Instrument of the Research:

"The Use Problem Solving Task to Improve Students' Reading Competence at the Second Year Students of SMP Negeri 35 Makassar"

Keterangan :

1. Peneliti mengharapkan kiranya siswa menjawab soal ini

2. Maksud pengisian tes ini adalah untuk penyusunan skripsi pada program strata satu (s1) jurusan pendidikan bahasa inggris fakultas keguruan dan ilmu pendidikan universitas "45" makassar. oleh karena itu, atas pengisian tes ini kami ucapkan terima kasih.

Name :	
Nim :	
Class :	

Petunjuk Pengisian :

1. Bacalah soal ini dengan seksama sebelum anda menjawabnya

2. Jawablah soal dengan baik dan benar

3. Isilah titik yang terdapat dalam soal.

Nelly and Sifa are now in Bali for their holiday. They stay in a hotel in Denpasar. In one afternoon, they want to spend their time by going to the beach.There are two beaches near Denpasar, Sanur beach and Kuta beach. Both are beautiful beaches but they have their own specialty. There is not enough time for Nelly and Sifa to visit the two beaches because the day is getting dark. So, they have to choose one of the beaches. Nelly wants to go to Sanur beach but Sifa wants to visit Kuta beach. Besides, they also want to go shopping. Now, they are a little bit confused about where should they go. Sanur beach or the Kuta beach?

Can you help them to choose their destination? The following description of the beaches may help you.

Sanur Beach

Sanur is one of the most established tourist areas. Sanur was Bali's first beach resort. On the southeastern side of Bali,Sanur beach is easily reachable from Denpasar,about a 5 to 10 minute drive. Sanur is an excellent site to watch the sun rises, as we jog along the white sandy beach. Being one of the first resorts developed in Bali,Sanur maintains its traditions. There is an ancient temple where the Hindus usually pray.

Palm-lined beach, facing the Indian Ocean towards the east, Sanur is an excellent place to see the sunrise in the morning. Offshore reefs protect the beach against the waves, and make it popular for windsurfing, boating, and other water sports. We can find good hotels, restaurants, shops, and other tourist facilities in there.

It is also the place for some of Bali chic fashion shops, hot hotels and well-known restaurants. It is a good location to explore the rest of Bali. Fine hotels, restaurants and modern entertainment venues complement traditional village activities like drama and dance, so it is a good place to enjoy the delights of a tropical island and gain a real appreciation of Balinese culture and local life.

Kuta Beach

Kuta is now popular mainly among the young and adventurous. Kuta beach is one of the first favorite beaches discovered by tourist. Coconut trees line the beach as far as the eyes can see towards the north stopped by the runway of Denpasar's airport far in the west.

The sunset in Kuta is most beautiful. On the south, the beach is fenced by the airport's runway, which gives the visitors a breathtaking landing experience. It is the most popular beach in Bali. The beach stretches as far north as the eyes can see. As short walk away north, the waves will invite to surfing.Kuta remains one of Bali's best surfing beaches and a great place to enjoy a beach lifestyle.

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BIOGRAPHY

Karlina Mangali was born on December 28, 1993 in Makassar from the marriage of her parents Mangali and Siti Syamsiah. She has 4 brothers and she is the only one daughter in her family. She started her study in Elementary school at SD Negeri 2 Penanggo Jaya. Then, she continued her study to SMP Negeri 1 Lambandia. In the same year, she moved to Makassar city. There, she continued her study to SMA Negeri 18 Makassar. She finished her study in Senior High School in 2011.

In 2011 she continued her study to Universitas "45" Makassar by taking English Education Department, Faculty of Teacher Training and Education. She graduated in 2015.