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A COMPARATIVE STUDY ON THE EFFECT OF USING TASK BASED LANGUAGE TEACHING AND GENR BASED APPROACH ON STUDENT'S READING COMPREHENSION AT MAS ITTIHADUL MUKHLISHIN HUTATONGA

THESIS

Submitted to State Islamic University Sultan Syarif Kasim Riau
in Partial Fulfillment of the Requirements for the Degree
of *Magister* in English Education

UIN SUSKA RIAU

By.

NURHATI BR HASIBUAN
SRN: 22090122533

UIN SUSKA RIAU

POSTGRADUATE
STATE ISLAMIC
UNIVERSITY (UIN)
SULTAN SYARIF KASIM RIAU
1443 H / 2022 M

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME
Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
Phone & Facs. (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

Lembaran Pengesahan

Nama : Nurhati Br Hasibuan
Nomor Induk Mahasiswa : 22090122533
Gelar Akademik : M.Pd. (Magister Pendidikan)
Judul : A COMPARATIVE STUDY ON THE EFFECT OF USING TASK BASED LANGUAGE TEACHING AND GENRE BASED APPROACH ON STUDENT'S READING COMPREHENSION AT MAS ITTIHADUL MUKHLISHIN HUTATONGA

Tim Penguji:

Dr. Khairil Anwar, MA. .....
Penguji I/Ketua

Dr. Sohiron, M.Pd. .....
Penguji II/Sekretaris

Abdul Hadi, S.Pd., M.A., Ph.D. .....
Penguji III

Dr.Dodi Settiawan,M.Pd. .....
Penguji IV

Tanggal Ujian/Pengesahan 22/07/2022

Jl. KH. Ahmad Dahlan No. 94 Pekanbaru (28129) PO. Box 1004 Telp./Faks.: (0761) 858832
Website: http//pasca.uin-suska.ac.id Email: pasca@uin-suska.ac.id

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The thesis entitled "A Comparative Study on the Effect of Using Task Based Language Teaching and Genre Based Approach on Student's Reading Comprehension at MAS Ittihadul Mukhlishin Hutatonga" is written by:

Name	: Nurhati Br Hasibuan
Student' Number	: 22090122533
Study Program	: Islamic Education
Education Concentration	: English Education

It has been corrected and revised based the feedback provided by thesis consultant team in the final exam held on July, 22 nd 2022

Supervisor I,
Dr. Faurina Anastasia, Hum.
NIP. 19810611 200801 2 017
Date: 27 July 2022

Supervisor II
Dr. Drs. Kalayo Hasibuan, M Ed-TESOL
NIP. NIP: 196510281997031001
Date: 27 July 2022

Acknowledged by:
Head of Islamic Education Study Program

Dr. Alwizar, S. Ag, M. Ag.
NIP. 197004222003121001

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EXAMINER APPROVAL SHEET

The thesis entitled "A Comparative Study on the Effect of Using Task Based Language Teaching and Genre Based Approach on Student's Reading Comprehension at MAS Ittihadul Mukhlishin Hutatonga" is written by:

Name	: Nurhati Br Hasibuan
Student' Number	: 22090122533
Study Program	: Islamic Education
Education Concentration	: English Education

It has been examined and revised on the feedback provided by thesis examiners team of postgraduaate program on state islamic university of sultan syarif kasim Riau in the final exam held on July, 22nd 2022

Examiner I,
Abdul Hadi MA., Ph.D
NIP. 197301182000031001

.....
Date: 28 July 2022

Examiner II
Dr. Dodi settiawan, M.Pd
NIDN. 2001028503

.....
Date: 27 July 2022

Acknowledged by:
Head of Islamic Education Study Program

Dr. Alwizar, S. Ag, M. Ag.
NIP. 197004222003121001

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Dr. Faurina Anastasia, M. Hum.,
The lecturer of Postgraduate Program,
State Islamic University
Sultan Syarif Kasim Riau

OFFICIAL NOTE
Reference: The Thesis of Nurhati Br Hasibuan

To: Director of Postgraduate Program,
State Islamic University
Sultan Syarif Kasim Riau
Pekanbaru

Assalamu'alaikum Warahmatullahi Wabarakatuh

Having read, analyzed, corrected and revised the thesis with the title mentioned below written by:

Name	: NURHATI BR HASIBUAN
Student' Number	: 220901220533
Program of Study	: Islamic Education
Field of Study	: English Education
Title	: A Comparative on the Effect of Using Task Based Language Teaching and Genre Based Approach on Student's Reading Comprehension at MAS Ittihadul Mukhlishin Hutatonga.

It is, therefore, approved to be examined and assessed in the final exam to be held by the Postgraduate Program of State Islamic University of Sultan Syarif Kasim.

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Pekanbaru, 18 July 2022

Supervisor 1,

Dr. Faurina Anastasia, M. Hum,.
NIP. 19810611 200801 2 017

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Dr. Drs. Kalayo Hasibuan, M Ed-TESOL
The lecturer of Postgraduate Program,
State Islamic University
Sultan Syarif Kasim Riau

OFFICIAL NOTE
Reference: The Thesis of Nurhati Br Hasibuan

To: Director of Postgraduate Program,
State Islamic University
Sultan Syarif Kasim Riau
Pekanbaru

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Wassalamu'alaikum Warahmatullahi Wabarakatuh

Pekanbaru, July 2022

Supervisor II

Dr. Drs. Kalayo Hasibuan, M.Ed-TESOL
NIP: 196510281997031001

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The person who had the signature in the following:

Name	: Nurhati Br Hasibuan
NIM	: 22090122533
Place of Birth	: AFD VI SRO
Date of Birth	: Oktober, 03rd 1991
Study program	: Islamic Education
Concentration	: English Education

Stated that the thesis that I have written entitled: "*A Comparative Study on the Effect Of Jumping Task Based Language Teaching and Genre Based Approach on Student's Reading Comprehension at MAS Ittihadul Mukhlishin Hutatonga*", to meet one of the requirements for a Master Degree at the Postgraduate Program UIN Suska Riau is on my own works, whereas the materials in the thesis quoted from other sources have been clearly stated based on the norms and ethics of scientific writing.

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NURHATI BR HASIBUAN
SRN. 22090122533

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Lampiran Surat :
Nomor : Nomor 25/2021
Tanggal : 10 September 2021

SURAT PERNYATAAN

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NIM : 22090122533
Tempat/Tgl. Lahir : AFD VI SRO, 03-10-1991
Fakultas/Pascasarjana : Tarbiyah dan keguruan
Prodi : Pendidikan Bahasa Inggris
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Pekanbaru, July 2022

The writer,

Nurhati Hasibuan

RSN:22090122533

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TRANSLITERATION GUIDELINES

1. Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh
ض	Dhad	Dh
ط	Tha	Th
ظ	Zha	Zh
ع	‘Ain	‘

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غ	Ghain	Gh
ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W
ه	Ha	H
ء	Hamzah	‘
ي	Ya	Y

2. Double Consonant

The double consonant is written double for instance العامه written *al-ammah.*

3. Short Vowel

Fathah is written *a*, for instance (شريعة *Syari'ah*), Kasrah is written *i*, for instance (الجبال *al-Jibali*), and Dhomah is written *u*, for instance (ظلوما *zhuluman*)

4. Double Vowel

او is written *aw,* او is written *uw,* اي is written *ay, and* اي is written *i.*

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5. Ta' Marbuthah

The stopped Ta' Marbuthah in the last verseh, for instance الشريعة is written *syaria'ah*, unless it has been taken into the Indonesian standard, for instance may it. However, when it is read out, it is written t, for instance *al-maytatu* in Arabic : المتة.

6. Article Alif Lam

The article Alif Lam followed by Qomariyah and Syamsiah letters is written *al*, for instance المسلم is written *al-Muslimu*, unless when it is the name of person followed by the word Allah, for instance, عبدهلل (*Abdullah*)

7. Capital Letter

The capitalization is adjusted with the enhanced Indonesian Spelling.

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ABSTRACT

Nurhati Br Hasibuan(2022): A Comparative Study on the Effect of Using Task Base Language Teaching And Genre Based Approach on Student's Reading Comprehension at Mas Ittihadul Mukhlishin Hutatonga

The main purpose of this research was to examine the significant effects of task based language teaching and genre based approach on students' reading comprehension on students' reading comprehension at MAS Ittihadul Mukhlisin Hutatonga. The design of this research was quasi-experimental design. This research used pre-test and post-test. The data were analyzed by using Independent Sample T-test and Paired Sample T-test. The results of this research were; first, the significant effect of using task based language teaching on the students' reading comprehension. The researcher found the significant 0.00 < 0.05. Second, the researcher also found the significant effect of using genre based approach on the students' reading comprehension. The researcher found the significant 0.03 < 0.05. Last, the researcher found the significant difference in reading comprehension between students taught by using task based language teaching and genre based approach. The significant value was 0.00 < 0.05. In conclusion, task based language teaching is more effective than genre based approach to improve students' reading comprehension. The mean gain score of task based language teaching was higher than the mean gain score of genre based approach (13.54>13.27).

Key Word: Task Based Language Teaching, Genre Based Approach, Reading Comprehension.

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ABSTRAK

Nurhati Br Hasibuan (2022): Perbandingan Pengaruh Penggunaan Pengajaran Bahasa Berbasis Tugas dan Pendekatan Berbasis Genre Terhadap Pemahaman Membaca Siswa di MAS Ittihadul Mukhlishin Hutatonga

Tujuan utama dari penelitian ini adalah untuk mengetahui pengaruh yang signifikan dari pengajaran bahasa berbasis tugas dan pendekatan berbasis genre terhadap pemahaman membaca siswa terhadap pemahaman membaca siswa di MAS Ittihadul Mukhlisin Hutatonga. Desain penelitian ini adalah quasi-experimental design. Penelitian ini menggunakan pre-test dan post-test. Data dianalisis dengan menggunakan uji Independent Sample T-test dan Paired Sample T-test. Hasil penelitian ini adalah; pertama, pengaruh signifikan penggunaan pengajaran bahasa berbasis tugas terhadap pemahaman membaca siswa. Peneliti menemukan signifikansi 0,00 < 0,05. Kedua, peneliti juga menemukan pengaruh yang signifikan dari penggunaan pendekatan berbasis genre terhadap pemahaman membaca siswa. Peneliti menemukan signifikansi 0,03 < 0,05. Terakhir, peneliti menemukan perbedaan yang signifikan dalam pemahaman membaca antara siswa yang diajar dengan menggunakan pengajaran bahasa berbasis tugas dan pendekatan berbasis genre. Nilai signifikansinya adalah 0,00 < 0,05. Kesimpulannya, pengajaran bahasa berbasis tugas lebih efektif daripada pendekatan berbasis genre untuk meningkatkan pemahaman membaca siswa. Gain skor rata-rata perolehan pengajaran bahasa berbasis tugas lebih tinggi daripada skor perolehan rata-rata pendekatan berbasis genre (13,54>13,27).

Kata Kunci: Pengajaran Bahasa Berbasis Tugas, Pendekatan Berbasis Genre, Pemahaman Membaca

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ملخص

نورهاتي بي آر هاسيبوان (2022): مقاربة مقارنة لتأثير إستخدام أسلوب تعليم اللغة المستندة إلى المهمة وطريقة الكتابة على فهم القراءة لدى الطالب في مدرسة MAS Ittihadul Mukhlishin Hutatonga

وكان الغرض الرئيسي من هذا البحث هو تحديد الآثار الهامة لتدريس اللغات القائمة على المهام والنهج القائم على النوع، على فهم القراءة لدى الطلاب في فهم القراءة لدى الطلاب في مدرسة MAS Ittihadul Mukhlisin Hutatonga. تصميم هذا البحث كان تصميم شبه تجريبي. وقد أستخدم هذا البحث الاختبار المقترن. وكانت T العينة المستقلة والاختبار T المسبق والاختبار اللاحق. تم تحليل البيانات باستخدام اختبار نتائج هذا البحث؛ أولا، التأثير الكبير لاستخدام تدريس لغوي قائم على مهمة متعلقة بفهم الطلاب للقراءة وقد وجد الباحث 0.00 < 0.05. ثانيا، وجد الباحث أيضا التأثير الكبير لاستخدام أسلوب يعتمد على فهم التلاميذ للقراءة. وقد وجد الباحث 0.03 < 0.05. وأخيرا، وجد الباحثة الفارق الكبير في قراءة الفهم بين الطلاب الذين يتم تعليمهم باستخدام تدريس اللغة القائمة على المهام والمنهج القائم على النوع. كانت القيمة المهمة 0.00 < 0.05. وفي الختام، يعتبر تدريس اللغات على أساس المهام أكثر فعالية من النهج القائم على النوع لتحسين فهم القراءة لدى الطلاب. وكان متوسط درجة التحصيل في تدريس اللغات القائمة على المهام أعلى من متوسط درجة الكسب في النهج القائم على النوع (13.54>13.27).

الكلمة الرئيسية: تدريس اللغة المعتمدة على المهام، منهج معتمد على النوع، فهم القراءة.

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CHAPTER I

INTRODUCTION

A. Background of The Study

Reading is one of the four language skills utilized to absorb the concepts offered in order to obtain information. Every person should learn and perfect the skill of reading. Reading helps you to relax, communicate with your feelings and thoughts, learn new things, and develop your scientific knowledge. Reading is a method of obtaining information from a textual source. Reading involves the introduction of symbols that are made up of Language. Patel and Jain (2008) conclude that "People's most useful and significant skill is reading, speaking and writing are less significant than this ability. Reading is a good source of pleasure. Good reading is what keeps students reading on a regular basis, giving them both joy and profit. It is the way Allah has commanded people to read Al-Qur'an Al-Alaq: 1-5 (Abdallah Yousuf Ali:2009, 558) as the meaning as below:

The meaning: "Proclaim! (read!) in the name of the Lord and Cherisher, who created. Created human, out of a (mere) clot of congealed blood. Proclaim! And the Lord is Most Bountiful, who taught (the use of) by the pen, Taught man that which he knew not".

Based on the verse above, Allah has taught the prophet Muhammad saw. to read the Al-Qur'an. Allah SWT gives priority to read. It is caused why the first suroh is Al- Alaq that consists of instruction for reading. People will

know their creator by reading, and know how to live in the world. It means that reading is needed for humans to know everything.

According to Jack Richard (2006) reading is the process of comprehending the meaning of a written text. Reading is a crucial element of obtaining a lot of information. "Reading is not just a source of information and a joyful pastime, but also a way of consolidating and broadening one's grasp of the language," (Patel and Jain, 2008).

Reading has a lot of implications in general. *First*, reading can help to learn more. Someone who enjoys reading has a lot of information stored in their memory. For examples are information on education, business, religion, politics and life. All of these things can add to our understanding rather than just watching and listening. As a result, reading is critical to expanding our knowledge. *Second*, reading can help to improve your thinking skills. Reading is a cognitive activity or thought process. Our brain is the most crucial aspect when we are reading. It is very tough for students who do not have a great mental capacity to recall things. As a result, reading is a way to build thinking skills, and they will be able to make connections between what they read and what they have already read. *Finally*, reading can improve self-confidence. Students that have a lot of knowledge or information from what they've read are better speakers and, of course, more capable. Then they have no qualms about sharing knowledge with others since they believe what they say is true. As a result, reading gives people confidence.

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Reading comprehension itself is the interpretation of the information in the text, the use of prior knowledge to interpret this information and construction of coherence presentation or picture in the reader's mind of what the text is about. According to Janette K. Klingner (2007), states that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. Ahmadi (2017), states that reading comprehension is a communication activity that activates the readers' interaction with the text as well as their background knowledge. It means that reading comprehension is concerned with the text as well as background information. In general, most students lack the ability to comprehend the text effectively. This is probably because most of the students don't understand the main purpose of reading activity which leads to less interest in participating in reading class activity. So, by comprehending the reading text the students can make greater progress and develop their skill in all areas of learning. Furthermore, Karen (2003), states that reading comprehension is the center of reading. That is why; reading comprehension is the final stage that should be gained by the students as the essence of reading activity. Without comprehension, reading is nothing because comprehension itself is the act of understanding. For that reason, comprehension becomes the most important factor to indicate how well the students read.

In contrast, even though reading skill is very important, in fact it still had some problems at MAS Ittihadul Mukhlishin in reading comprehension. It

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can be seen in the following symptoms: when the researcher asked the students to read the text and answer the questions, the students MAS Ittihadul Mukhlisin Hutatonga are unable to understand what they have read; they don't comprehend paragraph components, they don't comprehend parts of speech, lack vocabularies, and do not comprehend the usage of punctuation. The detailed information as follows:

First, students don't understand the components of a paragraph. Ideally, a good paragraph consists of the main idea, supporting ideas, and conclusion. Based on information from the teacher in MAS Ittihadul Mukhlisin Hutatonga, they do not understand the main idea, supporting idea and conclusion. When the teacher asked the students to find the three components from the text, they found it difficult to find all of the components.

Second, students don't have many vocabularies. Exactly, it's a way to comprehend the sentences. However, based on the teacher's explanation of the students' abilities, the students do not have many vocabularies. When the students' are asked to translate by the teacher, they frequently consult a dictionary because they are unfamiliar with the terms. As a result, they find it difficult to interpret the material.

Last, the usage of punctuation is not understood by students. Punctuation is a useful tool for understanding sentences. Based on feedback from students who say they don't understand how to use the punctuation. The majority of students believe that punctuation has little significance. As a result, they are unable to comprehend the text.

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Based on the English Curriculum MAS Ittihadul Mukhlishin; students are simulated to various text types, students are motivated to use English in real life, students are stimulated by discussion and promoting communication in the classroom and students are exposed to various moral values. Therefore, concerning of curriculum and important of the ability in reading comprehension and the students at MAS Ittihadul Mukhlisin Hutatonga are targeted to be able to read or to find information from the different kinds of text; they can locate and evaluate specific details and main ideas of variety of texts and the students are able to develop their understanding of main ideas.

According to Curriculum 2013, the scope of English subjects at this school includes the ability to communicate in three kinds of discourse that are interpersonal, transactional, and functional in orally and writing by guiding the students to use some varieties of functional text in the right of linguistic elements. Based on this curriculum the students are required to be able to comprehend five kinds of genres: narrative, recount, procedure, descriptive and report, which are useful for communication purposes, related to their environment (Badan Standar Nasional Pendidikan, 2013). In short, the students are really expected to understand and comprehend some kinds of genre of reading text.

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One of the reading genres that is familiar and taught to the eighth grade of MAS Ittihadul Mukhlisin Hutatonga is narrative text. Since the students always face reading comprehension through genre, they must know the types of text, and automatically they are able to comprehend a text. Based on the

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writer's tentative observation and interview with the English teacher at MAS Ittihadul Mukhlisin Hutatonga, In fact, teaching reading in MAS Ittihadul Mukhlisin is less effective. Unfortunately, it is not enough to improve students' reading comprehension. When they are studying about the text, the teachers are implementing conventional techniques. Most of the teachers in the school believe that reading is so common and so easy. They think that no interaction can be used. Nevertheless, task-based language teaching and genre based approach are not commonly implemented by the English teachers.

The teachers just read the text, and then the teacher asks the students to read the text one by one. After that, students are asked to find the difficult words from the text and then translate it into Indonesian language. Lastly, students do and answer the questions. Consequently, the students are less interested in learning reading skills.

On the other hand, the researcher assumes that some of students' difficulties in understanding the text can be caused by the uninteresting teaching approach that has been used by the teacher. It makes the situation of learning boring and students are not active in the learning process, students' character and the students' responsibility are not formed. Students don't use the time and opportunity given by the teacher to express opinions and ask questions about the material being studied. Therefore, based on this problem, the teacher needs an appropriate approach to help the students better to comprehend the reading materials. Approaches that can be considered to be effective to apply in a language classroom are task based language teaching

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and genre based approach. The author wishes to apply the two approaches to help students overcome their obstacles in the learning process. Willis & Willis (2007) define that task-based language teaching provides activities for the interests of students who can increase the students' interest and interaction in the class. Emphasis this approach is to design assignments that can involve students to work with the target language. Nunan (2004) states that task based approach [upon which the curriculum is based] claims to give students the chance to experiment with and explore both spoken and written language through educational activities that are created to engage students in the authentic, practical, and functional use of language for significant purposes. Sinaga (2015) says that task based is one of alternative approaches that can be used in the teaching learning process, especially in teaching reading comprehension. Nugroho and Hafrizon (2009) say that a genre-based approach is a language acquisition that involves a technique to enable students to build the knowledge and skills to deal with spoken and written texts in social contexts.

These studies about task based language teaching and genre based approach have been done by many writers. Some previous studies are relevant to this research. *First*, Astuti and Priyana (2020) their study was about improving students' reading comprehension through task-based language teaching, it was conducted in SMP Negeri Yogyakarta II, the results of their study shown that there is an improvement of students' scores from cycle to cycle, It is shown that the students are interested to learn reading and they

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enjoy the reading teaching learning process using TBLT. *Second*, Poedjiastutie et,all (2018) their study was about task-based language teaching: an alternative approach in teaching reading comprehension in Indonesia said that teachers had successfully employed the TBLT approach in reading comprehension classes. The results showed that most teachers had a positive attitude and deep understanding about the concept and pedagogical principles of TBLT. *Third*, Montero-Arévalo, S. J. (2019) this study was about the effects of genre based approach (GBA) in EFL reading comprehension and writing on 9th grade students from a city in the Caribbean coast of Colombia. This study revealed that the student had positive results in students' reading comprehension; its stages allow the teacher to work in collaboration with their students and lead those to their autonomy, diminishing their participation in the students' work as gradually as the students embrace their independence. This research used to investigate the problems found by the English teachers in implementing it and examines how they overcome those problems.

By considering the previous studies as mentioned above, there have been many studies focusing on task based language teaching and genre based approach in language learning such focus on improving students' reading comprehension, and problem encountered. Some of the studies used a qualitative approach and action classroom research to measure task based language teaching and genre based approach on reading comprehension, between university students and Caribbean coast of Colombia students. Meanwhile, in this study the researcher will see the significance effect of task

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based language teaching and genre based approach special about students reading comprehension on narrative text by using quantitative approach and the level of school is focused on Islamic school MAS Ittihadul Mukhlisin Hutatonga. TBLT is a language teaching approach for second language learners. Richards (2006) argues task-based language teaching, claiming that language acquisition will come from developing the right forms of interactional processes in the classroom, and the best approach to produce them is through the use of specifically created instructional tasks. According to Nunan (2004) the concept of 'task' has evolved into an essential component of syllabus design, classroom instruction, and learner evaluation.

TBLT is one of the various approaches that may be used in the teaching learning process, particularly in the teaching of reading comprehension, in the pre-task the teacher explains the topic and gives the students explicit instructions on what they must perform during the task stage, The TBLT framework is divided into three stages (Willis, 1996). The teacher introduces the topic and task during the pre-task exercise. The second stage is the task cycle, in which students can do, prepare, and report on whether they will finish the work orally or in writing. The last stage contains the linguistic emphasis, which comprises the analytical activity and feedback.

Genre based approach is the second method that the writer would like to use. According to Hyland (2004) in classroom practice, genre recognizes that the characteristics of a group of similar texts are influenced by the social context in which they are created and used. In the curriculum 2013, there are

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thirteen types of genre; recount, news item, descriptive, report, procedure, explanation, narrative, report, procedure, explanation, anecdote, spoof, analytical exposition, hortatory exposition, discussion, and review. Students can organize information in a paragraph for communicative purposes by determining the genre types. It is hoped that students will gain communicative competence and be able to comprehend the English texts as a result of this course.

Based on the explanation above, the writer would like to use the two approaches mentioned above to conduct a comparative study of those approaches on students' reading comprehension abilities and the writer is interested to do a research that title: "**A Comparative Study on the Effect of Using Task Based Language Teaching And Genre Based Approach on Student's Reading Comprehension at MAS Ittihadul Mukhlishin Hutatonga".** The research would like to find out the significant effect of the using task based language teaching and genre based approach on students' reading comprehension after applying the two approaches in the classroom.

B. Statement of The Problem

According to Jaya (2008) states that teaching can be defined as demonstrating or assisting someone in learning how to do something, offering instruction, directing in the study of anything, offering knowledge, or causing someone to know or understand something. In order to run a teaching and learning process, the components of the teaching and learning process are

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extremely important. There are numerous factors that can influence learning. They are professors, students, and teachers.

Based on the background of research about students' reading comprehension, there were still many students who were unable to comprehend the English text. The problem might have occurred because most students rarely read a text; they are unable to realize the main idea, supporting idea, and the conclusion. They lack vocabularies; they are unable to comprehend the usage of punctuation, conjunction, and other similar concepts. It makes it very difficult to comprehend the text. In other words, the method used by the teachers is less effective in teaching English. So, to solve the problem, some approaches can be used by teachers like TBLT and GBA. These approaches are the tools to deliver subjects to the students in the classroom. These approaches can assist the teacher and make teaching easier. So that's why, the researcher offers to solve the problem by using task based language teaching and genre based approach.

C. Limitation of The Problem

In order to get a clear goal in doing this research, it is necessary to limit the problems that occur in this research. There are many approaches that can be used in teaching reading. The kind of text that is studied by students is a lot, one of the texts is narrative text. Narrative is studied in tenth grade (first semester). Because of the writer's time, talent, and financial constraints, the writer concentrates on comparing task based language teaching and genre

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based approach on students' reading comprehension in narrative text at MAS Ittihadul Mukhlishin Hutatonga in 2022 academic year.

D. Research Questions

Based on the limitation of the problem above, the research questions are formulated as the following questions:

1. Does task-based language teaching significantly improve reading comprehension at MAS Ittihadul Mukhlisin Hutatonga?
2. Does genre-based approach significantly improve reading comprehension at MAS Ittihadul Mukhlisin Hutatonga?
3. Is there any significant difference in reading comprehension between students who are taught by task-based language teaching and those who are taught by genre-based approach at MAS Ittihadul Mukhlisin Hutatonga?

E. Purpose and Objective of the study

The objective of the research is to look into how the problem is phrased. The general goal of this research is to determine the significant effects of task based language teaching and genre based approach on students' reading comprehension on students' reading comprehension at MAS Ittihadul Mukhlisin Hutatonga.

The specific goal of this research is being carried out in order to achieve the following goals:

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1. To examine the effect of implementing task-based language teaching on students' reading comprehension before and after treatment at MAS Ittihadul Mukhlishin Hutatonga.
2. To examine the effect of implementing genre-based approach on students' reading comprehension before and after treatment at MAS Ittihadul Mukhlishin Hutatonga.
3. To examine the difference in student's reading comprehension after implementing task-based language teaching and genre-based approach at MAS Ittihadul Mukhlishin Hutatonga

F. Significance of the Research

This study has implications in the following areas:

1. For teachers, the findings of this study revealed one effective strategy that teachers can employ to ensure successful learning. This study is supposed to provide information that could be useful to English language teachers in both practical and theoretical ways. Theoretically, the findings of this study supplemented what had previously been discovered in the field of English as a foreign language education. The results of this research inform English language teachers in their attempts to decide which of the best methods in teaching reading.
2. For Students, because one of the most essential factors in achieving successful learning is employing appropriate methods, utilizing appropriate methods in learning made students like studying and increased their interest in learning.

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3. For educational world, to improve the quality of education, particularly in English, by employing effective teaching methods
4. For other researchers, the findings of this study may be useful to those who wish to do additional research on the same topic. This study can provide them with information on teaching methods, particularly grammar translation and genre-based language instruction. As a result, it makes their research easier.

G. The Rationale of the Study

Reading is an important skill to have when learning English. Because comprehension is the primary goal of the reading process, students should master and comprehend the reading text. According to Farbain and Winch (1996), readers read in order to gain meaning from the text. To make them comprehend in reading text, while comprehension is the essence of reading, because the goal of written language is message communication (Gerald, 2009), the teacher should assist them by implementing an effective strategy in the teaching process. Learning methods make language learning easier, faster, more self-directed, more effective, and more transferable to new situations (Rubin 1987 and Oxford 1990). Learning Methods are conscious or unconscious mental steps, procedures, techniques, or specific actions used by learners to aid in the acquisition, storage, retrieval, and use of information in order to regulate one's efforts in learning a target language.

Methodology is an important component in implementing the goal of education in the teaching learning process, particularly in English classes,

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because students have different learning styles, as the condition, the teacher must know the appropriate method or approach for their teaching learning process. The success of the teaching and learning process is dependent on the effort or strategy of the teacher. The teacher must improve the students' ability to achieve specific learning objectives. Learning strategies facilitate language learning by making it easier, faster, more self-directed, effective, and transferable to new situations. (Rubin, 1987; Oxford, 1990.

According to Nunan (2005) the rationale for TBLT are early proposals were based on: research in SLA (Long, 1985); general educational principles (Candlin and Breen) dissatisfaction with structural-based teaching and the intuition that the development of grammatical competence was best achieved through the effort to cope with communication (Prabhu); the utility of ‘task’ as a unit that integrates what learners will learn (i.e. the syllabus) with how they learn (i.e. methodology)). From the start, therefore, there were multiple inputs into the rationale for TBLT.

Task based language teaching is defined by Richards and Rodgers (2001) an approach centered on the use of tasks as the basic units of a planning and the instruction in the language teaching." In TBLT, the learners and their world views that they share with one another in reading lessons while conducting task-based activities are extremely important. When the obligation for learning and teaching is transferred from the teacher to the student, the learner assumes accountability for their own learning. They communicate in pairs, talking, assessing, agreeing, disagreeing,

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communicating personal information, and solving issues, all of which are process-oriented and critical for taxing students' brains.

According to Harahap & Rambe (2019) says students can benefit from a genre-based approach to English mastery. Not only that, but they must be able to increase their knowledge and skills in dealing with the spoken and writing materials in social contexts. Therefore, by employing a genre-based approach in senior high school, students may more easily compose narrative texts that use generic structure and linguistic qualities.

H. Definition of Key Terms

In order to avoid misunderstanding and misinterpretation in writing this research, it is necessary to explain the definition of terms as follows:

1. Task based language teaching

   Nunan (2004) task based language teaching is an approach that differs from traditional approaches by emphasizing the importance of engaging learners' natural abilities for acquiring language incidentally through the performance of tasks that draw learners' attention to form. Learning reading comprehension by using a task based language teaching approach can be one alternative to be used in the teaching learning process.

2. Genre Based Approach

   Lana (2009) states that genre-based approach is a teaching and learning focus to understand and produce selected genres of text. It is teaching language based on results of genre analysis. In conclusion, genre

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based approach is a method of learning that focuses on social function and generic structure of text, where students become experts on a topic through text that they read.

3. Reading Comprehension

Otto (2008) states that the process of interpreting and understanding the meaning of the text. It's not just about comprehending concepts; it's also about recognizing their relationships and structures. Reading comprehension is a fluent process of readers combining information from a text and their background knowledge to build meaning Reading comprehension requires an interaction between the text and the reader's knowledge.

4. Narrative text.

Knapp and Watkins (2005) states that narrative is a text that tells a story, it can be an imaginary or real event. Besides, the purpose of narrative text is to amuse the readers. Then, there are three generic structures of narrative text. They are orientation, complication and resolution (Mun, et.al, 2008: vi). Firstly, orientation is the part that presents the settings of the story and introduces the characters involved. Secondly, complication is that the sequence of events, usually in the form of conflict, disrupts the normal event. Thirdly, resolution is problem solving of the conflict and the end of the story.

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CHAPTER II

LITERATURE REVIEW

A. Literature Review

1. Background of Task Based Language Teaching

Ellis et al. (2019) says that Since the 1980s, task-based approach has received increased attention in the field of foreign language teaching. Prabhu, who established the notion of task-based approach in a study paper published in Bangalore in 1982. Language is viewed as a tool for communication. The task-based approach aims to provide learners with chances to master language in both speaking and writing through learning activities designed to engage learners in the natural, practical, and functional use of language for meaningful purposes.

Despite the growing use of tasks in language teaching, certain significant issues remain unresolved in developing suitable task-based syllabuses and producing natural task-based materials, both of which have been regarded as crucial criteria in recognizing the efficacy of task based language teaching in communicative classrooms. Respondents to these challenges are currently turning their attention from conceiving tasks to organizing and carrying out activities based on observation of the practical usefulness of task based language teaching approach in classroom practice.

2. The Definition of Task Based Language Teaching

Task based language teaching is one of the approaches that deal with the many tasks that students conduct as characters of their own

teaching and learning activity, communicating their opinions effectively. Before we proceed to the concept of task based language teaching, we must first extend our understanding of the notion of task. Nowadays the task is that of language activity with a strong emphasis on meaning. Task based language teaching came into existence in the nature of second language acquisition with respect to developing process-oriented syllabuses and designing communicative tasks to foster learners' actual language use. According to Nunan (2004), tasks are defined in terms of what the learners will do in the class rather than in the nature outside of the classroom. From the definitions of task, we know that there are so many different task types especially in TBLT. Prabhu in Nunan (2004), states there are three main task types: information gaps, reasoning gaps, and opinion gaps. The activity of filling the information gap involves converting existing or new information into or from a language. As an illustration, consider a pair work activity where one person must communicate information to another member who only has access to a portion of the overall information. Then a gap in thinking results from making conclusions about some new information using the available information, selecting the best course of action, for instance, the shortest or least expensive. Additionally, opinion gaps are activities that involve someone's preference, emotion, or point of view in response to a certain situation, for instance, the complexion of a story.

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After a brief discussion of the meaning of "task," the definition of TBLT will be discussed. Task based language teaching is an approach in teaching English that focuses on the use of educational tasks that are within classroom tasks that involve students in understanding, manipulating, producing or interacting in the target language where they focus more on understanding rather than form. Task-based language teaching is believed to advance students' academic progress and interaction skills. In short, task-based language teaching enables students to produce target languages through communicative task completion.

In addition, Richards and Rodgers (2001) defines a task-based language teaching approach as one that uses tasks as the primary units of planning and instruction in language lessons. Simply said, TBLT is a language teaching approach that focuses on the activities that students are assigned. The focus of language teaching activities is the assignment of tasks. In general, the assignment of students may be considered the fundamental notion of TBLT.

Therefore, task-based language teaching is TBLT differs from traditional approaches because it emphasizes the necessity of integrating learners' natural abilities for language acquisition incidentally through the execution of activities that bring learners' attention to form. According to Ellis (2003), task based language teaching has a specific goal that incorporates communicative language usage in the process because the task is designed to be analogous to what occurs organically in the actual

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world. As a result, he goes on to say that task based language teaching gives a more natural learning opportunity, emphasizing meaning over form and aiding in language pattern acquisition. When they are transformed from the real world to the classroom, tasks become pedagogical in nature.

The TBLT framework has three phases (Willis, 1996). The pre-task activity is where the teacher introduces the topic and task. The second phase is the task cycle where students may do, plan, and report whether they are going to complete the task through oral or written production. The last phase includes the language focus that covers the analysis activity, feedback, and practice.

Moreover, in task-based language teaching, the tasks are at the center of the process of learning, and students engage with tasks. When they have finished, the teacher focuses on the language used, providing corrections and improvements to the pupils' performance. TBLT is used to solve problems in the teaching and learning process. It indicates that by utilizing the TBLT approach, the teacher and students will be able to overcome their difficulties in the teaching and learning process by completing the tasks.

3. The Characteristics of Task based Language Teaching

According to Poedjiastutie (2004), five characteristics of TBLT during the task cycle must be observed. Those are:

a. The uses of natural language.

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The uses of natural language mean that the language taught should be similar to what students usually use in the real world. Especially in reading, teachers should be sensitive in selecting reading materials that students may also encounter in real world situations. For example, students need to understand how to read flight schedules.

b. Student-centered platform.

The learning should allow students the freedom to use language, which promotes wider and greater exposure to the target language. Having stated that, there should be little teacher involvement during the activity.

c. Focus on meaning

Tasks given to the students are not merely about grammatical features. The classroom learning should discuss meaningful tasks such as reading the manual of a washing machine, reading travel itineraries, and grammar may be discussed to clarify meaning when misunderstanding occurs.

d. Focused and unfocused task types

Focused task types are necessary when teachers want students to learn and master particular language elements and functions. On the other hand, unfocused tasks enforce and encourage students to use several language patterns to deal with the task, more often unpredictable language patterns and forms.

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e. Rejection of the traditional approach

A traditional approach is basically learning language for the sake of understanding its grammatical patterns. One of the aspects of traditional instruction is Presentation-practice-production (PPP) that has been developed as an alternative approach to language teaching. This task-based framework differs from a PPP cycle because the focus on language form comes at the end while in task-based learning, the communication task itself is central to the framework. Such a task may involve student production of language and/or may be linked to a spoken or written text.

Nunan (2004) outlines five characteristics of a task-based approach to language learning. They are:

a. A needs-based approach to content selection.
b. An emphasis on learning to communicate through interaction in the target language,
c. The introduction of authentic texts (teaching materials) into the learning situation,
d. The provision of opportunities for learners to focus not only on language, but also on the learning process itself,
e. An enhancement of the learner's own personal experience as important contributing elements to classroom learning, and
f. An attempt to link classroom language learning with language activities outside the classroom.

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Similar to Nunan, Willis (1996) says that task is an activity that necessarily involves language. Furthermore, Willis defines the term task as those activities where the target language is used by the learner for a communicative purpose in order to achieve an outcome.

4. The Principles of Task Based Language Teaching

TBLT has some principles that should be used as the guideline in applying it. According to Nunan there are seven principles which have to be followed in the frame of task- based language teaching: scaffolding, task dependency, recycling, active learning, integration, reproduction to creation and reflection (Nunan, 2004, p. 35.) The detailed principles as follows:

a. *Scaffolding;* Lessons and materials should provide supporting frameworks within which the learning takes place. At the beginning of the learning process, learners should not be expected to produce language that has not been introduced either explicitly or implicitly.
b. Task *dependency;* within a lesson, one task should grow out of, and build upon, the ones that have gone before.
c. *Recycling;* Recycling language maximizes opportunities for learning and activates the 'organic' learning principle.
d. *Active learning;* Learners learn best by actively using the language they are learning.

e. *Integration;* Learners should be taught in ways that make clear the relationships between linguistic form, communicative function and semantic meaning.

f. *Reproduction to creation;* Learners should be encouraged to move from reproductive to creative language use.

g. *Reflection;* Learners should be given opportunities to reflect on what they have learned and how well they are doing.

At the beginning of the learning process, the teacher gives the student's context in which the learning takes place. The teacher also elicits the students' background knowledge as their given information in their mind. Basically, scaffolding is like strengthening the basic knowledge of the students before they go to the next step in the learning process. In giving the tasks, the teacher should consider the dependency of the task. It means that one task should be given separately from the others. The tasks here will create such a sequence of pedagogical tasks. Then, recycling language gives more opportunities for the learners to encounter target language items over a period of time. If they are provided with more repetition of language items in many different content areas, it leads the learners to understand more. Language will be more understood if it is used.

Therefore, by learning actively the learners will get more experiences in using the language. Learners should be taught to integrate linguistic form, communicative function and semantic meaning. It means

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that they should be given within the learning process, they cannot be taught separately. Learners should be elicited to be active learners. They have to move from the learners that just repeat what the teacher says to the learner that can create their own style in language use. It can be applied in every level of the learners only if the instructional processes are well-sequenced. In addition, learners should be aware of what they have learned. The learners who reflect on what they have done in their learning will be better learners.

Based on the seven principles above, the teacher can apply TBLT properly. The teacher has to be aware that before the students are given the task, the teacher should elicit their background knowledge by introducing the context. Then, the teacher should note about task dependency. It means that the teacher gives one task separately from the others. Then, the teacher has to create an active learning environment. As mentioned before, TBLT is a learner-centered approach; therefore the learners are actively using the language. In addition, the teacher also should be aware about recycling of the learning, integration, and moving from reproductive to creative language use. Last, the teacher has to give a chance for the students to reflect on what they have learned and how well they are doing.

Teacher in a TBLT class is generally positioned as provider, starter and controller of the task in the classroom process. Richards and Rodgers36 describes the teacher roles in TBLT as follows:

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a. *Selector and sequencer of tasks*: The teacher takes part in selecting, adjusting, and creating tasks and then shaping these tasks in keeping with learner needs, interests, and language skill levels.

b. *Preparing learners for tasks*: Some training for pre-task is important for learners. These training activities may contain topic introduction, describing task instructions, helping students learn or recall useful words and phrases to make the task completion easy, and providing partial display of task process.

c. *Consciousness-raising*: The teacher uses a mixture of form-focusing techniques, which include attention-focusing pre-task activities, studying the given text, guided exposure to parallel tasks, and use of highlighted material.

5. The objective of task based language teaching

The objective of the approach is set within communicative language teaching and is primarily to improve communicative competence by getting learners to solve a task or set of problems by communicating together in the target language, refining their production and presenting their findings. According to Richards () the Goal of TBLT is to develop students‟ communicative competence which is specifically defined as accomplishing a range of tasks. The goal is conceptualized in term of curriculum they need to serve, consisting of communicative tasks which students need to engage outside the classroom, however by referring to the definition of Richards () about pedagogical task, the syllabus of TBLT

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may include tasks which somewhat less connected with the real life communication but useful for developing certain type of language and interaction

a. Implicit learning

The aim of TBLT is to help learners develop implicit knowledge of the language that will enable them to participate easily and naturally in communication. The learners get the form and use of the target language without being explicitly taught. The role of the teacher is to design tasks by replicating and creating the conditions for language learning and for communication that exists outside the confines of the classroom. The aim is that the learners' inter language will gain implicit language knowledge while doing tasks.

b. Incidental learning

Much of our everyday learning is incidental. TBLT provides opportunities for unplanned learning. Completing a real-world task allows the acquisition to take place without any deliberate intention on the part of the learner or the teacher.

c. Meaningful learning

TBLT allows meaningful communication to occur during the accomplishment of task

6. The Advantages of TBLT

There are some advantages of TBLT proposed by some experts, so the teacher can use them as a consideration to apply it. TBLT is one of the

approaches that deals with the different tasks students perform in their own learning process in order to share their thoughts critically. According to Nunan (2004) TBLT is the learning process which is seen as a set of communicative tasks that are directly linked to the English program. He proposes five characteristics which are meaningful for the development of this project: learning is primary, learners are not given other people's meaning to regurgitate, there is some sort of relationship to comparable real-world activities, task completion has some priority, the assessment of the task is in terms of outcome.

Task based language teaching (TBLT) approach provides many advantages for teachers, how the teachers make the students enthusiastic because task based language teaching approach offers the language experience in the classroom. TBLT focuses on learners using language naturally in pairs or group work, allowing them to share ideas (Nunan, 2004)). It encourages them to be actively involved in the learning process.

TBLT is student-centered. According to the teaching procedures in TBLT, the teacher just may present the language in pre-task. Then the students are allowed to use their own language in task-cycle and language focus. It leads the students to become active learners, so TBLT prefers student-centered learning. In TBLT, the roles of the teachers are facilitator and motivator. However, they also control the students when they are doing the task (Willis, 2006, p.31).

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Thus, according to some advantages above, the teacher can use them as the references to choose TBLT as the approach to teach English. Besides, the students also have the advantage to practice their language skills according to their current level, and at the same time they improve their language through its use or as a necessity.

7. Task types of Task Based Language Teaching

There is still no generally accepted way of classifying tasks. By and large, pedagogical accounts have continued to distinguish tasks in terms of the operations learners are required to carry out when they perform them. Willis (1996) distinguished six types of the task – listing, ordering and sequencing, comparing, problem solving, sharing, personal experiences and creativity.

According to Nunan (2006) stated that there are *different tasks type;*

1. One way versus two way,

   In a one-way information-gap task, one participant holds all the information that needs to be communicated and thus functions as the information-provider while the other functions primarily as the receiver of the information but may interact if communication becomes problematic. In a two-way task, the information is split between the participants so both need to function as the providers and receivers of the information.

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2. Monologue versus Dialogic

A monologue task places the burden of performing the task entirely on a single speaker and therefore involves a long, uninterrupted turn. A dialogic task is interactive and thus necessitates interaction between the participants and typically results in shorter turns.

3. Closed versus open

In a closed task there is a single (or very limited set of) possible outcomes (i.e. solutions). In an open task there are a number of possible outcomes. A closed task is typically an information-gap task whereas an open task is typically an opinion-gap task.

4. Convergent versus divergent

Opinion-gap tasks can require learners to converge on an agreed solution to the task or can allow learners to arrive at their own individual solutions.

5. Rhetorical mode

The task can involve describing, narrating, instructing, reporting or arguing.

8. The Procedure of Task Based Language Teaching

TBLT does not give any specification to what techniques to perform in the classroom. As long as it satisfies characteristics of the learning experience of TBLT, it will be acceptable. The techniques can be teachers made or packages which linguists and practitioners have created in the field of language teaching. Instructional process in TBLT is

generally divided into three phases: pre task, task cycle/whilst task/during task and post task/language focus. An example procedure is presented by Richard (2006) extracted as follows:

a. Pretest activities; introduction to topic and task. It comprises clarifying the themes, objectives include recalling the students‟ knowledge or experiences related to the task.

b. The task cycle consists of three sub-stages. First, the task stage; pairs or groups of students perform the task while the teacher monitors, encourages, corrects, and helps students to complete it. Second, planning stage; students prepare a draft report about how they did the task to the whole class for the sub-stage 3. Teacher suggests improvement, corrects the language, suggests peer editing for clarity, accuracy and appropriateness for public presentation. It is a chance for students to ask questions about language items. And the last, report; ask pairs to report their work to the whole class. Teacher gives comments about the report without overt public correction.

c. The language focus consists of two sub-stages. First, analysis; the teacher sets language-focused tasks based on the text or transcripts. And second, practice; activities made based on the language analysis work, or using examples from the text or transcript.

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B. Genre Based Approach

1. The Background of Genre Based Approach

Genre-based approach is a language learning method from the perspective of texts that requires an accompanying methodology. The term genre is used in a range of educational contexts to refer not only to types of literary texts, but also to the predictable and recurring patterns of everyday texts that occur within particular cultures, learning genres is a fundamental part of language development, and it is our ability to predict the compositional structure and length of genres that enables us to communicate. Nugroho and hafrizon (2009) states that genre approach to language acquisition was initially created in Australia by educational linguists and educators who worked with disadvantaged student groups. The approach is currently usually employed across all educational fields.

Additionaly, genre-based approach refers to the approach to language and literacy education that incorporates an understanding of the notion of genre, and of teaching about genre, into educational programmers. Genre teaching involves being explicit about how texts are grammatically patterned, but grammar is integrated into the exploration of texts and contexts rather than taught as a discrete component. This helps learners not only to see how grammar and vocabulary choices create meanings, but to understand how language itself works, acquiring a way to talk about language and its role in texts.

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Genre is not about independent text structures but the interaction of texts we speak and read and the social context in which we all live. Genre is included into two aspects. The first is the purpose for which the text is written. The second is the structure of the text that is the way the words and sentences are chosen and organized.

2. The Definition of Genre Based Approach

Christoper (2001) says, "Genre Based Approach provides the students with learning activities presented within a social contextual framework, which encourage them to focus on language and which assist them to become more independent and analytical learners".

According to Richard (2006) "text based instruction also known as a genre based approach sees communicative competence as involving the mastery of different types of text." Richards (2006) states "In the sense of text based refers to structured sequences of language that are used in specific contexts in specific ways."

Furthermore, according to Nunan, (2003) a genre-based approach have the following characteristics:

a. Explicit. Makes it clear what needs to be learned in order to make learning to write skills easier.
b. Systematic. Provides a logical structure for focusing on both language and context.
c. Needs-based. Ensures that the course objectives and content are based on the needs of the students.

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d. Supportive. Provides a central role for the teacher in scaffolding student learning and creativity.
e. Empowering. Gives you access to the patterns and variations in your favorite texts.
f. Critical. Provides students with the resources they need to comprehend and challenge important discourses.
g. The level of consciousness is rising. Teachers will be more aware of texts and will be able to confidently advise students on their writing.

In conclusion, genre based approach is teaching language based on results of genre analysis. Genre analysis is the study of how language is used within a particular setting and is concerned with the form of language use in relation to meaning. Genre analysis is a tool to examine the structural organization of texts to achieve the communicative purpose of the text.

3. The Objective of Genre Based Approach

The goals and objectives of genre-based approach are to enable learners to use genres which are important for them to be able to participate in, and have access to. It attempts to engage students in an awareness of the social purposes, text structure and language features in a range of identified text types or genres. Genre-based approach provides the students with clear understanding about how the texts are planned to write. Genre-based teaching systematically addresses texts and contexts, so that students can observe how different texts are formed in different and

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familiar ways in terms of their aim, audience and message. Nugroho and hafrizon (2019) states that the genre approach is the most efficient strategy for implementing a text-based curriculum.

According to Freeze and Joyce in Richards (2006), genre based approach is based on an approach to teach language which involves:

a. Teaching explicitly about the structures and grammatical features of spoken and written texts
b. Making connections between spoken and written texts and the cultural context in which they are used.
c. Constructing work units that focus on the development of skills in relation to whole texts
d. Providing students with guided practice as they develop language skills and meaningful communication through whole text.

4. The Advantages of Genre Based Approach

Hayland (2004) sees the advantages of a genre based approach that can be summarized as follows:

a. Explicit. Makes clear what is to be learned to facilitate the acquisition of reading skills.
b. Systematic. Provides a coherent framework for focusing on both Language and contexts
c. Needs-based. Ensures that course objectives and content are derived from students' needs

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d. Supportive. Gives teacher a central role in scaffolding student learning and creativity
e. Empowering. Provides access to the patterns and possibilities of variation in valued texts
f. Critical. Provides the resources for students to understand and challenge valued discourses
g. Consciousness rising. Increases teacher awareness of texts and confidently advises students on their skill.

Genre-based teaching is supportive, because it supplies support for students while they progressively improve their management of a genre, and at the same time it is significant for any student who is looking to increase his skills to write a new genre. Genre-based teaching assists teacher development, as it represents teachers into considering how texts actually work as communication. Knowledge of genres has an important consciousness-raising potential for teachers, with significant implications for both their understanding of writing and their professional development.

5. The Procedure of Genre Based Approach

The following description of how a Genre based approach is implemented; Freeze and Joyce in Richards (2006) states there are five stages of teaching English using genre based approach: building the context, modelling the text, joint the construction of text, Independent construction of text and linking related texts. The following description of how a genre based is implemented as follows:

a. Building Knowledge of the field.

In the first stage, the teacher and students start from the first stage called Building knowledge of the Fields (BKOF) where they build cultural context, share experiences, discuss vocabulary, grammatical patterns and so on. All of these are geared around the types of spoken texts and topics they are going to deal with at the second stage.

b. Modelling of Text.

This is the stage of preparation. As a result, the initial action is to get students ready to dive into the new text topic. If the emphasis genre is narrative, students should figure out what the text's main point is. The following phase is to provide students hands-on experience with the text's material. The activities could take the shape of questions and answers on the narrative texts that students have read. Teachers should broaden pupils' vocabulary and pique their interest in reading the text because this is the preparatory stage.

c. Joint Construction of Text.

At this stage, students try to develop narrative texts with their peers and the teachers' help. In this stage the teachers encourage students to work together in pairs or groups to achieve this goal. In order they are able to learn from others. For the examples of spoken cycle activities are role play, games, interviews, discussion, and debate.

d. Independent Construction of the Text.

At this stage, students are excited to be able to read what they have talked about. Here students develop reading skills, followed by joint

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construction in writing texts. Individual achievement should be judged at the end of the teaching and learning process. One of the goals of this stage is to determine how far each student has mastered the lesson on their own, and pupils must be responsible for their own learning. Teachers should also aim to promote students' creativity at this level, because each student should have a monologue in a focused genre for the spoken cycle, and students should write a text in a focused genre for the written cycle.

Nugroho and hafrizon (2009) gives the clear example of teaching and learning process based on genre based approach in reading comprehension: the following teaching and learning cycle: Checklist of activities;

1. Building the context	**Register** **Field building** What the text is about What students already know about it What experiences, activities will be part of the exploration. Information from the activities is organized and recorded. e.g. using related images and realia e.g. photographs, video, illustration, objects, internet brainstorming vocabulary from images discussing topic including comparison with own culture and access issues research activities to gather material on topic Establishing **tenor** (level of involvement between reader and writer in terms of contact and emotional charge).

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	Establishing **mode** (distance between reader /writer in terms of time and space)
2. Modelling/deconstructing the text	**Text structure** The stages (narrative). The function of the stages e.g. sequencing a text that has been cut up into stages: **Language features** e.g. cloze to focus on a particular language feature learners collect examples of a language feature, e.g. list of prepositional phrases, modal verbs, key vocabulary jisaw activities
3. Independent construction of the text	activities that focus on a particular strategy (e.g. using appropriate gestures, skimming, making notes, role play of text in groups dictogloss information gap activities to construct a text listening to a text together and acting on it teacher acting as a scribe and prompt while class jointly creates a writ ten text in groups, constructing or completing a text as a class or in groups, editing a draft text.
4. Independent construction of the text	Learners consult with teachers and peers. Throughout the process. Draft are edited, reworked and proof- read
5. Linking related texts	Compare text with other texts which have a similar *(Text -based syllabus design (NCELTR/NSW AMES)– Susan Feez)* purpose, looking at text structure, language and text features and appropriate strategies

(Susan Feez in Nugroho and Hafrizon (2009) Text -based syllabus design (NCELTR/NSW AMES)

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C. Reading Comprehension

1. The definition of Reading Comprehension

a. Reading

According to Brown (2004) states reading is a method of extracting information from written material. The introduction of symbols that make up a language is what reading entails. The second most prevalent method of obtaining information is by reading and hearing. Brown explains that "Reading is a process of negotiating meaning; the reader brings to the text a set of schemata for comprehending it, and the output of that engagement is the take."

In conclusion, reading is an activity reader must be focused to attend and from printed or written message and process obtaining meaning from written text.

b. Comprehension

According to Orlich (1985) states that comprehension is interpreting, translating from one understanding to another. Richard (2006) states comprehension is the process by which a person understands the meaning of written or spoken language clearly. Nunan (2003) says comprehension is essential to succeed the reading, for succeeding the comprehending, the reader must use cognitive and meta cognitive skills, cognition can be defined as thinking and meta cognitive skills Comprehension is the process of improving or

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assessing one's understanding of language (both written and spoken), as well as the reading and listening skills required.

c. Reading comprehension

"Reading comprehension is the interaction between thought and language, and success in understanding is measured by the amount to which the reader's reconstructed message agrees with the writer's intended message," Goodman writes in Otto (1979)." Reading comprehension suggests that separate skills or tasks can be identified which, when used singly or incorrectly, lead to understanding of a passage.

In conclusion, reading comprehension text is a constructive process that corrects visual information with textual information. The reader and the writer must engage while reading comprehension literature by having the same understanding of the material.

d. The purpose of reading comprehension

The main goal of reading is comprehension (Nunan, 2003). It means people can define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Reading comprehension is the process by which a person understands the meaning of written or spoken language, it is tremendously significant. The functions are as follows:

1) To make reading content easier to comprehend.

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2) To draw inference from content.

3) To follow the structure of a passage.

4) Identifying a writer's intent, attitude, tone, and mood.

e. The level of comprehension

Reading with comprehension entails a thorough awareness of the terminology, structure, and context in which the language is employed. In other words, comprehension is a mix of knowledge based on structure, vocabulary, and the circumstance, because the same structure or vocabulary based on a combination of them may have different meanings. Smith in Otto (1979) said that, there are four level of comprehension:

a. Literal Comprehension

Literal comprehension is widely regarded as the most fundamental and basic comprehension talent, requiring minimal thought or reasoning.

b. Representation

It definitely needs readers to use their critical thinking skills to identify ideas and meanings that aren't explicitly conveyed in the written text. The reader can develop generalizations, infer cause and effect, identify motives, find relationships, predict the finale, and make comparisons at the interpretive level.

c. Read critically

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When people read critically, they examine what they are reading. That is, they evaluate the validity and worth of the writer's ideas, which have been identified through the two lower levels of understanding.

d. Imaginative Reading

Creative reading goes beyond what the author has written, recombining the author's ideas to generate new concepts or expand old ones, and applying ideas from the text to new situations. From the concepts garnered from the book, the reader produces something new: an idea, a solution to a problem, or a new way of looking at something.

2. Some of the most important reading comprehension tactics.

According to Brown (2004) states there are some of the most important reading comprehension tactics;

a. Determine why you're reading a text.
b. Apply spelling rules and conventions for bottom up decoding
c. Use lexical analysis (prefixes, roots, suffixes) to determine meaning.
d. Guess the meaning (of words, idiom, etc.) when you are not certain.
e. Skim the text for the gist and for main ideas
f. Look for specific information in the text (name, date, key word).
g. Use silent reading techniques for rapid processing.
h. Use marginal notes, outlines, charts or semantic maps for understanding and retaining information.

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i. Distinguish between literal and implied meanings

j. Capitalize on discourse markers to process relationships.

3. Reading Evaluation

In describing the students' reading comprehension menas how far they understand what they are reading, it is necessary to know how far their ability/ comprehension is about the lesson they read and learnt, to know their comprehension the teacher gives the test to the students, because testing is a tool to measure. There are some techniques to make reading tests based on Barbara Gross Davis (2000) they are: multiple choice, true – false, conclusion, close procedure, matching test and essay tests. The detailed as follows:

a. Multiple choice

Arthur Hughes (1989) explains that a multiple choice candidate provides evidence of successful reading by making a mark against one out of a number of alternatives, the superficial attraction of his technique is out weighed in institutional testing by various problems enumerated. Then multiple choice items can be used to measure both simple knowledge and complex concepts. Since students can answer multiple – choice questions quickly, the teacher can assess their mastery of many topics on a fifty – minute exam. In addition, the items can be easily and reliably scored.

So, the researcher concludes that multiple choices are a form of evaluation in which respondents are asked to select the best possible answer out of the choices from a list of alternatives.

b. True – false

Athur Hughes (121) explains also guessing will produce the correct answer half the time, true-false tests are likely to produce high scores. Place true - false items in a separate section, not interspersed with other types of items. Some faculty add an explain column in which students write a sentence or two justifying their response".

So, true-false is there are 2 sections of true-false, first, students must read the text first, then, place true - false items in a separate section, not interspersed with other types of items or this true-false is said by justifying the response.

c. Cloze procedure

Cloze procedure tests seem to offer the students the ideal indirect but integrative testing item. They can be prepared quickly and if the claims made for them are true, they are an extremely cost effective way of finding out about a tester's overall knowledge. Athur Hughes (121) "Cloze, in its purest form, is the deletion of every certain word in a text (somewhere between every fifth or tenth word)".

So, Because the procedure is random, it avoids test designer failings. This test is useful for reading, because after they read, the

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students have to fill in the cloze tests or the missing word that the teacher provides.

d. Matching test

Barbara Gross (365) states that the matching format is an effective way to test students' recognition of the relationships between words and definitions, events and dates, categories and examples, and so on. So, the matching test is when the students match the words and definitions, events and dates, categories and examples, and so on after the students read a text.

1) Conclusion

One of the reading evaluations that is used by the teacher is conclusion. Barbara Gross (365) "Conclusion is choosing the best summary of the paragraph of the whole text". so, it is used for analyzing the reading score of the students by asking them by reading first then summarizing or conclusion of what the text tells about.

2) Essay tests

Essay tests require students to organize, integrate, and interpret material, and to express them. In Barbara Gross book (366), "Tools for Teaching";

> "Research indicates that students study more efficiently for essay exams than for multiple - choice tests: students preparing for essay tests focus on broad issues, general concepts, and interrelationships rather than on specific details, and this approach results in somewhat better test performance on all types of exam questions. Essay tests

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> also give instructors an opportunity to comment on students' progress, the quality of their thinking, the depth of their understanding, and the difficulties they are having. However, because essay tests pose only a few questions, their content validity may be low".

In addition, the reliability of essay tests can be compromised by subjectivity or inconsistencies in grading. A variation of an essay test asks students to correct sample essay answers. One faculty member uses the following technique: Two weeks before the exam, he distributes ten to twelve essay questions, which he discusses with students in class. For the exam, he selects four of the questions and prepares well - written but intellectually flawed answers for the students to edit, correct, expand, and refute. The sample essays contain common misunderstandings, correct but incomplete responses, and illogical inferences.

3) Short - answer tests

Barbara Gross explains (120-122), Short - answer questions can call for one or two sentences or a long paragraph. Short - answer tests are easier to write than multiple - choice tests, but they take longer to score. In conclusion, short – answer questions are more than one question that must be answered by the researcher after reading a long paragraph and the teacher takes a longer time to score short – answer questions.

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Here, the researcher wants to describe students' reading comprehension of MAS Ittihadul Mukhlishin Hutatonga by using multiple choice tests only. It is based on Barbara Gross Davis' suggestion that multiple choice tests are suitable to be used in reading tests.

4. Text

a. The Definition of a Text

In a context, a text is a significant language unit. A phoneme, morpheme, phrase, clause, or sentence constitutes a linguistic unit. A text is both a spoken and a written piece of information. A monologue, dialogue, or discussion can all be considered spoken. A notice, a direction, an advertisement, a paragraph, an essay, an article, or a book, are all examples of written text. Hartman & Hartman (1993), states that "The text is to express a viewpoint or experience in writing", when we examine it, we're looking at the end result of the process, and the term "text" is commonly used to refer to that end result.

Furthermore, according to Anderson and Anderson (1998), "texts are pieces of spoken or written language developed for a specific purpose." Text kinds are the specific goal. Text types are groups of texts that share structural and functional aspects and have formed standardized patterns with widespread use. "A text type is a specific configuration of relational dominances prevailing between or among aspects of: (1) the surface text; (2) the textual universe; (3) stored knowledge patterns; and (4) a scenario

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of occurrence," writes Beau Grande (1985:197). To put it another way, the texts you read are of several types.

An English text is one that has been spoken or written in the English language. In a text, some languages may have certain similarities. There are some distinctions between them as well. The English text is also one-of-a-kind. It is the method through which a native speaker organizes both spoken and written information. This means that mastering the English text entails learning how to speak in the English people's culture.

b. Kinds of Text

There are many kinds of text:

1) A description text is a piece of writing in which the author describes something. Identification and description are two components of a description text in which a writer describes a person, animal, or other object.
2) A persuasion text is a written English text in which the author persuades the reader that something should or should not be the case. Persuasion is a text that includes a thesis, an issue argument, and a call to action.
3) An argument text is a written English work in which the author gives several viewpoints on a topic. It includes an issue, supporting arguments, and a conclusion.

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4) A recount text is a text that tells what happened, documents a sequence of events, and assesses their relevance. It is made up of three parts: orientation, events, and re-orientation.

5) Narrative Text is a type of text that describes a world event. Providing both knowledge and entertainment. (Pardiyono, 2006). A narrative text

6) A report text is a text that describes how things are in our surroundings, with reference to a variety of natural and social events.

7) An analytical exposition text is one that attempts to persuade the reader of anything. It includes a thesis, supporting arguments, and reiteration.

8) A news item is a writing intended to enlighten readers about current events that are considered newsworthy or significant. Explanation Text is a text to explain the processes involved in the formation or workings of natural phenomena. It is containing a general statement and a sequenced explanation.

9) A procedure text is a text that explains how to accomplish things in a specific way. According to Anderson (1998), a procedure is a piece of literature that gives us instructions on how to perform something. The objective of a procedure text type is to describe how to do something.

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c. Narrative Text

1) The definition of narrative text

A narrative text is a type of text that tells a story that happened in the past. According to Thomas S. Kane (2000) a narrative is a meaningful series of events that is told in words. Because the themes of this story have a close relationship with human life and human characteristics, the content of narrative text is very familiar and easy to find in daily life. Furthermore, Knapp and Watkins (2005) believes that narrative plays an important social role in both entertaining and educating people. Because the themes of this story have a close relationship with human life and human characteristics, this type of text is familiar and easy to find in daily life. Siahaan (2008) says "Narrative is any written English material in which the writer intends to assume, entertain people, and deal with actual or vicarious experience in various ways".." Similarly, Setiawan (2007) says a narrative is a type of story intended to entertain the reader, in which there is a problem and answers to the problem. A narrative text can be both fiction and nonfiction. In conclusion, based on the quotation above that narrative is a story to entertain the reader. According to Rebecca (2003), narrative is a work that describes a series of logically and chronologically related events that are caused or experienced by variables. Narratives are stories about how people have learned and communicated in the past.

Narrative texts can help students become more interested in reading. According to Anderson (2003), what makes a text difficult is the way it is written; it is the styles or features that distinguish one text from another. The processing of expository texts is more difficult than that of narrative texts. Story grammars (structures associated with stories) appear to aid comprehension by allowing readers to quickly build a model of the text.

Furthermore, readers' visualization appears to be induced by narrative texts as part of the reading process. In other words, when reading narrative texts, readers can visualize scenes in their heads. Readers did not feel discouraged as a result of the visualization, which made it easier for them to understand the texts. In addition, one of the goals of narrative texts is to entertain. Readers enjoy texts and are eager to find out what happens next. Narrative texts can help students become more motivated in this way.

Next David says the purpose of narrative is to create a series of events with a problematic and/or unexpected result that entertains and educates the reader and listener. In addition, Kathleen (1992) says, narrative writing recounts a series of events, usually in chronological order. Essays and short tales both use narrative. Essays normally deal with real-life situations, whereas short stories deal with fictional events and include literary elements. In conclusion, narrative is a story with problems; it can be actual events and fictional events.

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In conclusion, narrative is a type of text that tells a story to entertain the reader, to make the reader think about an issue, and to teach them a lesson. Narrative text depicts a series of events that include imaginative thoughts and fictive stories to present a touching story. It sequentially distributes the sequences to create an amazing story. A narrative text is a type of text that is written to entertain readers and has a problem and a solution to solve the problem, either through fiction or a concrete story.

2) Text function

The text function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways; narration deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

3) Text structure and grammatical features

Gerot and Wignell (1994), state that the generic structure of narrative text is orientation, complication, and resolution. The characters, setting, and time of the story are all established during the orientation. Character is a human, animal, or other person or character who is mentioned in the story and can be found by the reader. The resolution is containing the solution of the complication. The complication usually may be resolved for better or worse. It can be either happiness or unhappiness. The last stage is coda. It is a stage where the writers found a moral or message to be learned from the

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story. While the story's setting is the name of the place, location, or situation in the story, the story's time is when the time is explained in detail in the story. Complication is the next stage. Conflicts arise at this point and the protagonist attempts to resolve the issue. The next stage is resolution, in which the story's complications are resolved and the problem is solved.

According to Gerot and Wignell (1994) the generic structure of narrative text is orientation, complication, and resolution. Orientation is the introduction of the characters, setting, and time of the story. Character refers to the person or character of a human, animal, or other that is mentioned in the story and can be found by the reader. While setting is the name of a place, location, or situation in the story, time of the story is when the time is specifically explained in the story. The following stage is complicated. Conflicts arise during this stage, and the main character attempts to solve the problem. The next stage is resolution, in which the story's complications are resolved and the problem is solved. The resolution includes the solution to the complication. Typically, the complication can be resolved for better or worse. It can be both happily and unhappily.

According to Siahaan (2008), text structure and grammatical features below:

Text Structure	Grammatical Features
Orientation: Establishes the scene and introduces the individuals, as well as the	● Time Conjunction ● Past tense

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time and location	
Complication: Events are thrown off, causing a difficulty or crisis for the characters.	● Conjunction (series of clauses in temporal sequence, while and when. ● Participants ● Sequence of past tense material processes.
Complication: Continued the problem	● Past tense verbal processes ● past tense mental processes ● past tense relational processes.
Resolution: Problems/ crisis resolved and normal events resume.	● Past tense material processes ● Temporal sequence (finally)
Reorientation/ coda: indicates how events have altered characters; the sentences that show the story's conclusion.	● Past tense mental processes ● Past tense relational processes ● Expression of attitude

D. Related Studies

This analysis produced some interesting results. Many people have conducted research on the subject of English. These discoveries pertain to task based language teaching and genre based approach on reading comprehension. Clearly, these are the results of some research.

The first, Sinaga, Deify Fiertri, (2020) the title of their research is "*The Effect of Task- Based Learning (TBL) Approach on Students' Achievement in Reading Comprehension*". This study deals with the effect of the TBL approach on students' achievement in reading comprehension. The objective of the study is to find out how the TBL approach affects students' achievement in reading comprehension. The population was 120 students. This study was conducted with experimental research. In this case, the writer took 60 students of SMP Swasta Sidorame Medan as the sample and they

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were divided into two classes. The first group was an experimental group, it was taught by using the TBL approach, while the second group was a control group, it was taught by conventional approach. Objective test was used as the instrument for collecting the data. Those tests consisted of two types; they were pretest and posttest. Based on the result of the data analysis, the reliability of the test was 0.87. It was categorized very high. And t observed is 4.000. It is proved that Ha was accepted because t observed is bigger than t table. It means that the students' achievement in reading comprehension taught by using the TBL approach is higher than those taught by using conventional approach. Based on the result of the data analysis, the reliability of the test was 0.87. It was categorized very high. And t observed is 4.000. It is proved that Ha was accepted because t observed is bigger than t table. It means that the students' achievement in reading comprehension taught by using the TBL approach is higher than those taught by using the conventional approach.

The second, Ruslina Tri Astuti and Joko Priyana, was in 2020. They conducted research on "Improving Students' Reading Comprehension through Task-based Language Teaching." This study was conducted in response to the fact that the students' reading comprehension ability was much lower than it should be. It was caused by several reasons; one of them was related to the poor teaching learning process. In this study, Task-based language teaching (TBLT) was used to improve the teaching learning process and the students' reading comprehension ability. This research was a

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classroom action research (CAR) study and it was done in two cycles. Observation and interviews were used to collect data which were then analyzed qualitatively. Students' achievement of daily-tests, the students' self-reflection in the form of rating format and the students' achievement of post-tests were used in order to support the data collected. The results of this study indicate that TBLT can improve not only the teaching learning process but also the class 8D of MTsN Yogyakarta II students' reading comprehension in recount texts. It is shown that the students are interested to learn reading and they enjoy the reading teaching learning process using TBLT. The students' average score before the action is 62.81. In the first cycle the mean score is 72.03, meanwhile the mean score in the second cycle is 79.06. It means that there is an improvement of students' scores from cycle to cycle.

The third, Pujo Suhartanto had conducted research on "Improving Students' Reading Comprehension by using Task based learning"(A classroom action research at class IX A of SMP Negeri 1 Kawedanan Magetan in the Academic year of 2011/2012). The research was set out in the attempt to overcome the reading problems of the students in the ninth grade of SMP Negeri 1 kawedanan in the academic year of 2011/2012. The research is also aimed to (1). Know whether or not the task based learning can improve the students' reading comprehension, and 2) study how the teaching and learning situation is when the task based learning is implemented in the classroom practice. The result of the study showed that (1) task based

learning can improve students' reading comprehension. Being taught using task based learning students' interest in reading improved. They were also actively involved in the teaching and learning process. Most of them were able to engage in activities that either helped them to recall words and phrases that are essential to the task. Their group work also improved since the researcher gave them a group work project to finish their works. There significant improvement of the mean scores of their reading's comprehension from pretest, posttest 1, and post test2, (2) task based learning also improved the class situation, such as: the class situation was more alive, increasing students' participation, reducing teacher's domination, providing more chance for students to work in group.

The fourth, Poedjiastutie, D., Darmaji, D., Musrina, M., & Novikasari, R. (2018) had conducted research on "Task-Based Language Teaching: an Alternative Approach in Teaching Reading Comprehension in Indonesia). The result of the study showed that Students felt excited due to a variety of tasks given and considered it beneficial because the more they participated in the task process, the better they evaluated their own performance. And the students had positive attitudes and welcomed the new experience that TBLT offered them.

The fifth, Dwi Rahayuningsih had done research about “Implementing The Genre-Based Approach To Improve The Reading Comprehension Ability of Grade VIII Students of SMP Negeri 3 Salam In The Academic Year Of 2011/2012”. The result of her study shows that there is an improvement in the

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reading comprehension ability of Grade VIII students. The results show improvement from Pre-cycle, Cycle I and Cycle II. Students' behaviors change from passive students into active students in the teaching and learning process. In conclusion, the researcher can conclude from the preceding explanation that the strategy can improve students' reading comprehension.

The Sixth, Sindy Johana montero-Arevalo, in 2019, she conducted research on "The Effect of genre based approach (GBA) in EFL reading comprehension and writing." The overall findings show that students' reading comprehension, writing, motivation and autonomy improved after the implementation of GBA; as a result, the students were able to understand, explain and recreate the genres that were part of the study.

The seventh, Lulu Il Maknun, in 2019, she conducted research on "The Impact of Scientific and Genre-Based Approach in English Reading Comprehension." The findings show that the scientific approach is more effective than the genre-based approach in the teaching of reading comprehension of narrative texts, with sig (p) ≤ 0.05.

The eighth, Rina Gusman Putri and Ratmanida, it was in 2021, they conducted research on "the effect of using task-based language teaching on students' reading comprehension at SMAN 1 Bangkinang Kota". Based on the findings and discussion, several conclusions can be described, the first is the students who are taught by using task-based language teaching as a method have better reading comprehension than the students who are taught by using the conventional method in the SMAN 1 Bangkinang. Then, the

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stdents who are taught by task-based language teaching as a method significantly improved their reading scores from 51.25 of pre-test to 81.25 of post-test. Furthermore, after the researcher conducted the test; pre-test, and post-test, and gave the treatment four times, the researcher concludes that the use of task-based language teaching as the method is effective in improving students' reading comprehension at SMAN 1 Bangkinang. By using task-based language teaching as the method can help students easier to enrich their reading.

The ninth, Naemeh Nahavandi, was in 2011. He conducted research on 'the effect of task-based activities on EFL learners' reading comprehension'. This study has investigated the effect of task-based activities on EFL learners' reading comprehension. In order to accomplish the research, 60 learners were chosen in one of the private institutions (Jahad-e-Daneshgahi) in Tabriz. An experimental method of research was employed. The experimental group was taught according to the elements of task-based learning. The control group didn't receive such treatment. After 18 sessions, a post-test was given. Through the analysis of the obtained data, t-test, it was found that there were significant differences between the control and experimental groups on the dependent variable, reading comprehension. Therefore, there is an empirical piece of evidence to support the language teachers who use this method. As a result, this study concluded that reading comprehension can be improved by using TBA.

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The tenth, Dwi Rahayuningsih, she conducted a research on "Implementing the genre-based approach to improve the reading comprehension ability of grade VIII students of SMP Negeri 3 Salam in the academic year of 2011/2012" The objective of the research is to improve the reading comprehension ability of Grade VIII students by implementing the genre based approach. This was an action research study. It involved 32 students of Grade VIII students of SMP Negeri 3 Salam Magelang in the first semester of the academic year of 2011/2012. The data were collected by means of two techniques. They were non-test techniques and tests. Non-test techniques included observations and a questionnaire. The tests were administered twice in Cycle I and Cycle II. The data were analyzed quantitatively and qualitatively. The Quantitative data were obtained from the results of the reading test in Cycle I and Cycle II. The quantitative data were analyzed using descriptive statistics. The qualitative data were analyzed by categorizing, coding, and analyzing classroom talk. The analysis of the qualitative data was used to find out changes in students' behavior in the learning process in cycle I and cycle II and to find out the improvement of recount text reading comprehension through the genre-based approach (GBA). The result shows that there is an improvement in the reading comprehension ability of grade VIII students. The results show improvement from Pre-cycle, Cycle I and Cycle II. Students' behaviors change from passive students into active students in the teaching and learning process. It means that there is an improvement in reading comprehension ability of

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Grade VIII students who were taught by implementing the Genre-Based Approach.

The eleventh, she conducted a research on "The implementation of genre based approach to teaching narrative listening" This research examines the implementation of genre based approach in teaching narrative listening as an approach to motivate the students to learn listening. The design of this research used a case study involving a lecturer and 32 of the third semester students who took Advanced Listening at English Department Faculty of Humanities, Universitas Dian Nuswantoro Semarang. Meanwhile, the data were gained from the students' narrative writings and listening answer sheets as the result of the teaching and learning process and took 5 data purposively as the samples of this research. The findings depict that the lecturer successfully applied GBA in the process of teaching and learning narrative listening. Furthermore, it also shows that the implementation of GBA enhances students' ability in listening comprehension and it can be indicated through students' listening answer sheets and writings. They can follow the schematic structure and linguistic features very well and apply them in their writings.

Next, the researcher hopes that using the task based language teaching and teaching students in a genre based approach will improve their reading comprehension and that this research will add to and complement prior findings. As a result, the researcher is motivated to conduct the research. "A Comparative Study on the Effect of Task Based Language Teaching and

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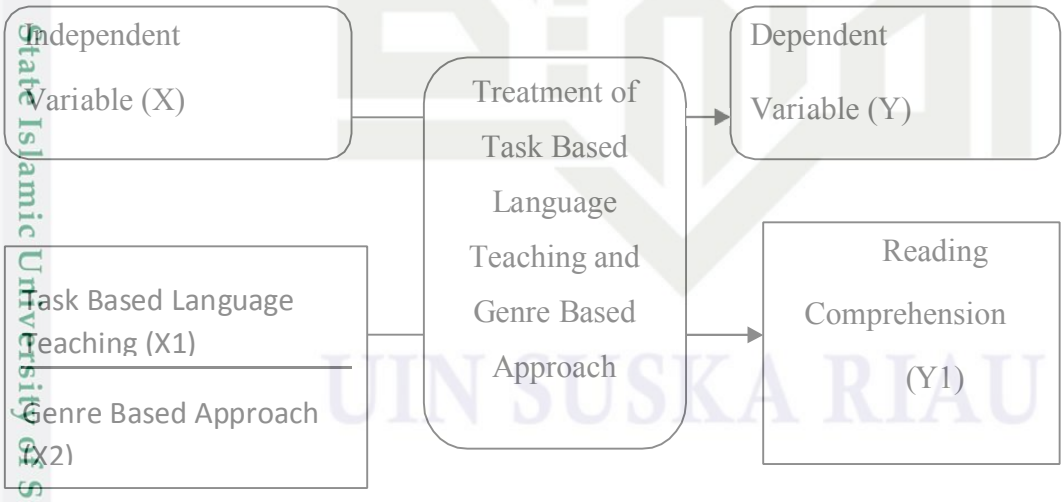
Genre Based Approach on Students' Reading Comprehension Text at MAS Ittihadul Mukhlisin Hutatonga".

E. Operational Concept and Indicator

Operational Concept is an important element in scientific study to avoid misunderstanding and to give guidance in collecting data in the research because it is still operating in an abstract form of the research, planning, which must be the particular word in order to be easy to measure empirically and clarify briefly the variable used in this research. There are three variables in this research: variable X that is task based language teaching and genre based approach, and variable Y that is students' reading comprehension, especially the tenth grade students of MAS Iittihadul Mukhlisin Huta tonga Tapanuli Selatan.

The Conceptual Framework in this research can be seen on the chart below:



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1. Indicators for Task Based Language Teaching

TBLT is primarily based on both meaning-focused and grammar-based teaching. To make the students focus on the target language depends on the stages done. Willis cited in Harmer (2001) suggests a set of stages to initiate task-based language teaching in which there are three important indicators to do as follows:

1. Pre-task cycle.
2. Task cycle.
3. Post-task cycle.

The first stage is the pre-task stage (preparation). First, students are given a picture related to the topic of the reading. Then they are asked to express their opinions, agreements and disagreements. The students took part in activities that either helped them to recall words or phrases which would be useful during the performance of the main task. I, as the teacher, tried to ask as many referential questions as I could and reduced the number of display questions as possible. The picture was considered as a problem-solving task and opinion gap activity because each student expressed different ideas and information.

The second stage is the task cycle or follow up activities. Here, the learners performed the task in pairs. Student A had a part of reading that student B didn't have, and vice versa. They cover their parts alone, then after 10 minutes they work in pairs and express their ideas to each other. Then they reported to the whole class how they did the task and what conclusions they

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reached. During this stage students worked in pairs to do the activities they were asked to do. These activities included information-gap, opinion-gap and reasoning-gap activities.

The final stage is the post-task cycle or follow- up activities, which is also known as analysis stage, during which students notice interesting features or patterns in the text. (For detail see Appendix)

2. Indicators for Genre Based Approach

The following description of how a Genre based approach is implemented, Freeze and Joyce in Richards (2006), Nugroho and Hafrizon (2009) give the following description of how a genre based as follows:

1. Building Knowledge of the field.

   In the first cycle, teachers and students start from the first stage called Building knowledge of the Fields (BKOF) where they build cultural context, share experiences, discuss vocabulary, grammatical patterns and so on. All of these are geared around the types of spoken texts and topics they are going to deal with at the second stage.

2. Modeling of Text.

   This is the stage of preparation. As a result, the initial action is to get students ready to dive into the new text topic. If the emphasis genre is narrative, students should figure out what the text's main point is. The following phase is to provide students with experience with the text's material. The activities could take the shape of questions and answers on the narrative texts that students have read. Teachers should widen students'

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vocabulary and stimulate their interest in reading the text because this is the preparatory stage.

3. Joint Construction of Text.

At this stage, students try to develop narrative texts with their peers and the teachers' help. In this stage the teachers encourage students to work together in pairs or groups to achieve this goal. In order they are able to learn from others. For the examples of spoken cycle activities are Role play, games, interviews, discussion, and debate.

4. Independent Construction of the Text.

At this stage, students are excited to be able to read what they have talked about. Here students develop reading skills, followed by joint construction in writing texts. Individual achievement should be judged at the end of the teaching and learning process. One of the goals of this stage is to determine how far each student has mastered the lesson on their own, and pupils must be responsible for their own learning. Teachers should also aim to promote students' creativity at this level, because each student should have a monologue in a focused genre for the spoken cycle, and students should write a text in a focused genre for the written cycle.

5. Linking to related texts

In this stage students investigate what they have learnt in this teaching/learning cycle can be related to: other texts in the same or similar contexts and future or past cycles of teaching and learning. (For detail see Appendix).

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3. Indicators of Reading Comprehension

According to curriculum 2013 for Senior High School, the indicators of reading comprehension are as follows: (Badan Standar Nasional Pendidikan, 2013)

1. Main idea.
2. Specific information of text
3. Reference
4. Inference
5. Understanding vocabulary

F. The Assumptions and The Hypothesis

1. The Assumptions

Reading comprehension is one of the most important aspects of English that students should master. When students understand the text in the Indonesian national exam, they may be able to correctly answer the questions. It is true that students struggle to understand a reading text. Many factors contributed to these issues, including their lack of a reading habit; they saw reading as a tedious hobby. According to Jeremy Harmer, as cited in Richard and Rodger, students must be engaged with what they are reading (1986).

In this study, the researcher discovered that there are numerous approaches that teachers can employ during the teaching learning process to help students improve their English skills in reading comprehension. It is assumed that the task based language teaching and genre based approach

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appropriate strategies for teaching reading comprehension to students and increasing their reading comprehension capability.

Therefore, in this study, there are two approaches that can be used by the teacher in the teaching learning process. After applying these approaches the writer assumes if task based language teaching and genre based approach will be:

a. Task based language teaching is assumed to increase students' reading comprehension of narrative text at MAS ittihadul Mukhlisin.
b. Genre based approach is assumed to increase students' reading comprehension of narrative text at MAS ittihadul Mukhlisin.
c. Genre based approach is assumed more effective to increase students' reading comprehension of narrative text than task based language teaching.

2. The Hypothesis

According to Gay (2000) Hypothesis is researcher's tentative prediction of the results of the research findings, the hypothesis of this research can be formulated as follows:

First hypotheses

Ha: There is a significant effect of implementing task-based language teaching on students' reading comprehension at MAS Ittihadul Mukhlishin Hutatonga.

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Ho : There is no a significant effect of implementing task-based language teaching on students' reading comprehension at MAS Ittihadul Mukhlishin Hutatonga.

Second hypotheses

Ha : There is a significant effect of implementing genre-base approach on students' reading comprehension at MAS Ittihadul Mukhlishin Hutatonga.

Ho : There is no a significant effect of implementing genre-based approach on students' reading comprehension at MAS Ittihadul Mukhlishin Hutatonga.

Third hypotheses

Ha : There is a significant difference of students' reading comprehension between students who are taught by task-based language teaching and students who are taught by genre-based approach at MAS Ittihadul Mukhlishin Hutatonga.

Ho : There is no a significant difference of students' reading comprehension between students who are taught by task-based language teaching and students who are taught by genre-based approach at MAS Ittihadul Mukhlishin Hutatonga.

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CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research method and approach that will be used to address the research challenge raised in the previous chapter. The methods include the research time and location, research design, population and sample, data collection instrument, research technique, instrument testing, data collection, and data analysis.

A. Research Design

The study is designed as quasi-experimental research with a focus on quantitative research, with the goal of comparing the effect of the task based language teaching and the genre based approach on students' reading comprehension. Creswell (2009) explains that experiment is testing an idea (practice) to determine whether it influences an outcome or dependent variable. Ary, et al (2010) says that experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable. The manipulated variable is called the experimental treatment or the independent variable. The observed and measured variable is called the dependent variable. According to Gay and Airasian (2000) experimental research is a type of research that tests hypotheses to determine cause and affect relationships. Then he says that a quasi-experimental design entails choosing two or more groups that differ on some independent variables and comparing them on some dependent variables. The groups could differ in a variety of ways. One group may have a trait that the other does not, one group

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may have more of a trait than the other, or the two groups may have had different kinds of experiences. So, the researcher concludes that experimental research is the research using a test which has been specially designed for experimental groups with conditions which can be controlled.

Therefore, in this study there are three variables: task based language teaching (X1) and genre based approach (X2) are independent variables, and students' reading comprehension is the dependent variable (y). task based language teaching and genre based approach is used to teach both classes.

Experimental research can establish a true cause-and-effect relationship. As a result, to investigate the students' reading comprehension, the experimental class is provided with pre-test, treatment, and post-test. It could be drawn in the following table:

Table 3.1

Research Design

Group	Pretest	Treatment	Posttest
E1	P1	X1	P2
E2	P1	X2	P2

(Creswell 2009:160)

E1 : Experimental Group 1 (task-based language teaching)
E2 : Experimental Group 2 (genre-based approach)
X1 : Independent Variable 1
X2 : Independent Variable 2
P1 : Pre- test
P2 : Post-test

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B. Time and Place of Research

This study has conducted at MAS Ittihadul Mukhlishin Hutatonga. It is located on Jl. Mandailing Km. 11 Huta Tonga Kecamatan Batang Angkola Kabupaten Tapanuli Selatan North Sumatera Indonesia. This research has done for 3 months. Start in April 2022 - June 2022.

C. Population and Sample of the Research

1. Population

Arikunto (1993) states “A population is a set (collection) of all components processing one or more properties of interest. According to the quotation above, the research population consists of all students in the second grade of MAS Ittihadul Mukhlisin Hutatonga. As a result, the table can be shown:

Table 3.2
The Population of Research

No	CLASS	TOTAL
1.	XI 1	24
2.	XI 2	26
3.	XI 3	24
	Total of all Students	74

2. Sample

According to Arikunto (2012) if the total population is less than 100 people, then the total number of samples is taken, but if the population is bigger than 100 people, it can be taken 10-15% or 20-25% of the total population. So, the writer chooses all the students of second grade of MAS Ittihadul Mukhlisin Huta Tonga as a sample. The class XI 1 consists of 24

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students, XI 2 consist of 26 students and XI 3 consist of 24 students. So, the total of the sample is 74 students. Because narrative text is studied in tenth grade, so, the author chooses that grade. The writer then chooses these classes based on information from the teacher that the three courses have similar English proficiency. As a result, the author opted to take these lessons as a sample. Two groups of students are formed. The table that follows can be seen:

Table 3.3
The Sample of Research

Experimental I (XI 1)	Experimental II (XI 2)	Control (XI 3)
24 Students	26 Students	24 Students

So, the total of sample is 74 students

D. Research Procedure

In this research, the writer gave the pretest and posttest to three of the groups. Sample is divided into three classes. There are experiment classes and control classes. Experiment class is divided into two classes and control class is one class. Experiment class is given to XI 1 consist of 24 students and XI 2 consist of 26 students. Control class is given to XI 3 consisting of 24 students. Class experiment I is taught by task based language teaching and Class experiment II is taught by using genre based approach.

First, experiment class I. The writer hands the students a pre-test on the first day. The teacher taught the students using the task based language teaching on the second, third, fourth, fifth and sixth days. As a result, the

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learning process consisted of sixth meetings. The researcher also hands the students a post-test on the last day.

Second, experiment class II. The writer hands the students a pre-test on the first day. The writer taught the students by using Genre Based Approach on the second, third, and fourth, fifth and sixth days. The learning process is the sixth meeting, and on the last day the writer gives a posttest to the students.

Third, control class. The writer hands the students a pre-test on the first day. Then, using the traditional manner, instruct the students. Finally, the author administered a post-test to the students.

It can be seen from the following table:

Table 3.4
The design of instrument

Class	Pre test	Treatment	Post test
Experimental I	✔	X_1	✔
Experimental II	✔	X_2	✔
Control	✔	Conventional	✔

Note:

X_1: Group I, where the students will teach by using task based language teaching.

X_2: Group II, where the students will teach by using a genre based approach.

The writer acquired information from the students by giving them a pre- and post-test. A test is a set of questions or a tool is used to evaluate a

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person's ability, knowledge, or intelligence. Two types of tests are available: one for adults and one for children.

1. Pre test

Before beginning the teaching and learning process with the task based language teaching and genre based approach, students are given a pre-test. It is used to assess the student's reading comprehension through the use of a written test. The researcher hopes that the reading comprehension of all students is the same, or that if there is a difference between the groups, it is not significant.

2. Treatment

In the treatment, students are taught in experimental class 1 using the task based language teaching and in experimental class 2 using the genre based approach method. As stated in Chapter II, the teacher taught and explained the narrative text using the task based language teaching and the genre based approach.

3. Post test

After using the task based language teaching and genre based approach, students from Experimental 1 and Experimental 2 are given a post-test. The researcher conducts a post-treatment test that is identical to the pre-treatment test. This post-test is the last step in the study process, and it focuses on determining whether or not the treatment is effective. The data is examined by the researcher once the post test is completed. The effects of applying and genre-based language training are also discovered by the researcher.

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E. Research Instrument

In this research, an instrument is required since a proper instrument can assure the collection of valid data. “Instrument of the research is a tool of facility employed by the researcher in gathering data,” Arikunto (2010) adds. As a result, the process is made easier and better by being more thorough, thorough, and systematic. The data collection device used in this study is a test. The test is a multiple-choice format. The exam is devided into two sections. The first is a 20 number pre-test, and the second is a 20 number post-test. The test's indicator is:

1. Able to find the short information
2. Able to find long information
3. Able to find the conclusion of the test

F. Data Collection Technique

The data for this study is gathered by giving the students a pre-test and a post-test. The test consisted of six passages, each with two or three questions related to the passages of the reading comprehension test. Each reading text took into account the time and procedures of the task based language teaching, the genre based approach, and the conventional strategy. The time limit is 90 minutes. The exam is based on the students' textbooks and the school final examination (Ujian Sekolah). The researcher employs the following technique to collect data for this study:

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1. Observation

Observation is used to directly observe and learn about the effects of using the task based language teaching (in Experimental Group 1), the genre based approach (in Experimental Group 2), and the conventional (in Control class) on students' reading comprehension in Narrative text. The researcher uses the task based language teaching and genre based approach, to create a list of observational items to be observed in the classroom during the teaching and learning process.

2. Test

To determine of the effect of using the task based language teaching, genre based approach, and the conventional technique on students' reading comprehension in the tenth grade at MAS Ittihadul Mukhlishin Hutatonga, the researcher administered a test to assess students' reading comprehension, particularly in narrative text. The researcher administers a pre-test and post-test multiple choice test with a total of 20 items. The researcher then calculated the total score based on the results of the students' reading comprehension test. It can be seen from the blue print test below:

Table 3.5
The Blueprint

No	Indicators	Item Number	Total
1	Finding out the main idea of the text	1,6,11,16	4
2	Identifying the synonym and antonym of the Words	2,7,12,17	4
3	Determining factual information of the text	3,8,13,18	4

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4	Identifying the generic structure of narrative Text	4,9,14,19	4
5	Finding out reference of narrative text	5,10,15,20	4
The Total Number Of The Questions			20

After the students do the test, it was then counted the score by using scoring guidance formula:

$$Total\ score \frac{Correct\ answer\ x\ 100}{Total\ question}$$

By using the formula above, it is known that the score of students' reading comprehension includes a certain classification of the score.

The classification of the students' scores is shown below.

Table 3.6

The Classification of Students' Score

Score	Categories
100-90	Very good
66-79	Good
56-65	Sufficient
40-55	Poor
30-39	Fail

(Arikunto, 2009:245)

G. Validity and Reliability of the Test

1. Test Validity

The writer gave a test of the instrument to XI 1 before administering the test to samples. The goal of the testing instrument is to determine what the test is prepared to test. To validate the test, the author will employ the content validity.

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The content validity of a test determines how well it matches the real world. A school ability test, for instance, should represent what is being taught in the classroom. The items on a test that have content validity indicate the whole range of conceivable items that the test should cover. Individual test questions can be chosen from a big pool of objects covering a wide range of subjects.

Product moment, according to Arikunto (2010), is the formula for determining validity. As a result, the author used the following product moment:

$$rxy = \frac{N\left(\sum XY\right) - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left[N\sum X^2 - \left(\sum X\right)^2\right]\left[N\sum Y^2 - \left(\sum Y\right)^2\right]}}$$

Where:

r_{xy} : correlation

X : score question

Y : total of score question

N : Total of student

In trying out reading comprehensions' test instrument validity which had been done with 32 participants. There were 20 items on the reading comprehension test. All items were valid. From the result of test number 1. The result of rxy count>rxy table (0.546> 0.349). Thus test number 1 was valid. Thus, the researcher took all 20 valid items of the test as the instrument. (See appendix 5).

2. Test Reliability

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Reliability is a way to measure the acceptable questionnaire created by a researcher to students or participants. According to Cresswell (2009) reliability refers to whether scores on an instrument are internally consistent. Stable over time and whether there was consistency in administration tests and scoring. Furthermore, Brown (2003), states that reliability has to do with the accuracy of measurement. Commonly, accepted rule of thumb for describing internal consistency by using Cronbach alpha as follows:

$$r_{11} = \left[\frac{k}{k-1}\right] - \left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2}\right]$$

Where :

r_{11} : Reliabilities of instrument

k : Number of questionnaire items

$\sum \sigma_b^2$: The sum of item variance

σ_t^2 : Total of variance

The formula of questionnaire of variance

$$\sum \sigma_b^2 = \frac{\sum X^2 - \frac{\left(\sum X\right)^2}{n}}{n}$$

The formula of total variance questionnaire

$$\sigma_t^2 = \frac{\sum Y^2 - \frac{\left(\sum Y\right)^2}{n}}{n}$$

To count the level of reliability of the test. the researcher used the scale Sugiyono (2013 : 257) as follows:

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Table 3.7

The Scale of Reliability Level

No	Reliability Index	Classification
1	0.00 - 0.199	Strongly weak
2	0.20 - 0.399	Weak
3	0.40 - 0.599	Moderate
4	0.60 - 0.799	High
5	0.80 - 1.000	Strongly High

Then the result of the reliability instrument was correlated to the level of reliability of test. So that was found the level of classification, based on the test result of reliability of the students' reading comprehension test which had been done with 32 participants. There were 20 items on the students' reading comprehension test. r_{count} was 1.00. it was consulted with product moment value with N = 32 by significant 5%. The result of the table was 0.349. Thus, the score > table (1.00>0.349) which indicated the reliability of students' reading comprehension test distributed to the students was strongly highly reliable because the value was > 1.00. It meant the test was reliable and acceptable to be used as the instrument of data collection. (See appendix 6).

H. Data Analysis Techniques

The researcher employs the independent sample t-test and the paired sample t-test to analyze the data. The researcher uses a SPSS 25 statistic to analyze the data.

1. Independent sample t-test

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The independent sample t-test is a parametric test used to see if there is a difference in the mean between two independent groups or two unpaired groups, with the intention that the two groups of data come from different subjects. This test can be performed under the conditions that the data come from different groups, have different numeric data types, interval or ratio data scales, are normally distributed, and have the same variance between the two samples of groups.

According to Cohen (2007) independent samples t-test is used to compare the mean score of two different groups of people or conditions. It means that the independent sample t-test can be used to determine whether there is a significant difference or whether there is no significant difference between two or more variables. The t-test for independent sample is then used to determine whether there is a likely significant difference between the means of two independent samples, according to Gay (2006). The third hypothesis is tested using an independent sample t-test. The following formula is used to analyze the final test scores of the experimental groups.

The t-table function checks to see if there is a significant difference between the mean scores of the experimental and control groups. The t-test value is compared to the t-table value at the degree of freedom (df) = (N1+N2)-2, which is statistically hypothesis:

Ha: to > t-table

Ho: to < t-table

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Ha is accepted if t0 > t-table or if there is an effect after applying Task Based Language Teaching and Genre Based Approach on students' reading comprehension.

H0 is accepted if t0 is a t-table or if there is no effect after applying Task Based Language Teaching and Genre Based Approach on students' reading comprehension.

2. Dependent of Paired Sample t-test

Paired sample t-test is another name for the dependent sample t-test. The researcher employs this formula to determine the results of the first and second hypotheses, which are to determine whether there is a significant difference in pre-test and post-test reading comprehension at MAS Ittihadul Mukhlishin Hutatonga using task based language teaching and genre based approach. According to Gay (2006: 488), the t-test for non-independent sample is used to compare groups formed by some types of matching or to compare a single group's performance on a pre-test and post-test or on two different treatments.

The experimental classes' pre- and post-test scores are used to determine the significant difference of using task based language teaching and genre based approach on students' reading comprehension at MAS Ittihadul Mukhlishin Hutatonga. The t-table function checks to see if there is a significant improvement in the mean of the pretest and posttest scores. The t-value obtained is compared to the t-table value at the degree of freedom (df) = N-1, which is statistically hypothesis:

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Ha: to > t-table

Ho: to < t-table

Ha is accepted if to > t-table or there is significant effect after giving the treatment task based language teaching and genre based approach on the students' reading comprehension.

Ho is accepted if to< t-table or there is no significant effect after giving a task based language teaching and genre based approach.

N : Number of samples in experiment.

3. Anova

The analysis of data will be done to find out the ability of the three groups that have been divided into three classes. So, to compare three classes, the data will be analyzed by using analysis variance or Anova way. Consider an experiment to study the effect of three different levels of a factor on a response. The null hypothesis, denoted H_0, for the overall *F*-test for this experiment would be that all three levels of the factor produce the same response, on average. Based on researcher's calculation using the one way of variance formula that will be used SPSS Statistic 25 (the steps will be explained in Appendix later on.

4. Effect Size (Eta Square)

In order to find out the size effect between teaching using TBLT and GBA before and after treatment on students' reading comprehension, the researcher use the formula of Effect Size:

Here is the category of effect size (Cohen,1988):

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Table 3. 8
Classification of Effect Size

Size	Interpretation
0 – 0.20	weak effect
0.21– 0.50	Modest effect
0.51–1.00	Moderate effect
>1.00	Strong effect

Statistical hypothesis:

H0 is accepted: the value ofeffectsize≤0.20
Ha is accepted: the value of effect size >0.20

H0 is accepted if the value of effect size ≤ 0.20. In other words, there is no significant effect of using TBLT and GBA on students' reading comprehension of the eighth grade at MAS Ittihadul Mukhlisin

Ha is accepted if the value of effect size > 0.20. In other words, there is a significant effect of using TBLT and GBA on students' reading comprehension of the eighth grade at MAS Ittihadul Mukhlisin.

Afterward, it is better to find the effect size of T-test by following formula: $\tilde{\omega}^2=\frac{t^2}{t^2+n-1}$

where:

$\tilde{\omega}^2$: The value of effect t size
Mean : *t* -value (Calculated by SPSS on table 4.13)
N : Number of samples in experiment.

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CHAPTER V

CONCLUSION, IMPLICATION AND RECOMMENDATION

A. Conclusion

Based on the analysis displayed at chapter IV, finally the researcher made a conclusion of the research about "A comparative study on the Effect of Using Task Based Language Teaching and Genre Based Approach on Student's Reading Comprehension at Mas Ittihadul Mukhlishin Hutatonga ". It can be drawn as follows:

Firstly, from the research finding, the significant difference of the effect by using task based language teaching on students' reading comprehension by using an independent sample t-test formula in SPSS 25; it proves that sig. value was in significance level. Thus, the alternative hypothesis one is accepted and null hypothesis one is rejected. It means that there is a significant difference of the effect by using task based language teaching on students' reading comprehension.

Secondly, from the research finding, significant difference of the effect by using genre based approach on students reading comprehension by using independent sample t-test formula in SPSS 25; it proves that sig. value was in significance level. Thus, the alternative hypothesis two is accepted and null hypothesis two is rejected. It means that there is a significant difference of the effect by using a genre based approach on students' reading comprehension.

The last, from the research finding the significant difference of using task based language teaching and genre based approach on students' reading comprehension by using paired sample t-test formulas in SPSS 25, it proves that

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sig. value was in significance level. Thus, the alternative hypothesis three is accepted and null hypothesis three is rejected. It means that there is a significant difference between using task based language teaching and genre based approach on students' reading comprehension.

B. Implication of the Research

Implications are concluded from the research finding. The research found that there was a significant difference of improvement by using task based language teaching and genre based approach on the students' reading comprehension at MAS Ittihadul Mukhlishin Hutatonga and those who are taught without it. Moreover, this implied that the English teachers should apply task based language teaching and genre based approach as the methods in teaching reading. With regard to the conclusions, the research findings imply that the use of task based language teaching and genre based approach can improve the 74 students' reading comprehension ability, so this method can be one of the alternative methods used by the teacher in teaching English, especially in teaching reading. This method motivates and encourages the students to read in another way with an easy method. This method is very easy for someone who has a low ability to understand the content of the text that has been read. Regarding this, it can be such a good alternative method to be implemented in the teaching and learning process in the class based on the teacher's creativity.

C. Recommendation

Based on the data analysis conducted in chapter IV and the conclusion of this research found that there is a significant difference of using task based

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language teaching and genre based approach on students' reading comprehension at MAS Ittihadul Mukhlishin Hutatonga. There are some recommendations that are provided in order to improve the students' reading comprehension. The recommendations are as follows:

Firstly, before implementing task based language teaching and genre based approach, the teacher should explain about the steps of this strategy clearly so the students would not be confused about what to do with this strategy. Additionally, to exploit the benefits of this strategy, it is best used by the students for a sustainable learning process. Students can make this strategy as part of their learning habit especially for reading comprehension.

Secondly, the students are recommended that it would be better for the students to know that interest in reading and belief in ability are absolutely indispensable; students are expected to increase reading interest for supporting their learning even though they have many texts in the lesson. All students should be motivated in reading and have the ability to accomplish specific tasks given by the teacher in the classes and submit it on time. So, they can develop their learning through reading comprehension tasks. Moreover, the students also need to find out the supplementary material by using the internet to make the students easier to practice and apply their reading comprehension.

Thirdly, the researcher realizes that the results of the research are far from being perfect; therefore, the researcher expects this research will be useful as a reference to the next researcher who is interested in undertaking a similar study

with different topics. This is very important because more studies are conducted with various topics; it is very likely that the quality of teaching is improving. This research is recommended for conducting further research in the form of correlational research in order to find out which variable is better to affect students' reading and related the strategies. It is suggested that the next research would take longer time and a wide range of sample in order to give better result of the research.

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Appendix 1

Reading Comprehension of Narrative Text/ Pre-Test

Name :
Class :
Directions :

1. This test is multiple choice tests.
2. Write down your name and your class.
3. The questions in every text are given to know tour reading comprehension.
4. Read the following texts carefully and then choose the best answer by crossing option a, b, c, or d.
5. The test consists of 20 items.

You are given 90 minutes to finish the test.

This text is for question number 1- 4

Once upon a time, a man and his wife are blessed with a goose that laid a golden egg every day. Despite their good fortune, they began to suspect that they are not becoming wealthy quickly enough.

They reasoned that if the bird could lay golden eggs, its insides had to be made of gold as well. They believed that if they could obtain all of the precious metal at once, they would become extremely wealthy very quickly. As a result, the man and his wife made the decision to kill the bird.

When they cut open the goose, they are astounded to discover that its insides are identical to those of any other goose!

1. What is the main idea of paragraph 2 ?
   a. They imagined that if the bird must be able to lay golden eggs
   b. They would get mighty rich very soon
   c. They killed the bird
   d. They became rich
2. ".... a man and his wife had the good <u>fortune</u> to have a goose... "(first line).The underlined word has similar meaning to ...
   a. Prosperity
   b. Luck
   c. Destiny
   d. Poverty
3. From the story above, we can infer that ...
   a. You can be a rich man with a bird
   b. Think before you act
   c. You must have a bird

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d. Do not kill your bird

4. ..They would get mighty rich very soon.. (Paragraph 2). The word " they " inthat sentence refers to ...
   a. The man and bird
   b. The wife and bird
   c. Birds
   d. The man and his wife.

For question number 5 - 8

A fox is walking through the woods one afternoon when he noticed a cluster of grapes hanging from a high branch. "Perfect for quenching my thirst," the fox said. The fox took a few steps back and jumped, missing the hanging grapes by a whisker.

The fox took a few steps back and attempted to approach them again, but he is unsuccessful. Finally, the fox gave up and walked away, turning up his nose and saying, "They're probably sour anyway."

5. The text mainly discuss about ...
   a. The Fox and Grapes
   b. The Fox in the forest
   c. The Grapes in the forest
   d. Animals and forest
6. The antonym of <u>failed</u> is .. (paragraph 2).
   a. Succeeded
   b. Lost
   c. Won
   d. Frustrated
7. Who walked through the forest based on the story ?
   a. The Grapes
   b. The Fox and Grape
   c. The Fox
   d. No body
8. ..<u>"They</u>'re probably sour anyway,".. (last paragraph). The underlined word refers to..
   a. The Grapes
   b. The Fox and Grapes
   c. The Fox
   d. No body

Read the text then answer the question from number 9 – 12 !

Habil and Qabil are Adam's two sons. Adam believed that Habil, his younger son, should succeed him. Qabil, on the other hand, is envious of this idea. Adam had an idea to settle the argument. He instructed his sons to prepare a gift for Allah and to leave it on top of a certain hill.

The argument would be won by the person whose present Allah accepted. Allah chose Habil's present because Habil had gone to great lengths to select his present. Qabil is enraged and upset. He is so enraged that he murdered his own brother. When he realized what he had done, he cried and cried, but it is too late to apologize.

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9. Paragraph 1 is mostly talking about....
   a. Adam and all of his sons
   b. Qabil and Adam
   c. Habil and Adam
   d. Adam sons called Habil and Qabil
10. " Qabil is very upset and angry " (line 6). The underlined word has similarmeaning with ?
   a. Disturbed
   b. Confused
   c. Loose
   d. Unhappy
11. Who is Qabil and Habil ?
   a. Adam's sons
   b. Adam's father
   c. Adam's brother
   d. Adam's neighbour
12. " He told his sons to think of a present to give to Allah". (line 3). The word"He" refers to...
   a. Habil
   b. Adam
   c. Qabil
   d. A, b and c are true

Read the text then answer the question from number 13-16.

The prophet syu'ayb is the prophet Ibrahim's descendant. He is dispatched to Midian and the Dwellers of the Wood to deliver Allah's message to them.

Many sins are committed by the Midianite people. They gave short measures and weights, robbed people and caused mischief, and most importantly, they attempted to prevent people from worshiping Allah.

Shu'ayb tried to persuade them to change, but they refused. They wanted to evict him and everyone who had listened to his words.

Then Allah sent an earthquake, and all the evil people are destroyed because they refused to obey Allah's word.

13. What is the main idea of the last Paragraph?
   a. Nobody obey to Allah
   b. Allah sent an earthquake
   c. Everyone is destroyed
   d. Allah sent nothing
14. Because they would not obey the word of Allah. (last paragraph). The Synonym of obey is .....
   a. Adhere
   b. Make
   c. Do
   d. Listen
15. Who sent to Midian and the Dwellers of the wood to give them Allah's message ?
   a. Prophet syu'ayb
   b. Both of them
   c. Prophet Ibrahim
   d. Mediate people
16. They gave short measures and weights. (paragraph 2). The pronouns they refers to....
   a. Prophet syu'ayb
   b. Both of them
   c. Prophet Ibrahim
   d. Mediate people

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For Question Number 17-20

A Grasshopper is hopping around in a field one summer day, chirping and singing its heart out. An ant passed by, carrying an ear of corn to the nest with great effort.

"Why not come and chat with me instead of toiling and moiling," the Grasshopper suggested. "I'm helping to lay up food for the winter," the Ant said, "and I recommend you do the same." "Why bother about winter?" said the Grasshopper, "we have plenty of food right now."

However, the Ant continued on its journey and toil. When winter arrived, the Grasshopper found himself starving while watching the ants distribute corn and grain from their summer stores on a daily basis.

17. The text mainly discussed about ..
    a. Grasshopper and Ant
    b. Grasshopper in the field
    c. In the field
    d. Ant in the field
18. What is the antonym of "continued"? (last paragraph)
    a. Go ahead
    b. Stop
    c. Straight
    d. Next
19. What did the Grasshopper do when the winter came?
    a. He found his self-dying of hunger
    b. He is happy
    c. Planted the corn and grain
    d. Just saw the Ant ate the corn
20. While it saw the ants distributing. (Paragraph 3). The underlined word refersto..
    a. Grasshopper
    b. Grasshopper and Ant
    c. Ant
    d. All of them

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Appendix 2

Reading Comprehension of Narrative Text /Post Test

Name :

Class :

Directions :

1. This test is multiple choice tests.
2. Write down your name and your class.
3. The questions in every text are given to know tour reading comprehension.
4. Read the following texts carefully and then choose the best answer bycrossing option a, b, c, or d.
5. The test consists of 20 items.
6. You are given 90 minutes to finish the test.

The text is for question number 1 – 4

Habil and Qabil are Adam's two sons. Adam believed that Habil, his younger son, should succeed him. Qabil, on the other hand, is envious of this idea. Adam had an idea to settle the argument. He instructed his sons to prepare a gift for Allah and to leave it on top of a certain hill. The argument would be won by the person whose present Allah accepted. Allah chose Habil's present because Habil had gone to great lengths to select his present. Qabil is enraged and upset. He is so enraged that he murdered his own brother. When he realized what he had done, he cried and cried, but it is too late to apologize.

1. Paragraph 1 is mostly talking about....
   a. Adam and all of his sons
   b. Qabil and Adam
   c. Habil and Adam
   d. Adam sons called Habil and Qabil
2. " Qabil is very upset and angry " (line 6). The underlined word has similarmeaning with ?
   a. Disturbed
   b. Confused
   c. Loose
   d. Unhappy
3. Who is Qabil and Habil ?
   a. Adam's sons
   b. Adam's father
   c. Adam's brother
   d. Adam's neighbour
4. " He told his sons to think of a present to give to Allah". (line 3). The word"He" refers to...
   a. Habil
   b. Adam
   c. Qabil
   d. A, b and c are true

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The text is for question number 5 – 7

One afternoon a fox is walking through the forest and spotted a bunch of grapes hanging from over a lofty branch. “Just the thing to quench my thirst,” quoted the fox.
Taking a few steps back, the fox jumped and just missed the hanging grapes.

Again the fox took a few paces back and tried to reach them but still failed.

Finally, giving up, the fox turned up his nose and said, “They’re probably souranyway,” and proceeded to walk away.

5. The text mainly discuss about ...
   a. The Fox and Grapes
   b. The Fox in the forest
   c. The Grapes in the forest
   d. Animals and forest
6. The antonym of failed is .. (paragraph 2).
   a. Succeeded c. Won
   b. Lost d. Frustrated
   c. Who walked through the forest based on the story ?
   a. The Grapes c. The Fox
   b. The Fox and Grape d. No body
7. ..“They’re probably sour anyway,”.. (last paragraph). The underlined word refers to..
   a. The Grapes c. The Fox
   b. The Fox and Grapes d. No body

The text is for question number 8-11

A Grasshopper is hopping around in a field one summer day, chirping and singing its heart out. An ant passed by, carrying an ear of corn to the nest with great effort.

"Why not come and chat with me instead of toiling and moiling," the Grasshopper suggested. "I'm helping to lay up food for the winter," the Ant said, "and I recommend you do the same." "Why bother about winter?" said the Grasshopper, "we have plenty of food right now."

However, the Ant continued on its journey and toil. When winter arrived, the Grasshopper found himself starving while watching the ants distribute corn and grain from their summer stores on a daily basis.

8. The text mainly discussed about ..
   a. Grasshopper and Ant c. In the field

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b. Grasshopper in the field d. Ant in the field

9. What is the antonym of "continued"? (last paragraph)
   a. Go ahead c. Straight
   b. Stop d. Next
10. What did the Grasshopper do when the winter came?
   a. He found his self-dying of hunger c. Planted the corn and grain
   b. He is happy d. Just saw the Ant ate the corn
11. While it saw the ants distributing. (Paragraph 3). The underlined word refersto..
   a. Grasshopper c. Ant
   b. Grasshopper and Ant d. All of them

The text is for question number 12 – 15

Once upon a time, a man and his wife are fortunate enough to own a goose that laid a golden egg every day. Despite their good fortune, they soon became concerned that they are not becoming wealthy quickly enough.

They reasoned that if the bird is to lay golden eggs, its insides had to be made of gold. And they believed that if they could obtain all of the precious metal at once, they would become extremely wealthy very quickly. As a result, the man and his wife decided to slaughter the bird.

However, when they cut the goose open, they are astounded to discover that its innards are identical to those of any other goose!

12. What is the main idea of paragraph 2 ?
   a. They imagined that if the bird must be able to lay golden eggs
   b. They would get mighty rich very soon
   c. They killed the bird
   d. They became rich
13. ".... a man and his wife had the good fortune to have a goose... "(first line).The underlined word has similar meaning to ...
   a. Prosperity c. Destiny
   b. Luck d. Poverty
14. From the story above, we can infer that ...
   a. You can be a rich man with a bird
   b. Think before you act
   c. You must have a bird
   d. Do not kill your bird
15. ..They would get mighty rich very soon.. (Paragraph 2). The word " they " inthat sentence refers to ...
   a. The man and bird c. Birds
   b. The wife and bird d. The man and his wife

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The text is for question number 16-20

A woman went to the market one day in an Arabian city and purchased a lovely hen.

She is surprised when the hen she had purchased laid a silver egg a few days later. If only the hen could be persuaded to lay more than one egg per day, the woman is certain she would never have to work again.

As a result, the woman decided to force the hen to eat more in order for it to lay more eggs. The only thing that happened is that the hen died of indigestion and did not lay any more eggs.

16. What is the main idea of the second paragraph?
    a. The woman gave the hen eaten more and more
    b. The woman killed the hen
    c. The hen did not want to eat
    d. The woman and the hen life happily ever after
17. What is the synonymous of "persuaded"? (line 3)
    a. Encourage
    b. Ordere
    c. Asked
    d. Gave
18. What happen to the hen after the woman gave hen to eat more?
    a. The hen be bigger
    b. The hen became more beautiful
    c. The hen died
    d. The hen became sick
19. The hen that she bought laid a silver egg. The underlined word refers to.
    a. The hen
    b. The woman
    c. The eaten
    d. All of them
20. What can we infer from that story?
    a. do not be greedy
    b. be patient
    c. Feeding your hen
    d. Give water to your hen

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Appendix 4

Approach : Task Based Language Teaching
School : MAS Ittihadul Mukhlishin
Class : XI 1, XI 2
Topic : Narrative Text
Time : 6 MEETINGS
Day/ Date : Wednesday/ February 10th, 2022
Objective : by the end of the lesson, the students will have developed their reading comprehension in the context of *Narrative text;*

1. Pre task

a. The students are given a picture related to the topic of the reading.
b. Teacher intoduces the topic and task to the students about the text on the white Board. Brainstorming: ask the students some questions that releted to the text. Let students to answer guessingly.

   It's a Story about John. Who is he? Does anybody know him? Have you ever heard a story about him? Do you know anything about his personality? What is he like? Is he a cheerful boy, or a gloomy boy? How do you know that?
c. The teacher explores the topic by highlighting the useful words and phrases.
d. Before going to the task they are asked to express their opinions, agreements and disagreements.
e. The teacher helps the students to understand the task instructions and prepare.
f. The teacher explains the the task instructions.

2. Task cycle

a. The teacher asked the students to do task in pair or groups and the students performed the task in pairs or groups
b. The teacher devides the students into pairs, student A and students B.

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c. The students had a part of reading text narrative that student B didn't have, and vice versa. They cover their parts alone, then after 10 minutes they work in pairs and express their ideas to each other. The students work in pairs.
d. The teacher monitor, encourages, corrects, and helps the students to complete it the class and helps students if it's needed.
e. The students report to the whole class how they did the task and what conclusions they reached.
f. The students prepare to report to the whole class orrally.

3. **Post-task cycle**
   a. The teacher asks the other students to analyze during which students notice interesting features or patterns in the text.
   b. The teacher give a feedback
   c. The teacher gives follow up task about the lesson
   d. The teacher ask students "what they have studied today"?
   e. The teacher closes the book.

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Appendix 3

Approach : Genre Based Approach
School : MAS Ittihadul Mukhlishin
Class : XI 1 and XI 2
Topic : Narrative Text
Time : 6 MEETINGS
Day/Date : Wednesday/ February 10th, 2022
Objective : by the end of the lesson, the Ss will have developed their reading comprehension in the context of *Narrative text;*

1. **Building Knowledge of the field(BKOF)**
   - ✓ The students are introduced to the social context of an authentic model of the text type being studied
   - ✓ The teacher explores feature of the general cultural context in which the text type is used and the social purposes the text – type achieves
   - ✓ The teacher explores the immediate context of situation by investigating the register of a model text which has been selected on the basic of the course objective and learner need.
   - ✓ The teacher presents the context through pictures, audio – visual material, realia, excursions, field-trips, guest speakers etc.
   - ✓ The teacher gives vocabularies related the learning materials
2. **Modelling of Text (MOT)**
   - ✓ The teacher shows the narrrative text:
   - ✓ The teacher explains the narrative text and asks the students to see the text.
   - ✓ The teacher shows the generic structure, the grammar and gives the vocabulary.
   - ✓ The teacher gives the model of how to read the text.
   - ✓ The teacher asks the students to read the text.
3. **Joint Construction of the Text(JCOT)**
   - ✓ The teacher questioning, discussing and editing whole class construction, then Describing onto board or OHT
   - ✓ The teacher gives a text, asks the students to read the text
   - ✓ The students answer the questions in pairs or groups.
   - ✓ The teacher discusses it with the students

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4. Independent Construction of theText (ICOT)

- ✓ The teacher asks the students to work independently with the text
- ✓ The teacher asks the students to answer the questions given individually on the worksheet.

Linking to Related Texts

- ✓ The teacher asks the students to compare the use of the text-type across different fields
- ✓ The teacher asks the students to research other text-types used in the same field
- ✓ The teacher asks the students to do a role-playing what happens if the same text-type is used by people with different roles and relationships.
- ✓ The teacher summarize thelesson
- ✓ The teacher gives overview of materials for the next time
- ✓ The teacher ends the teaching process

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APPENDIX 5

STUDENT	NUMBER OF ITEMS																								Jumlah
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
Student 1	1	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	15
Student 2	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
Student 3	0	0	0	1	1	0	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	12
Student 4	0	0	0	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	14
Student 5	1	1	1	1	1	1	1	0	1	0	1	0	0	1	1	0	0	0	1	0	1	1	1	1	12
Student 6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
Student 7	0	1	0	1	0	0	0	0	1	0	1	0	0	0	1	0	0	1	1	1	1	1	0	0	7
Student 8	0	0	0	0	0	1	0	1	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	5
Student 9	0	0	1	1	0	0	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	5
Student 10	1	0	0	1	1	0	1	0	1	0	1	0	1	1	1	1	1	0	1	0	1	1	1	1	11
Student 11	0	1	1	1	1	0	0	1	1	0	1	0	1	0	1	1	1	1	1	0	1	1	1	1	13
Student 12	1	1	0	1	0	1	0	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	12
Student 13	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	11
Student 14	1	1	0	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	14
Student 15	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
Student 16	1	0	0	0	1	1	0	1	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	6
Student 17	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	19
Student 18	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	19
Student 19	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	19
Student 20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Student 21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23
Student 22	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23
Student 23	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23
Student 24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23
Student 25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23
Student 26	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23
Student 27	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23
Student 28	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23
Student 29	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23
Student 30	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23
$\sum X^2$	18	14	14	26	25	16	22	24	13	23	8	15	17	18	23	13	25	15	20	15	20	15	15	15	364
$(\sum X)^2$	324	196	196	676	625	256	484	576	169	529	64	225	289	324	529	169	625	225	400	225	225	225	225	225	4900
$\sum XY$	247	201	188	325	322	216	289	304	199	295	**120**	211	229	259	300	192	315	213	264	211					
rtabel	0,349	0,349	0,349	0,349	0,349	0,349	0,349	0,349	0,349	0,349	**0,349**	0,349	0,349	0,349	0,349	0,349	0,349	0,349	0,349	0,349					
rhitung	**0,546**	0,540	0,372	0,481	**0,584**	0,436	0,536	0,459	0,668	**0,476**	**0,430**	0,519	0,458	0,701	0,547	0,576	0,475	0,545	0,484	0,519					
ketrngn	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v					

UIN SUSKA RIAU

APPENDIX APPENDIX 6

NAMA : [illegible]
NIM : [illegible]

STUDENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	∑Y	Y^2
Student 1	1	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	15	225
Student 2	0	0	0	1	1	0	1	1	0	1	0	1	0	1	1	1	1	0	1	1	12	144
Student 3	0	0	1	1	1	0	1	1	0	0	0	0	1	0	1	0	0	1	0	0	8	64
Student 4	0	0	0	1	1	0	0	1	1	0	0	1	0	0	0	1	1	0	0	1	8	64
Student 5	1	1	1	1	1	1	1	0	0	1	1	0	0	1	0	0	1	0	1	0	12	144
Student 6	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	19	361
Student 7	0	1	0	1	0	0	0	0	0	1	0	0	1	0	0	0	1	1	1	0	7	49
Student 8	0	0	0	0	0	1	0	1	0	1	0	0	1	0	0	0	1	0	0	0	5	25
Student 9	0	0	1	1	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	5	25
Student 10	1	0	0	1	1	0	1	0	0	1	1	0	0	1	1	1	1	0	1	0	11	121
Student 11	0	1	1	1	1	1	0	1	1	1	0	0	0	1	1	0	1	1	1	0	13	169
Student 12	1	1	0	1	0	1	0	1	0	1	0	1	1	1	1	0	1	0	0	1	12	144
Student 13	0	0	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1	0	0	0	11	121
Student 14	1	1	0	1	1	0	1	1	1	1	1	0	0	1	1	0	1	1	1	0	14	196
Student 15	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	361
Student 16	1	0	0	0	1	1	1	0	0	0	0	0	0	0	1	0	0	1	0	0	6	36
Student 17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	19	361
Student 18	1	1	0	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	0	0	14	196
Student 19	0	0	1	1	1	0	0	1	1	0	0	1	0	0	1	0	1	0	0	1	9	81
Student 20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	2	4
Student 21	0	0	1	1	1	1	1	1	0	1	0	0	1	1	0	0	0	0	1	0	10	100
Student 22	1	0	0	1	1	0	1	1	0	1	0	1	0	0	1	1	1	0	1	1	12	144
Student 23	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	19	361
Student 24	1	0	0	1	1	1	1	1	0	1	0	0	0	1	1	0	1	1	1	0	12	144
Student 25	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	19	361
Student 26	1	1	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	6	36
Student 27	1	1	1	1	1	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	9	81
Student 28	0	0	0	0	0	0	1	0	0	1	0	1	1	0	1	0	1	0	0	1	7	49
Student 29	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0	0	0	0	1	0	4	16
Student 30	1	0	0	1	1	1	1	1	1	1	0	0	1	0	0	0	0	0	1	0	10	100
Student 31	0	0	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	16	256
Student 32	18	14	14	26	25	16	22	24	13	23	8	15	17	18	23	13	25	15	20	15	364	4900
p	0,56	0,44	0,44	0,81	0,78	0,50	0,69	0,75	0,41	0,72	0,25	0,47	0,53	0,56	0,72	0,41	0,78	0,47	0,63	0,47		
q	0,44	0,56	0,56	0,19	0,22	0,50	0,31	0,25	0,59	0,28	0,75	0,53	0,47	0,44	0,28	0,59	0,22	0,53	0,38	0,53		
pq	0,25	0,25	0,25	0,15	0,17	0,25	0,21	0,19	0,24	0,20	0,19	0,25	0,25	0,25	0,20	0,24	0,17	0,25	0,23	0,25		
∑pq	4,44																					
S^2	153,13																					
n	30																					
rtable	0,349																					
r11	1,00																					
R	s.tinggi																					

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Appendix 7

Students' Result Score
(Experimental I Class, Experimental II Class and Control Class)

No		Conventional Strategy			Experiment 1			Experiment 2		
		Pretest	Posttest	Gain Score	Pretest	Posttest	Gain Score	Pretest	Posttest	Gain Score
1	Student 1	70	75	5	55	80	25	80	90	10
2	Student 2	60	75	15	75	85	10	70	85	15
3	Student 3	65	75	10	60	75	15	75	90	15
4	Student 4	60	70	10	70	85	15	65	80	15
5	Student 5	75	80	5	75	85	10	80	95	15
6	Student 6	60	70	10	70	85	15	65	80	15
7	Student 7	75	80	5	75	85	10	65	85	20
8	Student 8	55	70	15	70	80	10	55	65	10
9	Student 9	80	85	5	75	80	5	65	75	10
10	Student 10	65	70	5	85	95	10	55	65	10
11	Student 11	70	80	10	80	95	15	60	70	10
12	Student 12	80	85	5	70	85	15	60	75	15
13	Student 13	70	80	10	80	90	10	70	85	15
14	Student 14	65	75	10	70	85	15	55	80	25
15	Student 15	60	70	10	70	85	15	75	85	10
16	Student 16	65	70	5	85	90	5	60	75	15
17	Student 17	75	80	5	55	70	15	70	85	15
18	Student 18	80	85	5	60	70	10	75	85	10
19	Student 19	80	85	5	50	75	25	70	85	15
20	Student 20	60	70	10	65	75	10	75	85	10

Student 21	65	75	10	65	80	15	70	80	10
Student 25	75	80	5	85	90	5	75	80	5
Student 23	70	75	5	60	85	25	80	95	15
Student 24	60	65	5	60	80	20	80	95	15
Student 25							70	85	15
Student 26							80	90	10
Total	1640	1825	185	1665	1990	325	1800	2145	345
Mean	68.33	76.04	7.71	69.38	82.92	13.54	69.23	82.50	13.27

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اختبار كفاءات اللغة العربية لغير الناطقين بها

يشهد المعلن بأن: سيد/ة : Nurhati Br Hasibuan

رقم الهوية : 1406144310810001

تاريخ الاختبار : 08-07-2022

الصلاحية : 08-07-2024

قد حصل/ت على النتيجة في اختبار الكفاءات في اللغة العربية لغير الناطقين بها

الاستماع	:	52
القواعد	:	49
القراءة	:	51
المجموع	:	507

الترقيم التعريفي

No : 723/GLC/VII/2022

الأمين العام

أدي خير الدين الماجستير

Izin No: 420/BID.PAUD.PNF/2/VIII/2017/6309

Under the auspices of:
Global Languages Course
At: Pekanbaru
Date: 11-07-2022

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Certificate Number: 196/HOMIE/VII/2022

This is to certify that

Name	:	Nurhati Br Hasibuan
ID Number	:	1406144310910001
Test Date	:	07-07-2022
Expired Date	:	07-07-2024

achieved the following scores:

Listening Comprehension	:	50
Structure and Written Expression	:	49
Reading Comprehension	:	53
Total	:	507

Izin No: 37/06.06/DPMPTSP/IX/2021

Under the auspices of:
HOMIE ENGLISH
At: Pekanbaru
Date: 11-07-2022

Robi Kurniawan, M. A.
Homie English Director

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PASCASARJANA
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THE GRADUATE PROGRAMME
Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
Phone & Facs, (0761) 858832, Website: https//pasca.uin-suska.ac.id Email : pasca@uin-suska.ac.id

Nomor : B-1942/Un.04/Ps/PP.00.9/07/2022 Pekanbaru, 07 Juli 2022
Lampiran : 1 berkas
Perihal : Penunjukan Pembimbing I dan Pembimbing II Tesis Kandidat Magister

Kepada Yth.
1. Dr. Faurina Anastasia, M. Hum (Pembimbing Utama)
2. Dr. Kalayo Hasibuan. M. TESOL (Pembimbing Pendamping)

di

Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n :

Nama	:	Nurhati Br Hasibuan
NIM	:	22090122533
Program Pendidikan	:	Magister/Strata Dua (S2)
Program Studi	:	Pendidikan Agama Islam
Semester	:	III (Tiga)
Judul Tesis	:	A Comperatif Study Of The Effect Of Using Task Based Languange Teachinh And Genre Based Appoach On Student's Reading Comprehension At Mas ittihadul Mukhlisin Hutatonga

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

1. Penelitian dan penulisan tesis;
2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian etelah Seminar Hasil Penelitian;
4. Perbaikan tesis setelah Ujian Tesis; dan
5. Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam,
Direktur,

Prof. Dr. H. Ilyas Husti. MA
NIP. 19611230 198903 1 002

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Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **P E K A N B A R U**
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/48943
TENTANG

PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN TESIS

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : B-1437/Un.04/Fs/HM.01/06/2022 Tanggal 29 Juni 2022**, dengan ini memberikan rekomendasi kepada:

1. Nama	:	**NURHATI BR. HASIBUAN**
2. NIM / KTP	:	22090122533
3. Program Studi	:	PENDIDIKAN AGAMA ISLAM
4. Konsentrasi	:	PENDIDIKAN BAHASA INGGRIS
5. Jenjang	:	S2
6. Judul Penelitian	:	**THE EFFECT OF USING TASK BASED LANGUAGE TEACHING AND GENRE BASED APPROACH ON STUDENTS' READING COMPREHENSION AT MAS ITTIHADUL MUKHLISHIN**
7. Lokasi Penelitian	:	MAS ITTIHADUL MULHLISIN HUTATONGA. JL. MANDAILING KM. 11 HUTATONGA KECAMATAN BATANG ANGKOLA KABUPATEN TAPANULI SELATAN SUMATRA UTARA INDONESIA

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 4 Juli 2022

Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU

Tembusan :
Disampaikan Kepada Yth :
Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
Gubernur Sumatera Utara
Up. Kaban Kesbangpol Provinsi Sumatera Utara di Medan
Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
Yang Bersangkutan

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KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME
Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
Phone & Facs, (0761) 858832, Website: https//pasca.uin-suska.ac.id Email : pasca@uin-suska.ac.id

Nomor : B-1737/Un.04/Ps/HM.01/06/2022 Pekanbaru, 29 Juni 2022
Lamp. : 1 berkas
Hal : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Kepada
Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu Prov. Riau
Pekanbaru

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: NURHATI BR. HASIBUAN
NIM	: 22090122533
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: IV (Empat) / 2022
Judul Tesis/Disertasi	: The Effect of using task based language teaching and genre based approach on students' reading comprehension at MAS Ittihadul Mukhlishin

untuk melakukan penelitian sekaligus pengumpulkan data dan informasi yang diperlukannya dari MAS Ittihadul Mukhlishin Hutatonga.Jl. Mandailing Km. 11 Huta Tonga Kecamatan Batang Angkola Kabupaten Tapanuli Selatan Sumatera utara Indonesia

Waktu Penelitian: 3 Bulan (29 Juni 2022 s.d 29 September 2022)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam
Direktur,

Prof. Dr. H. Ilyas Husti, MA
NIP. 19611230 198903 100 2

Tembusan:
Yth. Rektor UIN Suska Riau

UIN SUSKA RIAU

YAYASAN ITTIHADUL MUKHLISHIN TAPANULI SELATAN
MADRASAH ALIYAH AL-MUKHLISHIN
JL. MANDAILING KM. 11 KEL.HUTA TONGA KEC. ANGKOLA MUARATAIS
KABUPATEN TAPANULI SELATAN
HP. 085362391475 - 082284963767
KODE POS: 22773

SURAT IZIN PENELITIAN

Nomor : 020/SK-Riset/MAS/IX/7/2022

Kepala Madrasah Aliyah Al-Mukhlishin dengan ini memberikan izin kepada:

Nama : **NURHATI BR. HASIBUAN**
NIM : 22090122533
Program Studi : Pendidikan Agama Islam
Konsentrasi : Pendidikan Bahasa Inggris
Jenjang : Magister (S2)
Perguruan Tinggi : UIN SUSKA Riau

Untuk mengumpulkan data dan informasi dalam menyelesaikan Thesis (Penelitian) dengan judul: **"A Comparative Study on The Effect of Using Task Based Language Teaching and Genre Based Approach on Student's Reading Comprehension at MAS Ittihadul Mukhlishin Hutatonga".**

Demikian surat izin penelitian ini diberikan kepada yang bersangkutan agar dapat dipergunakan sebagaimana mestinya.

Hutatonga, 05 Juli 2022
Kepala MAS Al-Mukhlishin

IKBAL HAYALI NASUTION, S .Pd.

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KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI*

No.	Tanggal Konsultasi	Pembimbing / Promotor *	Paraf Pembimbing / Promotor *	Keterangan
1.	27/03/22 17/05/22	Insert/state the importance of the study BAB I Background		
2.	23/05/22	BAB II Literature review		
3.	02/06/22	BAB II Literature review		
4.	09/06/22	BAB III research design the Blue print of test sample, etc.		
5.	07/06/22	BAB III References Appendix & Instrument		
6.	18/07/22	acc		

Catatan :
**Coret yang tidak perlu*

Pekanbaru, 18 July 2022

Pembimbing I / Promotor*

Dr. Fauzana Anastasia, M. Hum

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI*

No.	Tanggal Konsultasi	Pembimbing / Co Promotor *	Paraf Pembimbing / Co Promotor *	Keterangan
1.	28/06/22	State the Islamic Concept in chapter I		
2.	29/06/22	State in the background the implementation of 2013 curriculum		
3.	01/07/22	Make clear about your research design and repondents.		
4.	04/07/22	Put your lesson plans in the appendices : GBA & TBLT		
5.	14/07/22	Proofreading & Editing all the components including Tables		
6.	15/07/22	Ace for the revised parts		

Catatan :
**Coret yang tidak perlu*

Pekanbaru, 15 July 2022

Pembimbing II / Co Promotor*

Drs. Dr. Kalayo Hasibuan, M.Ed TESOL

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Sertifikat

Nomor: B-2213/Un.04/Ps/PP.00.9/04/2022

Komite Penjaminan Mutu Pascasarjana Universitas Islam Negeri Sultan Syarif Kasim Riau Menerangkan Bahwa :

Nama	:	**Nurhati Br Hasibuan**
NIM	:	**22090122533**
Judul	:	**A Comparative Study On The Effect Of Using Task Based Language Teaching And Genre Based Approach On Student's Reading Comprehension At MAS Ittihadul Mukhlishin Hutatonga**

Telah dilakukan uji Turnitin dan dinyatakan **lulus** cek plagiasi **Tesis** Sebesar **(22%)** di bawah standar maksimal batas toleransi kemiripan dengan karya tulis ilmiah lainnya. Berdasarkan peraturan Pemerintah melalui Dikti Nomor UU 19 Tahun 2002: Permendiknas 17 tahun 2010 bahwa tingkat persentase kesamaan tulisan yang diunggah di dunia maya hanya boleh 20-25% kesamaan dengan karya lainnya.

Pekanbaru, 18 Juli 2022
Pemeriksa Turnitin Pascasarjana

Dr. Perisi Nopel, M.Pd.I
NUPN. 9920113670

Mengetahui
Direktur Pascasarjana

Prof. Dr. Ilyas Husti, MA
NIP. 196112301989031002

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BIOGRAPHY

PERSONAL INFORMATION

Name	: Nurhati Br Hasibuan
Place/date of birth	: AFD VI SRO/03 October 1991
Religion	: Islam
Nationality	: Indonesia
Marital status	: Marriage

ADSRESS & PERSONAL CONTACT

Alamat Sekarang	: Kecamatan Batang Angkola, kabupaten Tapanuli Selatan, Provinsi Sumatra Utara
Phone Number/Wa	: 085211657603
Email	: nurhatihasibuan7@gmail.com

EDUCATIONAL BACKGROUND

2010 – 2014	Tadris Bahasa Inggris di IAIN Padangsidimpuan, Jalan T. Rizal Nurdin Km 4,5 Sihitang 22733.
2007 – 2010	MAS Roudhotul Jannah, Pagaran Batu Batang Onang.
2003 – 2006	MTS Roudhotul Jannah, Pagaran Batu Batang Onang
1993 -2003	SD 046 Pagaran Tapah

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