CHAPTER IV

DATA DISPLAY AND ANALYSIS

In this chapter, the researcher would like to analysis each of data from the classroom action research activities. The data was found from the teaching learning process and evaluation. One of the aims of giving an evaluation was to know how far students mastered reading given in this classroom action research. The analysis of each activity started from pretest until post test, and the analysis of questioners.

To find the degree of the students' achievement activity; from the pre test until post test, the score of each student was counted individually by using the following formula.

The percentage =
$$\frac{The \ Number \ of \ Right \ Anser}{The \ Number \ of \ Item} \times 100\%$$

While the average of the students result was counted by using the following formula.

The average of the students test result =
$$\frac{The Total \ of \ Percentage}{The \ Number \ of \ the \ students}$$

A. Analysis of Pre-Test

Pre-test was conducted at the beginning of research. The aims of pretest are to know students' achievement before action research was started. Pre-test was counted on 5 august 2010 there were 33 students was followed this test, they was answered 15 question given the researcher. The item of question consisted of comprehension of task.

The result of the pre-test can be seen in table below.

Tabel 1. Result of pre-test

NO	STUDENTS	TOTAL SCORE	%		
	CODE		16.6		
1	x-1	7	46.6		
2	x-2	5	33.3		
3	x-3	6	40		
4	x-4	8	53.3		
5	x-5	4	26.6		
6	x-6	5	33.3		
7	x-7	6	40		
8	x-8	7	46.6		
9	x-9	3	20		
10	x-10	7	46.6		
11	x-11	8	53.3		
12	x-12	x-12 10			
13	x-13	4	26.6		
14	x-14	9	60		
15	x-15	6	40		
16	x-16	7	46.6		
17	x-17	5	33.3		
18	x-18	7	46.6		
19	x-19	6	40		
20	x-20	8	53.3		
21	x-21	3	20		
22	x-22	4	26.6		
23	x-23	6	40		
24	x-24	7	46.6		
25	x-25	8	53.3		
26	x-26	5	33.3		
27	x-27	8	53.3		
28	x-28	9	60		
29	x-29	6	40		
30	x-30	5	33.3		
31	x-31	4	26.6		

32	x-32	7	46.6		
33	x-33	9	60		
Total	Total of the students $= 33$				

The average of the students result =
$$\frac{The\ Total\ Of\ Percentage}{The\ Number\ of\ Students}$$

= $\frac{1392\ \%}{33}$
= 42.18%

The average of students result in the pre-test was 42.18%. This result is much lower than the criterion. According to this result the researcher to explain that reading skill of students is much lower, and they are must give treatment in action research. With the result that treatment in each cycle are important to improve the students' skill.

B. Analysis of the First Cycle

The first cycle was conducted on 15 august 2010 it was followed by 33 students and going on in computer laboratory. In this activity using CALL in task-based learning was introduced to the students. The researcher choose topic to the hand book of students, the topic is fairy tale Most of them the researcher start in used web quest to support Using Call in task-based learning.

Before starting the activity, teacher gives the method of using webquest to support CALL in task-based learning. Teacher gives more of web-quest to students and giving step to attempt used web-quest together. It was hoped to make students had some ideas about what they had to do. The teacher also provides some teaching aids to help the students to know what they were going to demonstrate the activities.

In starting the activities, the teacher orders the students to find picture about *fairy tale of Cinderella* with used website. Afterwards the students explain about the picture he was found, later explain that the students have idea to next session.

The teacher giving web-quest with several LINK of internet must be access the students and the students read the article on LINK of internet. Later, the students and teacher discuss about several idea on the article. If the students did not found out the idea, this activity must do one again.

After discuss about topic, the teacher giving question to the students about the topic, for example what do you know about the legend of Cinderella?

And students answer the question.

The teaching and learning process in this cycle could run well. The students paid attention seriously when the lesson was presented. They were getting to understand the reading articles. And they are getting to speak when they had already been ready. They practiced it both individually and grouping. In group, they tried to make some commands and gave those to their friends. Any mistakes happened were repairable together.

Finally, to check the students' mastery in this cycle, the researcher evaluated them by giving a test in this first cycle. There were 15 items in the form

of question. And the answer must to send email the teacher. The result of test in the first can be seen in the table below.

Table. 2. The result of the test in the first cycle

NO	STUDENTS CODE	TOTAL SCORE	%
1	x-1	8	53.3
2	x-2	7	46.6
3	x-3	6	40
4	x-4	8	53.3
5	x-5	5	33.3
6	x-6	7	46.6
7	x-7	7	46.6
8	x-8	7	46.6
9	x-9	8	53.3
10	x-10	6	40
11	x-11	7	46.6
12	x-12	9	60
13	x-13	5	33.3
14	x-14	8	53.3
15	x-15	x-15 7	
16	x-16	8	53.3
17	x-17	7	46.6
18	x-18	8	53.3
19	x-19	6	40
20	x-20	7	46.6
21	x-21	7	46.6
22	x-22	8	53.3
23	x-23	7	46.6
24	x-24	6	40
25	x-25	7	46.6
26	x-26	8	53.3
27	x-27	8	53.3
28	x-28	7	46.6
29	x-29	8	53.3
30	x-30	7	46.6
31	x-31	7	46.6

32	x-32	7	46.6		
33	x-33	8	53.3		
The n	The number of students = 33				

The average of the students result =
$$\frac{The Total Of Percentage}{The Number of Students}$$
$$= \frac{1571.9 \%}{33}$$
$$= 47.63 \%$$

The average of the students' achievement in the first cycle is 47.63%. This result is higher than the result of the pre-test. According the criterion provided by DIKNAS, which is stated in previous chapter, 65% was to be successful. Therefore, according the result researcher can be concluded that the first cycle is unsuccessful. Based on the evaluation, some students still made mistakes when they performed some command, it can be tolerant by the teacher.

C. Analysis of the Second Cycle

The second cycle was conducted on 1 September 2010 It was followed by 33 students and going on in computer laboratory. The researcher choose topic to the hand book of students, the topic is pollution. Most of them the researcher starts in used web-quest to support Using Call in task-based learning. The procedure of teaching learning process was same as in the first cycle.

The teacher explained again to the students about the method that would be used was same like the activities of first cycle. In this occasion, the students were getting adaptable with the activities.

The teacher orders the students to find picture about *pollution* environment with used website. Afterwards the students explain about the picture he was found, later explain that the students have idea to next session.

The teacher giving web-quest with several LINK of internet must be access the student and the student read the article on LINK of internet. Later, the students and teacher discuss about several idea on the article. If the student did not found out the idea, this activity must do one again.

After discuss about topic, the teacher giving question to the students about the topic, for example what do you know about "effek rumah kaca"? And students answer the question.

The teaching and learning process in this cycle could run better than the previously cycle. The students paid attention seriously when the lesson was presented, and he had accustomed with the activities given by the teacher. They were getting to understand the reading articles. And they are getting to speak when they had already been ready. They practiced it both individually and grouping. They were not atraid and shy anymore in performing any command even though they made mistake. In group, they tried to make some commands and gave those to their friends. Any mistakes happened were repairable together.

Finally, to check the students' mastery in this cycle, the researcher evaluated them by giving a test in this first cycle. There were 10 items in the form of question. And the answer must to send email the teacher. The result of the second cycle can be seen in the table below.

Table 3. The result of the test in the second cycle

NO	STUDENTS CODE	TOTAL SCORE	%
1	x-1	70	
2	x-2	7 6	60
3	x-3	5	50
4	x-4	7	70
5	x-5	6	60
6	x-6	7	70
7	x-7	8	80
8	x-8	8	80
9	x-9	7	70
10	x-10	8	80
11	x-11	7	70
12	x-12	8	80
13	x-13	6	60
14	x-14	7	70
15	x-15	7	70
16	x-16	7	70
17	x-17	7	70
18	x-18	7	70
19	x-19	6	60
20	x-20	5	50
21	x-21	6	60
22	x-22	7	70
23	x-23	8	80
24	x-24	8	80
25	x-25	7	70
26	x-26	6	60
27	x-27	7	70
28	x-28	7	70
29	x-29	8	80
30	x-30	7	70
31	x-31	7	70
32	x-32	7	70
33	x-33	8	80
The n	umber of studer	nts = 33	2290

The average of the students result =
$$\frac{The Total Of Percentage}{The Number of Students}$$
$$= \frac{2290 \%}{33}$$
$$= 69.39\%$$

The average of the students' achievement in the first cycle is 69.39 %. This result is higher than the result of the pre-test. According the criterion provided by Diknas, which is stated in previous chapter, 65% was to be successful. Therefore, according the result researcher can be concluded that the second cycle is successful. And the second cycle is more successful since the result is better than pre-test and in the first cycle. Based on the evaluation, some students still made mistakes when they performed some command, it can be tolerant by the teacher.

D. Analysis of the Third Cycle

The second cycle was conducted on 10 September 2010. It was followed by 33 students and going on in computer laboratory. The researcher choose topic to the hand book of students, the topic is culture Most of them the researcher start in used web-quest to support Using Call in task-based learning. The procedure of teaching learning process was same as in the first cycle.

The teacher explained again to the students about the method that would be used was same like the activities of first cycle. In this occasion, the students were getting adaptable with the activities.

The teacher orders the students to find picture about *culture* with used website. Afterwards the students explain about the picture he was found, later explain that the students have idea to next session.

The teacher giving web-quest with several LINK of internet must be access the students and the students read the article on LINK of internet. Later, the students and teacher discuss about several idea on the article. If the students didn't found out the idea, this activity must do one again.

After discuss about topic, the teacher giving question to the students about the topic, for example what do you know about culture in Indonesia? And students answer the question.

The teaching and learning process in this cycle could run better than the previously cycle. The students paid attention seriously when the lesson was presented, and he had accustomed with the activities given by the teacher. They were getting to understand the reading articles. And they are getting to speak when they had already been ready. They practiced it both individually and grouping. They were not afraid and shy anymore in performing any command even though they made mistake. In group, they tried to make some commands and gave those to their friends. Any mistakes happened were repairable together.

Finally, to check the students' mastery in this cycle, the researcher evaluated them by giving a test in this first cycle. There were 10 items in the form of question. And the answer must to send email the teacher. The result of the second cycle can be seen in the table below.

Table 4. The result of the test in the third cycle

NO	STUDENT	TOTAL SCORE	%		
1	x-1	8	80		
2	x-2	9	90		
3	x-3	8	80		
4	x-4	8	100		
5	x-5	8	80		
6	x-6	9	90		
7	x-7	10	100		
8	x-8	9	90		
9	x-9	8	80		
10	x-10	9	90		
11	x-11	9	90		
12	x-12	9	90		
13	x-13	80			
14	x-14	8	80		
15	x-15	8	80		
16	x-16	9	90		
17	x-17	8	80		
18	x-18	8	80		
19	x-19	9	90		
20	x-20	10	100		
21	x-21	8	80		
22	x-22	9	90		
23	x-23	10	100		
24	x-24	8	80		
25	x-25	9	90		
26	x-26	9	90		
27	x-27	9	90		
28	x-28	9	90		
29	x-29	8	80		
30	x-30	10	100		
31	x-31	9	90		
32	x-32	100	100		
33	x-33	100	100		
The total	al of the stude	nts = 33	2920		

The average of the students result =
$$\frac{The Total Of Percentage}{The Number of Students}$$
$$= \frac{2920 \%}{33}$$
$$= 88.48 \%$$

The average of the students' achievement in the third cycle is 88.48%. According to the criterion as stated in chapter three, it can be said that the third cycle is more successful since the result is better than in the pre-test, first cycle and second cycle.

E. Analysis of the Post-Test

After the three cycles was implemented and had finished, the students' ability in mastering reading skill in English was evaluated by giving a post-test. It was conducted *on 15 November 2010*. Before giving post-test the researcher was reviewed again all of the topic in several materials given during first cycle until third cycle with some topic, and researcher giving question to guess answer it.

In the post-test, there were 10 item questions to comprehension the reading topic with the students. The result of the students' achievement in the post-test can be seen in the table below.

Table 5. The result of the post-test

NO	STUDENT CODE	TOTAL SCORE	%
1	x-1	9	90
2	x-2	10	100

3	x-3	9	90		
4	x-4	10	100		
5	x-5	8	80		
6	x-6	9	90		
7	x-7	10	100		
8	x-8	10	100		
9	x-9	9	90		
10	x-10	10	100		
11	x-11	9	90		
12	x-12	10	100		
13	x-13	8	80		
14	x-14	9	90		
15	x-15	7	70		
16	x-16	8	80		
17	x-17	10	100		
18	x-18	10	100		
19	x-19	8	80		
20	x-20	9	90		
21	x-21	8	80		
22	x-22	10	100		
23	x-23	9	90		
24	x-24	10	100		
25	x-25	10	100		
26	x-26	10	100		
27	x-27	8	80		
28	x-28	9	90		
29	x-29	9	90		
30	x-30	9	90		
31	x-31	9	90		
32	x-32	10	100		
33	x-33	10	100		
Total	of the student	$t_S = 33$	3030		

The average of the students result = $\frac{The\ Total\ Of\ Percentage}{The\ Number\ of\ Students}$

$$=\frac{3030\%}{33}$$

= 91.81 %

From the analysis above, the average achievement of the students post test is 91.81%. It can be concluded that the students' achievement is significance improvement.

According the analysis, the researcher state that students reading achievement in Using CALL in task-based learning has a significance improvement.

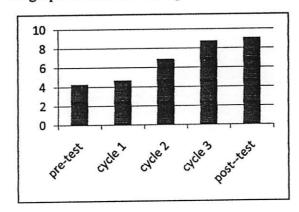
To proving this statement, the result of pre-test, first cycle, second cycle. Third cycle and post-test in action research are compared in the table below.

Table. 6. The result of the test during the action research

	test		The result of the test (%)							
NO	code	pre-test	cycle 1	cycle2	cycle3	post-test				
1	x-1	46.6	53.3	70	80	90				
2	x-2	33.3	46.6	60	90	100				
3	x-3	40	40	50	80	90				
4	x-4	53.3	53.3	70	100	100				
5	x-5	26.6	33.3	60	80	80				
6	x-6	33.3	46.6	70	90	90				
7	x-7	40	46.6	80	100	100				
8	x-8	46.6	46.6	80	90	100				
9	x-9	20	20 53.3 70		80	90				
10	x-10	46.6	40	80	90	100				
11	x-11	53.3	46.6	70	90	90				
12	x-12	66.6	60	80	90	100				
13	x-13	26.6	33.3	60	80	80				
14	x-14	60	53.3	70	80	90				
15	x-15	40	46.6	70	80	70				
16	x-16	46.66	53.3	70	90	80				
17	x-17	33.3	46.6	70	80	100				

x-18	46.6	53.3	70	80	100	
x-19	40	40	60	90	80	
x-20	53.3	46.6	50	100	90	
x-21	20	46.6	60	80	80	
	26.6	53.3	70	90	100	
	40	46.6	80	100	90	
	46.6	40	80	80	100	
	53.3	46.6	70	90	100	
	33.3	53.3	60	90	100	
	53.3	53.3	70	90	80	
	60			90	90	
	40	53.3	80	80	90	
	33.3	46.6	70	100	90	
	26.6	46.6	70	90	90	
x-32	46.6	46.6	70	100	100	
x-33	60	53.3	80	100	100	
	1392.2	1571.9	2290	2920	3030	
Mean		47.63	69.39	88.48	91.81	
	x-19 x-20 x-21 x-22 x-23 x-24 x-25 x-26 x-27 x-28 x-29 x-30 x-31 x-32 x-33	x-19 40 x-20 53.3 x-21 20 x-22 26.6 x-23 40 x-24 46.6 x-25 53.3 x-26 33.3 x-27 53.3 x-28 60 x-29 40 x-30 33.3 x-31 26.6 x-32 46.6 x-33 60 1392.2	x-19 40 40 x-20 53.3 46.6 x-21 20 46.6 x-22 26.6 53.3 x-23 40 46.6 x-24 46.6 40 x-25 53.3 46.6 x-26 33.3 53.3 x-27 53.3 53.3 x-28 60 46.6 x-29 40 53.3 x-30 33.3 46.6 x-31 26.6 46.6 x-32 46.6 46.6 x-33 60 53.3 5 1392.2 1571.9	x-19 40 40 60 x-20 53.3 46.6 50 x-21 20 46.6 60 x-22 26.6 53.3 70 x-23 40 46.6 80 x-24 46.6 40 80 x-25 53.3 46.6 70 x-26 33.3 53.3 60 x-27 53.3 53.3 70 x-28 60 46.6 70 x-29 40 53.3 80 x-30 33.3 46.6 70 x-31 26.6 46.6 70 x-32 46.6 46.6 70 x-33 60 53.3 80 53.3 80 53.3 80	x-19 40 40 60 90 x-20 53.3 46.6 50 100 x-21 20 46.6 60 80 x-22 26.6 53.3 70 90 x-23 40 46.6 80 100 x-24 46.6 40 80 80 x-25 53.3 46.6 70 90 x-26 33.3 53.3 60 90 x-27 53.3 53.3 70 90 x-28 60 46.6 70 90 x-29 40 53.3 80 80 x-30 33.3 46.6 70 100 x-31 26.6 46.6 70 90 x-32 46.6 46.6 70 100 x-33 60 53.3 80 100 x-33 60 53.3 80 100	

The following is the graph of this test during the action research.



F. Analysis of the Questionnaire

In the last activities, the researcher distributed questionnaire sheets to the students. The purpose of giving questionnaire was to answer the problem of the study, and answer the level anxiety of using CALL in task-based learning. The researcher gave them 15 items t o be answered.

There are certain techniques to analyze the questionnaire items. They are discussed in the following sections.

1. Grading Items of the Questionnaire

The questionnaire consisted of 15 question, each of them had four options namely a, b, c and d. Each option was giving a score that showed the quality of each indicator. The score ranges from 1 to 4 as shown in the table below.

Table 7. The point range

Option	Point	Meaning
A	1	LOW
В	2	MEDIUM
С	3	HIGH
D	4	VERY HIGH

(Oppenheim. 1992:264)

The explanation of the range from 1-3 are as follows:

- If the students choose a, the score is 1.
- If the students choose b, the score is 2.

- If the students choose c, the score is 3.
- If the students choose d, the score is 4.

2. Tabulating Data of the Questionnaire

The purpose of tabulating the data of the questionnaire is to make the result of the grading clearly readable.

a. Finding the Mean

The formula used for computing the mean is as follows:

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

Where;

M =the mean

 $\sum X$ = the sum of the item scores; and

N = the number of the students

Table 8. Finding the mean of the questionnaire

NO	Students							Sco	re per	item							Tota
NU	code	1	2	3	4	5	6		8	9	10	11	12	13	14	15	scor
1	x-1	4	3	4	3	3	3	3	3	3	3	3	4	4	4	4	51
2	x-2	4	3	4	3	3	3	4	4	3	3	3	4	4	4	4	53
3	x-3	3	4	3	3	3	3	3	3	3	3	4	4	3	3	4	49
4	x-4	4	4	4	3	3	4	4	3	4	4	4	3	4	3	4	55
5	x-5	4	3	4	3	4	3	4	3	4	3	4	3	4	4	3	53
6	x-6	4	3	4	3	4	3	4	3	4	3	4	3	3	3	3	51
7	x-7	3	3	3	4	3	3	3	3	3	3	4	4	4	4	4	51
8	x-8	4	3	4	3	3	3	3	3	3	3	3	4	3	3	4	49
9	x-9	4	4	3	4	4	3	3	3	3	3	4	3	4	4	4	53
10	x-10	4	4	4	4	3	3	3	3	3	3	3	4	4	4	4	53
11	x-11	4	4	3	4	3	3	4	3	4	3	3	3	3	4	4	52
12	x-12	4	3	3	4	4	4	3	3	4	4	2	3	3	4	4	52
13	x-13	3	4	3	3	4	4	4	4	3	3	3	3	3	4	4	52

14																		
16 x-16 3 3 4 3 3 4 3 3 4 4 4 4 4 4 52 17 x-17 3 4 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 <	14	x-14	3	3	3	3	4	4	3	3	3	3	4	4	4	4	4	52
17	15	x-15	3	4	4	3	3	3	3	3	3	3	3	4	4	4	4	51
18	16	x-16	3	3	4	3	3	4	3	3	4	3	3	4	4	4	4	52
19	17	x-17	3	4	3	3	3	3	3	3	4	3	3	3	3	3	3	47
20 x-20 3 3 3 3 3 3 3 3 3 3 3 3 3	18	x-18	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
21 x-21 3 4 4 3 3 4 3 3 3 4 3 3 3 3 3 3 3 3 50 22 x-22 4 4 4 4 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	19	x-19	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
22 x-22 4 4 4 3 3 4 3 3 4 3 3 4 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 <td>20</td> <td>x-20</td> <td>3</td> <td>45</td>	20	x-20	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
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	Mean		3.57	3.54	3.54	3.36	3.33	3.30	3.30	3.15	3.42	3.15	3.27	3.36	3.51	3.54	3.57	

b. Matching the Mean to Criteria

In the questionnaire, to get some additional information about the students responds in the classroom action research, the mean of each number is matched to criteria.

Based on the range of mean above, there is analysis of the criterion of the question result.

Table.9. The criteria of the questionnaire.

Category	No. Item	Mean Item	Mean	Category				
	1	3.57						
Students' Interest	2	3.54	3.44 -	High				
	3	3.54						
	4	3.36		Help the Students Very Much				
The Advantage	5	3.33	3.39					
:	6	3.3		1414011				
a	7	3.3						
Students Motivation	8	3.15	3.32	High				
Monvation	9	3,42						
	10	3.15						
The Relevancy	11	3.27	3.3	Very Relevance				
	12	3.36						
	13	3.51						
Sustainability	14	3,54	3.54	Very Sustainable				
	15	3.57						

c. Concluding the Questionnaire Result

Based on the matching the mean to the criterion above, it can be concluding that:

- The students' interest in the teaching learning process using CALL in taskbased learning to teach reading is high.
- •Using CALL in task-based learning to teach reading some advantage, because in action research the students seen have progress in mastering reading comprehensions skill.

- The students motivation in learning English after having activity by using CALL in task-based learning to teach reading is high.
- The relevancy between reading topics offered in this action research and the reading topic that the students often used and needed in their daily activities is very relevant.
- The method of action research is very necessary for the students.

G. Analysis of the Field Notes

1. The Situation of the Class

The situation of the class at beginning lesson in the first cycle, several students looked enthusiastic of the researcher coming, because the researcher have new method of learning in English skill. Afterwards, the researcher explained the procedure of method learning was he implement to the students. The researcher asked the students to enjoy the time and situation during the study.

At first, the students looked confused with the method implement, but they were try to able adapt to the situation during the activities. Most students were interest in teaching learning process, because the learning process never implement in their class. They were so fun in teaching learning process so this process like a game, so the students enjoyed in learning process. Sometimes, the learning process did not give much attention by the students. But the researcher have manner, how the students gave much attention to the learning process.

2. The Participation of the Students

Most of the students were interested in following class using CALL in Task-based learning in teaching reading. The students always to try what the teacher ordered. When they grouping in class, they always practice with friend and give their friend some commands, most of them did it seriously. When the teacher gives question, the students always answer the question together. If the students forgot something, they always asked to the teacher.

From this, it can be conclude by using call in task-based learning can attractive class in learning process. Because the students enjoy in learning, and there can be motivated.

3. The Comprehension Reading Skill of the Students

The researcher also emphasized on the comprehension of the paragraphs during the learning process. To know the students comprehension of paragraph the teacher was asked the students about paragraphs, and giving explain about difficult paragraphs. If the students made mistake the comprehension about paragraphs, the teacher also corrected their comprehension

From first cycle to next cycle, the student always got the question about compression paragraphs. In the first cycle, students got more difficult

question paragraphs. Nevertheless, in the next cycle they got question paragraphs. See in next cycle the students give improve in reading comprehension, the question give with difficult level. Seeing that the students can comprehension about reading paragraphs given in each cycle better than before, the researcher concludes that the students better progress in reading comprehension.

H. Analysis of Observation Checklist.

The observation checklist is an instrument completed by an observer to observe the learning process in the classroom. They are three observation checklists:

a. First Cycle

In the first cycle is a time for the student to use the new strategy introduced by the researcher. Then, the researcher explained about the using CALL in task-based learning to teach reading and gave the method of learning process. After the researcher explained, the teacher also applies the method. The introduction of the strategy ran well after the researcher given example applies the method.

From the observation checklist, it could be seen that the researcher got difficulty to manage the class. He also forgot to give motivation to the

students and build schemata of the topic. The researcher only explained the method and strategy of lesson, with the result the learning process only focused the applied using CALL in task-based learning.

b. Second Cycle

In the second cycle, students were no more confused with the mechanism of the strategy although the teacher gave a new topic. In this cycle the method and strategy has been done by the students' well, the learning process also run well. To begin with, the teachers gave motivation to the students and build their schemata about topic through picture as a media to gather the students' attention. Sometimes, the learning process did not give much attention by the students. But the researcher have manner, how the students gave much attention to the learning process.

c. Third Cycle

In this cycle, the learning process with using CALL in task-based learning has been done by the students well. Because the researcher applied the method and strategy drummed into students have motivated and have score of reading comprehension better than first cycle and second cycle.

In this cycle, the students were interested in following class using CALL in Task-based learning in teaching reading. The students always to try what the teacher ordered. When they grouping in class, they always practice

with friend and give their friend some commands, most of them did it seriously. When the teacher gives question, the students always answer the question together. If the students forgot something, they always asked to the teacher.

I. The Discussion of the Research Findings

In this section the researcher will be discuss about the research findings and divided into four matters, namely the discussion of the classroom activities during the implementation of the strategy in the classroom, the discussion of the students responses toward the implementation of the strategy, the discussion of the results of reading comprehension test, and the discussion of the advantages and disadvantages of the strategy.

1. The Discussion of the Classroom Activities during the Implementation of the Strategy in the Classroom

In this part, the discussion used the field notes to provide some information that may not be covered by the items in the observations checklist.

First is about teacher preparation. In the first cycle, teacher preparation was not good, because the teacher did not take over the class; the teacher was not giving the motivation on the students, and the teacher not build the schemata of the students so the students could not focused on the lesson. While the second and third cycle, the teacher preparation already good. The teacher take over the class, the teacher prepare the lesson good, giving build schemata

to the start the learning process, and the teacher giving motivated and activated their knowledge.

The second is about the application of using CALL in task-based learning to teach reading. In the first cycle the students confusing about the strategy of learning process, because the strategy the first time introduce to the students, in this cycle teacher much more dominated the class learning process. But the second cycle and third cycle, the teacher showed improvement the strategy. In this cycle class dominated is the students, and the students' motivated and giving participation the learning process.

The last is about the topic selection. The teacher choice the topic according the students hand book. Although, the teacher used the students hand book, he also used the other reference. It is the students motivated can be appearing, because the topic not is bored.

2. The Discussion of the Students Responses toward the Implementation of the Strategy

In this part, the researcher used the result of questionnaire to discuss the students' responses, the discussion divided into five matters.

The first about the students' interest in the learning process, according the result of questionnaire the students' interest is high. The student interests the teaching learning process, because he also interests the topic and the media and strategy implement in the classroom.

The second is about the students' motivation, according the result of questionnaire the students motivated is high. It could be conclude that most of the students motivated about the English learning process, especially after the strategy implement in the classroom.

The third is about the students' response of using CALL technique. According the result of the questionnaire, it could be concluded the technique applied by the researcher was interesting. This technique first time the students applied, until the students interest to apply the technique and motivated the learning process.

The fourth is about the students' response of the topic. According the result of questionnaire, it concluded that the relevancy between reading topics offered in this action research and the reading topic that the students often used and needed in their daily activities is very relevant.

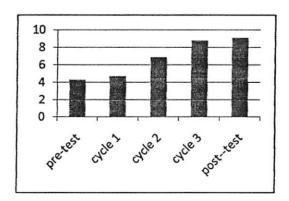
The last is about the students responses of the advantage of the strategy. According the result of questionnaire, it concludes that was necessary to be implemented and technique was beneficial to improve students reading comprehension. And this strategy has many advantages for the students in enhancing their reading competence.

In conclusion, this discussion showed students a response toward the implementation of the strategy was gradually good.

3. The Discussion of the Result of the Reading Comprehension Test

The researcher would know the students' success and the failure in doing this action research by referring to the criterion of Department of Education and Culture. Based on the criterion in chapter III says that the students can be said to be successful if he or she can achieve 65% of the material and a class can be said to have mastered in learning if it can achieve 85% of the material presented. In this action research, the writer would use that indicator to determine whether a cycle could be continued to the next cycle or should be repeated by applying the amended plan.

In this research, the first cycle not yet successful, because in first cycle students score only 53.3% but according the criterion the successful students must have score 60%. And the post test students have score 91.8% and this cycle as the last cycle, because the post test the students achieved the standard mastered in learning material presented. Below the diagram of students score achievement from the pre-test until post-test in the form percentage can be seen.



In the first cycle, the above diagram showed that 53.3%, in this cycle the research not be success. While in the second cycle, the students score got the standard criteria of success, they have (69.39%). It means that this research is successful, but the students not yet mastered. In the third cycle the students must be have more (85.5%). The third cycle the students got (88.48%) is score more than standard mastered 85%, the third cycle is success.

It means that all students can accept the strategy well because all of students have been able to reach the standard of mastery according the DIKNAS.

4. The Discussion of Advantage and Disadvantage of Using CALL in Taskbased Learning to Teaching Reading

According the result of observation checklist and questionnaire, there are many advantages and disadvantage of using CALL in task-based learning to teach reading. There are mentioned as follows:

- 1. The researcher concludes that the advantage of using CALL in task-based learning to teaching reading are;
 - Using CALL in task-based learning to teaching reading motivates students. The students are enjoyable in learning process, until the class active.

- In this method, students centered can be done. With using CALL in task-based learning with WEB-QUEST applicable, students centered can be done.
- Using CALL in task-based learning is a good media to build reading comprehension skill.
- The student will be able to improve their memory.
- 2. Using CALL has some disadvantages, they are;
 - It is not easy to application CALL technique with WEB-QUEST applied in school with no internet access.
 - It is limited in terms of language scope. Certain target language may not be suited to this method.