

INCREASING THE STUDENTS' MOTIVATION IN READING ENGLISH MATERIALS THROUGH TASK-BASED LEARNING (TBL) STRATEGY (A Classroom Action Research at the First Year Students of SMP Dirgantara Makassar)

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Abstract:

This research aimed to find out how the Task-Based Learning Strategy can increase the students' motivation in reading English materials in term of intrinsic motivation and extrinsic motivation. The researcher used a Classroom Action Research (CAR), which was conducted in two cycles, and each cycle consisted of four meetings. It employed students' questionnaire and observation sheet as instruments. The number of the research subjects was 24 students in class VII-A consisting of 14 male and 10 female. The research findings indicated that using TBL Strategy could increase the students' intrinsic and extrinsic motivation in reading English materials. It was proved by the students' mean score in cycle II test result (3.27) which increased 21.85 % from the cycle I mean score (2.69). It was highly increased from Diagnostic Test (D-Test) mean score (2.27). The students' motivation category in cycle II indicated that it had met the research target, namely 17 students are motivated (get score 3.51 – 4.00), seven students are strongly motivated (get score 4.01 – 5.00) and considered to be successful criteria in increasing the students' motivation in reading English materials.

Abstrak:

Penelitian ini bertujuan untuk mengetahui bagaimana Strategi Pembelajaran *Task-Based Learning* (TBL) dapat meningkatkan motivasi siswa, yaitu motivasi intrinsik dan motivasi ekstrinsik, dalam membaca materi bacaan bahasa Inggris. Peneliti menggunakan Penelitian Tindakan Kelas (PTK), yang dilakukan dalam dua siklus, dan setiap siklus terdiri dari empat pertemuan. Penelitian ini menggunakan kuesioner (angket) dan lembar observasi sebagai instrument untuk mengumpulkan data. Jumlah subjek penelitian adalah 24 siswa kelas VII-A SMP Dirgantara Makassar yang terdiri dari 14 laki-laki dan 10 perempuan. Temuan penelitian menunjukkan bahwa menggunakan Strategi TBL dapat meningkatkan motivasi intrinsik dan motivasi ekstrinsik siswa dalam membaca materi bacaan bahasa Inggris. Hal ini dibuktikan dengan skor rata-rata siswa pada hasil tes siklus II (3,27) yang meningkat 21,85% dari skor rata-rata pada siklus I (2,69). Motivasi siswa sangat meningkat dibandingkan skor rata-rata siswa pada tes Diagnostik (D-Test) yang hanya 2,27. Kategori motivasi siswa pada siklus II menunjukkan bahwa tujuan penelitian telah tercapai, yaitu 17 siswa termotivasi (memperoleh skor antara 3,51 - 4,00), tujuh siswa sangat termotivasi (memperoleh skor antara 4,01 - 5,00). Penelitian ini dikategorikan berhasil dalam meningkatkan motivasi siswa dalam membaca materi bacaan bahasa Inggris.

Key words: Intrinsic motivation, Extrinsic motivation, Task-based learning

INTRODUCTION

English is one of international languages in the world (McMahon, 1994). It has an important role in the development of another science because most of the books are now written in English. By knowing English, the learners can

read English books easily. In addition, they help themselves to study and to understand the English books.

In learning English, we must comprehend four skills namely listening, speaking, reading, and writing. Speaking and writing are productive

skills, while listening and reading are receptive skills.

Reading skill becomes very important in the education field. Students need to be exercised and be trained in order to have a good reading skill. Through reading, human beings can increase their experience, develop new concept, study how the words are used, and get knowledge. An effective reader needs an understanding of the reading process and an understanding of how to go about reading different types of printed information.

There are many definitions of reading given by some experts. Wassman and Rinsky (1993), gives three definitions of reading namely:

1. Reading is decoding and understanding written text. Decoding requires translating the symbols of writing systems into the spoken words they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge.
2. Reading is decoding and understanding text for particular reader purposes. Readers decode written text by translating text to speech, and translating directly to meaning. To understand written text, readers engage in constructive processes to make text meaningful, which is the end goal or product.
3. Reading is the process of deriving meaning from text. For the majority of readers, this process involves decoding written text. Understanding text is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge.

Another definition was proposed by Ur (1996), reading is an activity with a purpose, such as to gain information or verify existing knowledge, to learn subject matter, for enjoyment, and for academic purpose. It is a process of getting a message from a text by extracting the information from the text as efficiently as possible.

According to Harmer (2007), reading is an exercise dominated by eyes and brain. The eyes receive messages and the brain then has to work out the significance of these messages. Therefore, reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.

Nuttall (2000) indicates two main types of reading: intensive and extensive reading. Both of these two types are complementary and necessary. For second or foreign language learners, both intensive and extensive reading are of great importance as they act as a means to gain knowledge but also to develop learners' language skills.

According to Douglas (2000), intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. The objective of intensive reading is to understand not only what the text means but also how the meaning is produced. Extensive reading is generally associated with reading large quantities with the aim of getting an overall understanding of the material. In extensive reading, students have a general understanding of the text without necessarily understanding every word. This type of reading is suitable for students' self-learning in order to train them to read directly and fluently in the foreign language for their own enjoyment without the aid of the teacher.

Learning every skill, including reading skill, needs high motivation. Studying any subject without motivation and interest will make unsatisfactory result. Thus, in teaching reading, teacher should apply an alternative strategy to give various situations for students that can motivate them students to learn.

Motivation is firmly related to the students' achievement in learning. Generally, the students with strong motivation in reading or learning will get good achievement in their school. The students are not motivated to read a text because it is not interesting for them and teacher does not use an interesting strategy in teaching.

Uzer (1995) states that motivations are divided into two main categories, extrinsic motivation, which is concerned with factors outside the classroom, and intrinsic motivation, which is concerned with what takes place inside the classroom.

Extrinsic motivation comes into the classroom from outside. Students have to be prepared to take some responsibility for their own learning. Teachers can do their best to ensure that students view the language and the learning experience in a positive light. Teachers can try to be certain that they are supportive and encouraging to their students rather than critical and destructive (Lambert, 1972).

The indicators of the students whose strong extrinsic motivation are studying for getting prize,

studying for concept improvement, studying for success in daily life, studying for avoiding the punishment, success in a test, continuity of study, studying for getting praise from friends or parents, competition, appreciation and learning for improving the prestige (Yamin, 2007).

Intrinsic motivation comes from rewards inherent to a task or activity of a puzzle or the love of playing. Learning strategy, physical condition, the teacher, and success are included in intrinsic motivation. The learning strategy by which students are taught must have some effect on their motivation. If they find it deadly boring, they will be probably de-motivated (Uno, 2007).

Supriyono (2004) concludes some indicators of the students whose strong intrinsic motivation. The indicators are the students' diligence in doing tasks, need for reading text, students' attendance at school, the recording of materials, effort in solving difficulties, motivated by interesting material, result qualification, students' attitude in learning, need for competence and teacher's feedback.

Students are often boring while they are asked to read and teachers only give a little direction. It is because the students are difficult to read a text with correct pronunciation and using appropriate intonation. Teachers should use an interesting strategy to motivate students in reading. One of interesting strategies, which can be used is Task-Based Learning Strategy.

Willis (2004) stated Task-Based Learning (TBL) is a learning activity that engages learners in logical thinking. It means, the tasks that are given to students should be clear and have some information transfer. Learning tasks are everyday tasks that learners may need to do in real world, like buying a train ticket, reading and following instructions in a technical manual, taking lecture notes, or watching TV. Some people refer to these as "authentic" tasks. According to Macfarlane-Dick (2004) memory challenge can include tasks, where learners in pairs try to reconstruct a text after a very fast dictation, during which they take down as much as possible, but there will be gaps they need to fill from combined use of recall and lexical and grammatical knowledge.

According to Littlewood (2000), with accomplishing tasks in real-life situations, this learning strategy will show the following characteristics:

1. Student-centeredness
2. Meaning-focused
3. Authenticity
4. Teamwork

5. Inside and outside class
6. Feedback and evaluation

Willis (2004) presented a three-stage procedure, which is commonly recommended, namely pre-task, task cycle, and post-task. Practice of the language as necessary retrospective discussion of the task-awareness-raising. It is important to emphasize that task in TBL should have very clear objectives and conclude with a very tangible sense of achievement for the learners.

Li (2004) states a task is a piece of work undertaken for oneself or for others, freely or for some rewards. Thus, examples of tasks include painting a fence, dressing a child, buying a pair of shoes, typing a letter, writing a check, finding a street destination and helping someone across a road. In other words, "task" is meant things people do in everyday life, at work, at play, and in between. In line with that opinion, Chen and Lin (2009) defines that task is an activity with a certain objective that is usually done as a part of education. If Ellis prefers viewing the task from perspective side rather than pedagogic, Chen and Lin precisely argue that if a task is transformed from the real world into the classroom, the task will be pedagogic.

According to Nugroho (2013), task is a piece of classroom work which involves learners in comprehending, manipulating or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its right. Nugroho (2013) divided the tasks into real-world task and pedagogic task. Real-world task or target task refers to the use of language outside the classroom, while pedagogic task refers to the use of language inside the classroom.

After the students complete their tasks, teachers should give feedback. Teacher's feedback can make the students more motivated to learn. Winnie (1994) stated that feedback can be done immediately, during an activity, or at the end of a learning activity. Assessment, facial expression, body language, gesture, and intonation can all be used as form of feedback. Sidik (2010) conducted a research to investigate the extent to which teachers' feedback improves the students' reading ability in the class of SMA Negeri 8 Surakarta. The result of the research shows that teachers' feedback can improve the students' reading ability.

Furthermore, if the teacher seldom gives tasks for students, there will not be a competitive atmosphere in the class. If there is not competitiveness, the students' motivation in reading will be lack. As a result, the students still do not know how to read correctly and they are difficult to understanding the text.

Based on the initial interview and discussion with the English teacher at SMP Dirgantara Makassar, the researchers found that the students' achievement in learning English was still low. The mean score of the students of VII-A for reading test in the last semester was 5,50. The score is lower than minimum completeness criteria or KKM that is 70. The achievement of VII-A students which was low, was caused by some factors, such as: the teacher only used conventional method, so that the students were bored; discussion was less interesting because it was theoretical; assignment was not arranged and not followed by recitation; students' involvement in learning was not optimal. From the interview result with the English teacher, the researchers knew that the students of VII-A were categorized in weak learning motivation.

The students will not be successful in learning if they do not have strong motivation to learn. By using TBL Strategy, the students' motivation in reading can be increased. It can be said that, the more often the tasks are given to students, the more motivated they will be.

The researchers conducted a study on the scope of the use of Task-Based Learning Strategy in increasing the students' motivation in reading. The objectives of this research are (i) to find out the increase of students' intrinsic motivation in reading English materials through TBL Strategy, (ii) to find out the increase of the students' extrinsic motivation in reading English materials through TBL Strategy.

RESEARCH METHODOLOGY

The type of this research was Classroom Action Research (CAR). It was done in four steps namely planning, action, observation and evaluation, and reflection. This research was done at SMP Dirgantara Makassar in 2017/2018 academic year. It involved 24 students of VII-A as the research subjects. Researchers and English teacher collaborated in carrying out this classroom action research.

There are two variables in this research. The first variable was independent variable and

the second variable was dependent variable. The independent variable of the research is the use of TBL Strategy in teaching reading. TBL Strategy was used to motivate students in reading English materials. The dependent variable in this research is the increase of the students' intrinsic and extrinsic motivation in reading English materials.

Data collection was done by using questionnaire and observation sheet. Questionnaire consists of twenty items or ten items for each type of motivation. It was used to find out the students' motivation related to their thinking, feeling and opinion toward application of TBL Strategy in the classroom. The obtained data from respondent through questionnaire was qualitative data, with the alternative answers:

1. Always
2. Often
3. Sometimes
4. Seldom
5. Never

The answers were quantified with scores according to Likert (1970) Scale based on five levels of respondents' answer.

Table 1. The Score Based on Likert Scale

Answer	Score	
	Positive	Negative
a	5	1
b	4	2
c	3	3
d	2	4
e	1	5

The next, the students' motivation was classified into five levels or categories. It would be analyzed by the students' mean score.

Table 2. The Rating Score of Motivation Category

No.	Motivation Category	Interval Score
1.	Strongly Motivated	4.01 – 5.00
2.	Motivated	3.51 – 4.00
3.	Moderate	3.00 – 3.50
4.	Unmotivated	2.01 – 2.99
5.	Strongly Unmotivated	1.00 – 2.00

(Asmawi & Noehi, 2005)

The observation was used to observe the students' presence and activeness in learning process and the situation of teaching and learning process. It was done to collect data about the increase of students' attitude, students'

preferences for activities in the reading stages, students' diligence and activeness reading lesson through TBL Strategy in the learning process. It was done during the process of cycle I and cycle II of the research.

The data that was gotten from cycle I and cycle II was analyzed through the following steps:

1. To calculate the mean score of the students' test, the researcher used the following formula:

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

Notes:

- X = Mean score
 - $\sum X$ = The sum of all score
 - N = The total number
- (Gay, Mills, & Airasian, 2006)

2. To calculate the percentage of the students' score, the formula which was used as follows:

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

Notes:

- P = Percentage
 - F = Number of Correct
 - N = Number of Sample
- (Sudjana, 1999)

FINDINGS AND DISCUSSION

1. The Increase of the Students' Intrinsic Motivation in Reading

The increase of the student's intrinsic motivation as the result of the students' questionnaire in diagnostic-test, cycle I and cycle II can be seen clearly in the following table.

Table 3. The Increase of the Students' Intrinsic Motivation

No	Indicators	The Average Score of The Students' Motivation			Increase		
		D-Test	CI	CII	DT-CI (%)	CI - CII (%)	DT - CII (%)
1	Diligence in Doing Tasks	2.33	2.81	3.33	20.90	18.52	43.29
2	The Need for Text	2.33	2.85	3.26	22.39	14.63	40.30
3	Attendance at school	2.33	2.81	3.30	20.90	17.33	41.86
4	The Recording of Materials	2.26	2.74	3.23	21.52	17.73	43.07
5	Effort in solving Difficulties	2.22	2.71	3.30	21.88	21.85	48.51
6	Interesting Materials	2.40	2.64	3.33	10.14	26.32	39.13
7	Result Qualification	2.22	2.57	3.23	15.64	25.67	45.32
8	Attitude in Learning	2.19	2.53	3.30	15.87	30.20	50.86
9	Need for Competence	2.43	2.74	3.33	12.86	21.53	37.15
10	Teacher's Feedback	2.15	2.64	3.30	22.57	25.06	53.28
	$\sum x$	22.85	27.05	32.92	184.67	218.83	442.77
	\bar{x}	2.28	2.70	3.29	18.47	21.88	44.28

The table above indicates that there is the increase of the students' intrinsic motivation in reading English materials from Diagnostic-Test to cycle I and cycle II (2.28 < 2.70 < 3.29). In Diagnostic-Test, the students' intrinsic motivation is 2.28, after learning process in cycle I; the students' intrinsic motivation becomes 2.70, so the increase is 18.47%.

There is also a significant increase of the students' intrinsic motivation from cycle I to cycle II. The students' intrinsic motivation in cycle I is 2.70 and in cycle II it is 3.29. Thus, the increase of the students' intrinsic motivation from cycle I to cycle II is 21.88%.

The table above proves that learning through TBL Strategy is able to increase the students' intrinsic motivation after taking action in cycle I and cycle II. The students' intrinsic motivation in cycle II is the highest (3.29 > 2.70 > 2.28) and the increase of the students' intrinsic motivation from Diagnostic-Test to cycle II is 44.28%. It can be seen in the following chart.

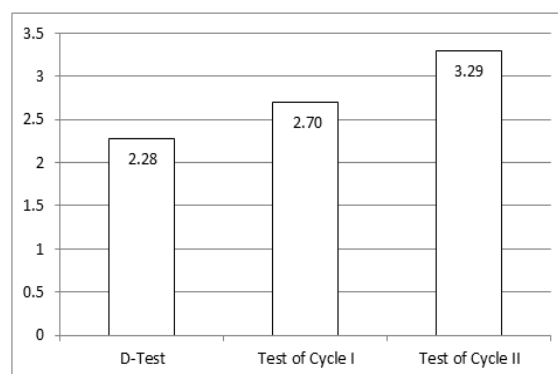


Figure 1. The Increase of the Students' Intrinsic Motivation

The chart above shows the increase of the students' intrinsic motivation. In cycle II it is 79.01. It is higher than that in cycle I (64.92) and Diagnostic-Test (54.83). The evaluation in cycle I and cycle II shows the significant improvement of the students' intrinsic motivation.

2. The Increase of the Students' Extrinsic Motivation in Reading

The increase of the student's extrinsic motivation as the result of the students' questionnaire in diagnostic-test, cycle I and cycle II can be seen clearly in the following table

Table 4. The Increase of the Students' Extrinsic Motivation

No	Indicators	The Average Score of The Students' Motivation			Increase		
		D-Test	CI	CII	DT-CI (%)	CI - CII (%)	DT-CII (%)
1	Studying for Getting Prize	2.29	2.78	3.19	21.22	15.00	39.40
2	Studying for Concept Improvement	2.29	2.78	3.30	21.22	18.75	43.95
3	Studying for Success in Life	2.33	2.78	3.30	19.42	18.75	41.81
4	Studying for Avoiding Punishment	2.19	2.67	3.26	22.23	22.07	49.20
5	Success in Test	2.22	2.71	3.30	21.88	21.80	48.45
6	Continuity of Study	2.22	2.60	3.16	17.19	21.33	42.19
7	Studying for Getting Praise	2.26	2.57	3.26	13.85	27.01	44.60
8	Competition	2.19	2.53	3.16	15.87	24.66	44.44
9	Appreciation	2.33	2.64	3.30	13.43	25.01	41.81
10	Learning for Improving the Prestige	2.19	2.64	3.26	20.63	23.69	49.20
	$\sum x$	22.50	26.70	32.50	186.93	218.06	445.04
	\bar{x}	2.25	2.67	3.25	18.69	21.81	44.50

The table above indicates that there is the increase of the students' extrinsic motivation in reading English materials from Diagnostic-Test to cycle I and cycle II (2.25 < 2.67 < 3.25). In Diagnostic-Test, the students' extrinsic motivation is 2.25, after learning process in cycle I, the students' extrinsic motivation becomes 2.67, so the increase is 18.69%. There is a significant increase of the students' extrinsic motivation from cycle I to cycle II. The students' extrinsic motivation in cycle I is 2.67 and in cycle II it is 3.25. Thus, the increase of the students' extrinsic motivation from cycle I to cycle II is 21.81%.

The table above also indicates that all indicators of students' extrinsic motivation improve significantly. All indicators of extrinsic motivation get significant increase from

Diagnostic-Test or before using TBL Strategy to cycle I or after using TBL Strategy in learning. The students' extrinsic motivation after using TBL is stronger than that is before using it. The students' extrinsic motivation in cycle II is the highest (3.25). The increase of students' extrinsic motivation from Diagnostic-Test to cycle II is 44.50%. To see clearly the increase of the students' extrinsic motivation, the following chart is presented.

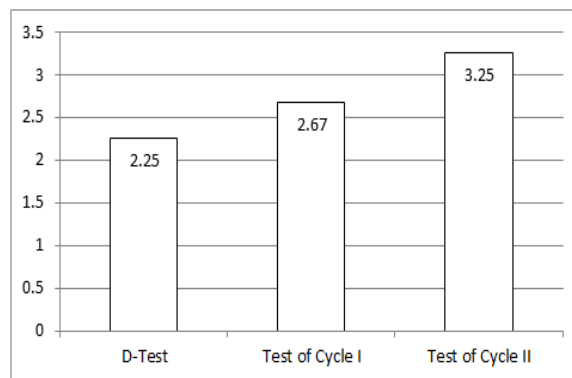


Figure 2. The Increase of the Students' Extrinsic Motivation

The chart above shows the increase of the students' extrinsic motivation. The students' extrinsic motivation in cycle II is 78.00. It is higher than in cycle I (64.08) and in Diagnostic-Test (54.00). The increase of the students' motivation in reading English materials from the result of Diagnostic-Test to cycle II test can be seen in the table below.

Table 5. The Increase of the Students' Motivation

No	Motivation	The Average of the Students' Score			Increase		
		D-Test	CI	CII	DT - CI (%)	CI - CII (%)	DT - CII (%)
1	Intrinsic	2.28	2.70	3.29	18.47	21.88	44.28
2	Extrinsic	2.25	2.67	3.25	18.69	21.81	44.50
	Total	4.53	5.37	6.54	37.16	43.69	88.78
	Average	2.27	2.69	3.27	18.58	21.85	44.39

From the table above, it can be seen that the students' intrinsic motivation in reading English materials before the application of TBL is 2.28. After learning by using TBL Strategy, the students' intrinsic motivation increases, namely 2.70 in cycle I and 3.29 in cycle II. The increase of the students' intrinsic motivation from

Diagnostic-Test to cycle II test is 44.28%. The students' extrinsic motivation in reading English materials also increases. Before using TBL Strategy, the students' extrinsic motivation is 2.25. After using TBL Strategy, the students' extrinsic motivation is 2.67 in cycle I and 3.25 in cycle II. The increase of the students' extrinsic motivation from Diagnostic-Test to cycle II test is 44.50%. Totally, the increase of the students' motivation from Diagnostic-Test to cycle II is 44.39%. It can be seen in the following chart is presented.

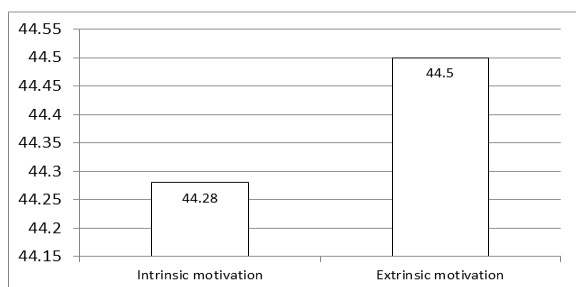


Figure 3. The Increase of the Students' Motivation from D-Test to the Test of Cycle II

The chart shows that, there is increase of the students' motivation in reading after using TBL Strategy in learning process. The increase of the students' intrinsic motivation from Diagnostic-Test to cycle II is 44.25%. In other hand, the increase of students' extrinsic motivation from Diagnostic-Test to cycle II is 44.43%.

The result of Diagnostic-Test shows that the students of VII-A at SMP Dirgantara Makassar have weak motivation in reading English materials if they are taught without using TBL Strategy. Thus, the researcher applies TBL Strategy in teaching reading to increase the students' intrinsic and extrinsic motivation in reading English materials. The classification of the students' motivation in reading English materials before the application of TBL Strategy and after using TBL Strategy in cycle I and cycle II can be seen in the following table.

Table 6. The Percentage of the Students' Motivation

No	Motivation Category	Range	Non TBL Strategy		The Application of TBL Strategy			
			D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Strongly Motivated	4.01 – 5.00	0	0	0	0	7	29.17
2	Motivated	3.51 – 4.00	0	0	4	16.67	17	70.83
3	Moderate	3.00 – 3.50	3	12.50	12	50.00	0	0
4	Unmotivated	2.01 – 2.99	20	83.33	8	33.33	0	0
5	Strongly Unmotivated	1.00 – 2.00	1	4.17	0	0	0	0
Total			24	100	24	100	24	100

From the table above we can see that, before using TBL Strategy, the students' motivation in reading is weak. From 24 students, there are 20 unmotivated students (83.33 %) and 3 students (12.50 %) are in moderate and 1 strongly unmotivated students (4.17 %) in reading English materials. There are not motivated and strongly motivated students in reading. It shows that students of VII-A at SMP Dirgantara Makassar have weak motivation in reading English materials if they are taught without using TBL Strategy.

In cycle I, based on the table above we can see that, from 24 students, there are 12 students (50.00%) who are in moderate motivation category in reading English materials, and four motivated students (16.67%). In addition, there are still eight unmotivated students (33.33%). It indicates an increase because in the Diagnostic-Test, there are 21 unmotivated students.

The table above shows a significant improvement of students' motivation in reading English materials after learning process in cycle II. We can see that, from 24 students, 17 students (70.83%) are motivated in reading English materials. In addition, there are seven strongly motivated students (29.17%). It indicates an increase because in cycle I, there is not strongly motivated student (0%) and there are only four motivated students (16.67%).

The improvement of the students' activeness in learning also indicates the students' motivation in learning. In this research, the students' activeness refers to the students' participation and attitude in learning process. Observation was done to find out the students' participation in learning and the following table shows it.

Table 7. The Result of Observation in Learning

Cycles	Percentage of the Students' Participation			
	1 st Meeting (%)	2 nd Meeting (%)	3 rd Meeting (%)	4 th Meeting (%)
Cycle I	54.17	58.33	68.75	70.83
Cycle II	71.88	72.92	78.13	80.21

The table above shows the result of the observation in learning process through TBL Strategy in every meeting from cycle I to cycle II. The students' participation in reading English materials at the first meeting is 54.17%. It increases to 71.88% at the first meeting in the cycle II. The students' activeness at the second meeting in the cycle I is 58.33% and it increases at the second meeting of cycle II, namely 72.92%.

At the third meeting of cycle I, the students' activeness reaches 68.75%, the students has big interest in reading English materials. There is more improvement in the third meeting of cycle II (78.13%) in learning English text. In the last meeting of the cycle I, the students' participation is still under average, namely 70.83%. It has more increased in the last meeting of cycle II (80.21%). The result of the observation is shown as the follow graphic.

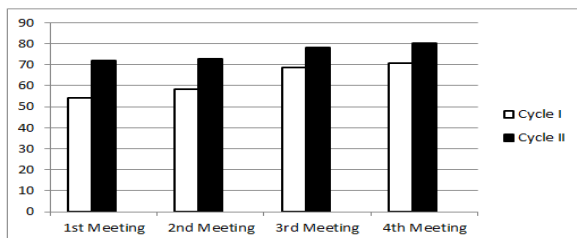


Figure 4. The Result of Observation in Learning Reading

The graphic above shows the result of students' observation in learning process through TBL strategy by the first year students of SMP Dirgantara Makassar. This graphic presents the students' participation during teaching learning process in reading from the 1st, 2nd, 3rd, and 4th meetings in cycle I and cycle II.

The graphic shows the students' activeness during teaching learning process in reading in cycle I (54.17%) is lower than cycle II (71.88%) at the 1st meeting. Next, the students' participation in cycle I (58.33%) is lower than cycle II (72.92%) at the 2nd meeting. And then, the students' participation in cycle I (68.75%) is

lower than cycle II (78.13%) at the 3rd meeting. The last meeting in cycle II (80.21%) is higher than the last meeting in cycle I (70.83%). It means that teaching through TBL Strategy can increase the students' activeness in learning.

The implementation of TBL Strategy in learning gives positive effects toward students' attitude in learning. There is increase in the students' motivation in reading. There is also a change of the students' attitude in learning to more positive attitude. Before using TBL Strategy, students only play in classroom without paying attention to the teacher. After learning by using TBL, they are more responsible in learning and reading for they are motivated to complete their tasks. Furthermore, the students' activeness in learning is higher than before.

The result of the application of TBL in learning shows that the students are more motivated in reading. Before using TBL Strategy, there are 20 students who are unmotivated in reading English materials, 1 strongly unmotivated and 3 students who are in moderate category. It is gotten from the result of the students' questionnaire.

In cycle I, from the result of the students' questionnaire, there are 12 students who are in moderate motivation category in reading English materials. In addition, there are four motivated students. Although it indicates an increase, but there is still a weakness because there are eight unmotivated students in reading English materials.

The results of observation in cycle I show the change of the students' attitude in learning. The students' attitude in learning by using TBL strategy is better than that before using TBL strategy. The positive attitudes that the students show in learning are the seriousness in reading and discussion, attendance in classroom, the diligence in learning and doing tasks.

In the first meeting, some students are still not active. They only play while the reading activity is taking place. Some students often leave the class without asking permission to the teacher. The students' activeness is only 54.17%. The observation also looks at the students' attendance. In the first meeting, there are 3 students are absent.

In the second meeting, there is an increase. The students' attitude in learning is better than before. The students' activeness is 58.33%. In addition, the students' attendance also increases, namely only two students who do not attend. In

the third meeting, the students are more serious in reading because they are given tasks that they have to complete. It makes their attitude in learning is more positive. The students' activeness is 68.75%, only 1 student who is absent. In the last meeting of cycle I, the students' activeness is 70.83%, all students attend to the class.

Although the result of observation shows an increase, there are still some weaknesses. Some students often leave the class while discussion is taking place. Some students also only cheat while they are doing their task.

After completing the evaluation and observation in the cycle I, the researcher does the reflection. It is to see what the weakness of the application of TBL Strategy in learning. Based on the result of the reflection in cycle I, the researcher makes a revised planning in order to get the better result in cycle II, namely all students are motivated in learning.

The researcher also discuss with the English teacher at SMP Dirgantara to arrange the next planning to be applied in cycle II. The application of TBL should be done more intensively, so that the students' motivation, activeness, seriousness and diligence in learning more increasing.

The application of TBL in learning this subject follows the syllabus and learning model. The students face two kinds of presentation, namely presentation from teacher, that is explanation of materials, and presentation from other students, that is giving examples. In addition, their comprehension also will be supported by giving examples and using linguistic sources from real-world situation.

From the finding data, it can be said that the students' motivation in reading English materials at VII-A class of SMP Dirgantara Makassar can be increased if they are taught by using TBL Strategy. However, the cycle II need to be done because cycle I shows that not all students are motivated in reading English materials.

The results of observation in cycle II show the change of the students' attitude in learning. The students' attitude in learning reading by using TBL Strategy in cycle II is better than before. The positive attitudes that the students show in learning are the seriousness in reading and discussion, attendance in classroom, the diligence in learning and doing tasks.

In the first meeting, some students are still not active. In addition, there are 2 students who do not attend in class. However, no more students who play while the reading activity is taking

place. Some students sometimes leave the class without asking permission to the teacher. There are few students don't complete their task. The students' participation in learning is only 71.88%.

In the second meeting, there is an increase. The students' attitude in learning is better than before. The students' activeness is 72.92%, only 1 student who is absent. In the third meeting, the students are more serious in reading because they are given tasks that they have to complete and they have some needs to get the best score in their tasks. It makes their attitudes in learning more positive. The students' activeness is 78.13%.

In the last meeting of cycle II, the students' activeness is 80.21%. All students attend the class in the third and the fourth meetings. That all show TBL Strategy is very useful to increase the students' motivation.

The result of test and observation in cycle II show a very significant increase. All students of VII-A SMP Dirgantara Makassar are motivated in reading English materials. In the last meeting, all students complete their task. In learning, all students are active; none of them who leave the class without asking permission. However, there is still a little part of the student who is less active in discussion. It shows that their proficiency or capability is not same.

The result of cycle II test indicates that this research has reached the target or the objective of the research. There is an increase in the students' motivation in reading. That is evidenced by the mean score of students' in cycle I test (2.69) and in cycle II (3.27). There is also a change of the students' attitude in learning to more positive attitude. The researchers conclude that, it does not need to continue to the next cycle because the target has been reached. The application of TBL is able to increase the students' intrinsic and extrinsic motivation in reading English materials.

CONCLUSION AND SUGGESTION

Based on the research findings and discussions previously, the following conclusions are presented: (1) The application of TBL Strategy in learning process at the VII-A students of SMP Dirgantara Makassar increases the students' intrinsic motivation in reading English materials, namely from 2,28 to 2,70 in cycle I and 3,29 in cycle II. (2) The application of TBL Strategy in learning process at the VII-A students of SMP Dirgantara Makassar increases the students' extrinsic motivation in reading English materials, namely from 2,25 to 2,67 in cycle I and

3,25 in cycle II. (3) Teaching reading by using TBL Strategy also causes the change of the students' attitudes in learning from negative to positive, namely the activeness in discussion, diligence in doing task and attendance in class. The researchers provide some suggestions regarding the results of this study. Firstly, the teachers of English are suggested that they apply TBL strategy as an alternative among other learning strategies that can be used in teaching, because it is effective to increase the students' motivation in reading English materials. Furthermore, for the teachers, they attempt to carry up the entire ability to increase the learning process by doing or using classroom action research in other classes. Finally, the researchers in the future are suggested that they use TBL strategy in doing researches for the other aspects that are related to the English language.

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