THE MODEL OF READING SKILL TASKS IN POST COVID_19 AT SMPN 2 GERUNG WEST LOMBOK

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ABSTRACT

This research aimed to discover the types of task models used in learning reading skills and to identify the perceptions of the students at SMPN 2 Gerung. The research employed qualitative description to investigate the kinds of task models and to describe the perceptions of the teacher, which concern the use of task models in learning reading skills. Even more, the research analyzed the students' reading skills observed to measure the students'activities. The data source of research deals with the teacher and students. The finding data discover the use of task models which were applied by the teacher; mind mapping, the pair and share, and the picture tasks. The pair and share task was frequently used in the learning process. And the perceptions datahas the same answer in which between teacher and students prefer choice the pair and share as the task because the model of learning process was having fun, more activities, and having new ideas in the learning process of reading skills. Besides, the use of pair and share tasks might improve the students' reading skills in the post-pandemic-19 at SMPN 2 Gerung. The pair and share was the dominant task used than the other task model in learning process of the students' reading skills, it meant that the use of pair and share was the proper task of reading skills.

Keywords: *Reading Skills, Task of Model Reading Skills*

INTRODUCTION

English is one language used people in the world.English is increasingly used as a tool for interaction among nonnative speakers (Brown, 2001). The expected learning outcomes are not only limited to master the knowledge of language, but also the ability related to use of language fluently and acceptably so that the use of speaking skills is important to convey the ideas for the audiences (Amin,M.,Thohir,L.,Mahyuni, 2020). One of the language skills that should be learnt is reading, as important skill in our life. In this case, reading receives a special focus in this research. Educations provides the knowledges, it could be proved that the learners have no skills until having any skills to apply (Katili, Nuriadi, Muhaimi, 2020). One of skill is the reading skills which might assist the

students' future to face the world of work.One of skill is the reading skills which might assist the students' future to face the world of work.

Reading is the practice of using text to create meaning(Andrew,2008). It means, from reading, some information can be got from the text, such as books, magazines, newspapers, journal, etc.Reading is significant skill for language acquisition. Harmer (2001) stated that the more they read, the better they understand. It means, reading gives the positive effects on the student's focus on vocabulary, grammar, and punctuation.

Indonesia was currently facing with challenges in the midst of the COVID-19 pandemic in which the government urges the Indonesian people to stay at home. The learning can still take place even though the result obtained was not optimal. The online at-home learning during the COVID-19 pandemic must use appropriate strategies and media. The right strategy in a COVID-19 pandemic condition was to give students the task of reading television and implementing reporting activities via mobile phones (Whats App).However, this pandemic was currently finishing up in which all activities might be conducted normally.

Based on the experience of the researcher teaching as a teacher training in post-pandemic COVID-19 at SMPN 2Gerung, she discovered that there were many students who have difficulty reading English in the classroom. They had confused into reading English when the researcher attempts to make them engaged a in conversation. The learning process might make the students are not excited to learn English matter in which the management class does not handle it. Moreover, the students have difficult to understand and leaning reading skills which derived from the teacher.Even so, several students were complaint with the researcher that they had the difficulty reading English in the classroom, it made the students did not get the maximal score in English matter. The low score decreased the motivation for learning English. Hence, the researcher was interested to analyze the issues above to know the process of learning using the teacher who to apply the tasks in reading skills

RESEARCH METHOD

Research Design

This study use qualitative descriptive because the researcher investigates teachers' tasks used to teach the students' reading skills in post pandemic Covid-19 at SMPN 2 Gerung. Thus, this studyanalyzed the kinds of tasks used and identified the reasons the teacher to teach the students' reading skills.

Sources of Data

This research conducted the students of SMPN 2Gerung. The subjects of this research observed by research was teacher and students. The researcher observed eight class with one English teacher who teaching in the eight grade. The researcher took 23 students of eight grade because of they had difficulty the reading skills.

Collecting Data

- **Observation**

     The researcher used the observation because the researcher observes directly with the participants and respondents. The observation of processes conducted to involve directing the person or group activities (Nurlia, 2010).

     To collect the data, the researcher follows some steps. The first, the researcher visited and take permission from the chairman at SMPN 2 Gerung to observe the teacher how he teaches the students' reading skills in post-Pandemic of COVID-19. The second, the researcher camein the classroom of seven grades, then the researcherprepared a mobile phone to film the teacher and the students when learning process. The last was watching and understanding the video of the learning process.

- **Interview**

     Kothari (2006), presentation of verbal stimuli and recording of verbal responses. It means that the interview was conducted in the personal of respondents.

     First, the researcher provided in the questioners for the teacher of SMPN 2 Gerung. Second, the researcher asked the types of tasks used to teach the students' reading skills. Third, the researcher asked also about the teachers' perceptions to know the reason of the tasks used in the teaching and learning process. The last evaluated the result of the interviews which relate to the teachers' perception.

Data Analysis

First, the researcher identified and excluded unnecessary data which derive from the students and the teacher. Second, the researcher categorized the types of tasks used by the teacher when teaching in the learning process of reading skills. Third, the researcher put the data into table to calculate the dominant of data which consisted of the types of tasks when teaching the students in reading skills. The fourth, the researcherprovided the result of interviews which derive from the teacher to explain their reason toward the use of tasks used for reading skills. Fifth, the researcher also calculated the students' scores on the tests of reading skills to recognize the improvement of reading skills. The last, the researcher presented widely the result of data which explain in descriptions.

FINDINGS AND DISCUSSION

Research Findings

This section presented the findings data to categorize the varieties of tasks used in the teachers' reading skills. The researcher obtained the data by using observation to investigate the teacher when teaching the students, then the result data exhibited the kinds of tasks used by the teacher which were the mind mapping, the pair and share, and the picture used tasks. These tasks were applied the teacher for the students of SMPN 2 Gerung.

No	The Types of Task Reading Skills
1	The mind mapping
2	The pair and share
3	The picture used

The Types of Teachers' Perception in Reading Tasks

A. Being happy in learning English

Being happy in learning is necessary to achieve positive learning process. The result of the interview indicated that the teachers' task model created positive relation and learning situation toward the students. Students stated that they were happy in learning English when teacher asked the students to the mind mapping used. It was because teacher provided a video as the example, it was also showed the picture such as an animation to make students more interested in learning of reading English.

B. Being more active in learning English

The researcher found that the students' perception of the tasks used could be positive perception where they mostly stated that they were being more active in learning English. It found students stated that the teacher showed a game to fill in the blanks and then asked them to connect the sentences. Several students said that the use of playing game and role-play tasks were an interesting experience and fun it can be a joyous learning experience and stimulate students to be more active in learning English in the classroom. Groups also can make them more active together to learn English in groups because in groups students can share and discuss what they learned.

C. The students can find new ideas in learning English

The researcher found that the students mostly found new ideas when the teacher applied the mind mapping and the picture used tasks in teaching and learning English. Both provided information to students and assist the students' interest to imagine on what the animation of picture meant, the students also can understand clearly and easily the materials so that they can find new ideas from the animation of mind mapping task. Thus, the students can express their opinion because the teacher shown video so that they practice to read it.

D. The vocabularies

The third is the students' vocabularies in learning process of reading skills. The result of teacher interview who stated the use of mind mapping also might increase the students' vocabularies in reading skills. The learning process of mind mapping provides the words on the screen, then students find the words by using dictionary to arrange the sentence.

DISCUSSION

The result of data was analyzed about the tendency scale for the task models used. All data hadthe different points regard to the usage of task models by the teacher. The most dominant task used was the pair and share task of reading skills and the second dominant used was the picture task used. Both tasks had almost applied in the learning process, it means that the task of pair sharing was the task of students' interest and the picture task used was acceptable to teach the students' reading skills. The result of data could be seen that the teacher prefered to teach the students' reading skills by using the pair and share task. It could be said that in the reading class was believed effective to improve students' reading skills in the learning reading English. Besides, the same study derived from (Maulana, M.,2022)found also the think pair and share task for students' reading skills. He examined the students of the learning process in reading skills. He provided the tests to know the students' scores in reading skills through a think pair and share task. The concept of the learning process in the real-worldroles play was the teacher asks the students to observe the texts of animals.The result of the study was really effective in teaching, reading skills by using think pair and share task. In this study also had the same result of findings that the teacher prefers teaching reading skills by using think pair and share as the task to other tasks.

Moreover, the data explained the data which related tothe teachers' perception. The first, the students can be happy in learning, they revealed that the way the teacher taught and used teaching task models allowed the students to be happy in learning English. They felt happy in learning English, which can be categorized as an acceptance perception to follow the lesson delivered by the teacher teaching English. It related to Robbins (1977) stated that to know how the process of gathering information through human perceptions is the indicator of the perception where is about acceptance of students.

The second students' perception is about the benefit of the teachers' task models in teaching English in which they can be more active in learning English. Based on the interview of the students, the students participated actively in the class. Active learning included any activity encouraging students to participate in learning approaches engaging them with course material and enhancing critical thinking as they made applications beyond the classroom.

The third was related to students' perceptions of how they find new ideas in learning English. In the teaching and learning process, the students can obtain new ideas about the material which delivered by the teacher. This was found in the research findings that the students mostly find new ideas when the teacher applied the task of thinking pair and share in delivering the material. These also could utilize to encourage learning where the students can discover the mean ideas based on the texts. The think pair and share task presented that the students can answer much information from the texts, because it contained some activity, and had a certain idea and purpose.

Three tasks used might influence the students' interest to learn English in which the students prefer to follow the lesson. It mean that the students wereinterested to learn English matter. The tasks might increase students in learning and they basically prefer to play than study, namely the think pair and share, the mind mapping, and the picture used task.. So that

the researcher created the concept of learning by applying the think pair and share task to improve the students' reading skills. Sari,A.R. (2012) the use of thinking pair and share task might influence the students' interest in reading English. She found the class more alive as the activities were carried out successfully with all students participating. There wasa same within this study, the result data shown that the students are exacted to study the learning process by using the think pair and share task for their readingskills. This might be seen in the task models used that the think pair and share was significant used than other task models. Therefore, the task model of role play might influence the students' reading skills in the post of covid-19.

CONCLUSION

The implementation of the tasks in reading learning process. The conclusions drawn as the following;

The first was the types of tasks used by the teacher, namely the think pair and share, the mind mapping, and the picture used tasks.

The second was the teachers' perceptions: the use of the mind mapping, the think pair and share, and the picture used tasks that might increase the students' interests: being more interesting, being easier to understand the materials, the improving of vocabularies, the expression of ideas.

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