

**TEACHING NARRATIVE TEXTS BY USING LISTEN – READ –
DISCUSS (LRD) STRATEGY TO THE TENTH GRADE STUDENTS
OF MADRASAH ALIYAH AL-FATAH PALEMBANG**



**This thesis was accepted as one of the requirements to get
the title of Sarjana Pendidikan (S.Pd.)**

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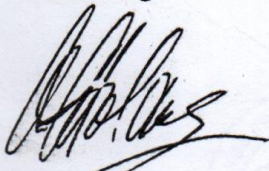
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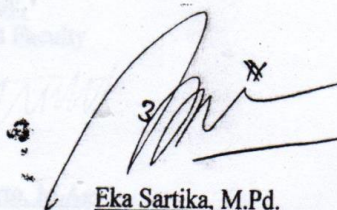
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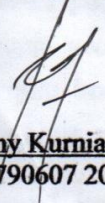
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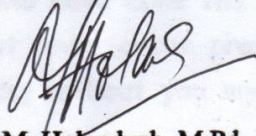
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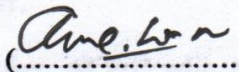
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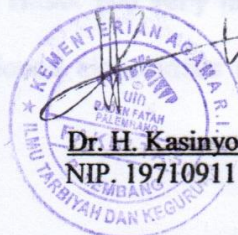
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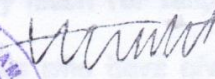

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MOTTO AND DEDICATION

MOTTO

- 📖 Don't regret what have happened and don't be afraid of what will happen.
- 📖 Just do the best and let God do the rest

Dedication

This thesis is dedicated to :

- ☞ My God Allah SWT and his last beloved prophet "Muhammad SAW" who always gives me the strength, the forgiveness, the great blessing on my life and the right path "ISLAM"
- ☞ My beloved parents "Madiun and Zainur" who have done the best for me. Thank you very much for the biggest love, great prayer, and support you have given to me. I am nothing without you my beloved parents. Love you so much
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SURAT PERNYATAAN

Dengan ini menyatakan bahwa skripsi saya yang berjudul **“TEACHING NARRATIVE TEXTS BY USING LISTEN – READ – DISCUSS (LRD) STRATEGY TO THE TENTH GRADE STUDENTS OF MADRASAH ALIYAH AL-FATAH PALEMBANG”** adalah hasil karya saya sendiri. Apabila skripsi tersebut dikemudian hari terbukti secara jelas dan nyata bukan merupakan hasil kerja saya maka saya bersedia diberi sanksi oleh UIN Raden Fatah Palembang dalam bentuk pencopotan atau pembatalan gelar akademik, sesuai dengan pasal 70 Undang-undang No. 20 tahun 2003 tentang Sistem Pendidikan Nasional yang berbunyi; “ Lulusan yang karya ilmiah yang digunakannya untuk mendapat gelar akademik, Profesi, atau vokasi sebagaimana dimaksud dalam pasal 25 ayat (2) terbukti merupakan jiplakan dipidana penjara paling lama dua tahun dan/ atau pidana denda sebanyak 200.000.000,- (Dua Ratus Juta).

Demikianlah pernyataan ini saya buat dengan sebenarnya.

Palembang, Mei 2016



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Palembang, Mei 2016

The Writer,

MZ

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ABSTRACT

The objective of the study was to find out whether or not there was a significant difference in reading comprehension achievement between the tenth grade students of MA Al-Fatah Palembang who were taught by using LRD strategy and those who were not. The population of the study was the tenth grade students of MA Al-Fatah Palembang in the academic year of 2015/2016. In this study, the writer used quasi experimental design. The sample of the study was taken from purposive sampling. The writer selected X.1 and X.4 as the sample. It consisted of 60 students, thirty students for control group and thirty students for experimental group. This study was conducted for about almost two months. There were twelve meetings which spent 80 minutes (2 x 40 minutes) in each meeting. The instrument used in collecting the data was multiple choices reading comprehension test. The test was administered twice, as the pre-test and post-test for both control and experimental group. The result of the test were analyzed by using independent sample t-test, from the result of independent sample t-test, it was found that there were a significant difference from the students' posttest experimental and control group, since the p-output was lower than 0.05 and the t-value was higher than t-table (1.672). It means that teaching narrative reading comprehension by using LRD strategy had a significant effect on the students' reading comprehension achievement.

Keyword: Reading Comprehension Achievement, LRD strategy.

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CHAPTER I

INTRODUCTION

In this chapter, the writer presents 1) background, 2) problem of the study, 3) objective of the study, 4) significances of the study, 5) hypothesis, and 6) criteria of hypothesis testing.

1.1 Background

Language is one of the important things in human life. It is used as a means of communication among nations all over the world. According to Kridalaksana (2000, p. 7), language is a system of arbitrary vocal symbols by which members of a social group cooperate and interact. Learning a language means trying to get a good mastery of the language for the purpose of communication. They can communicate easily through language they use. Cook (2008, p.1) states that language is at the centre of human life. Language is the human capacity for acquiring and using complex systems of communication.

English is very important in this world because it becomes an international language. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. People use English for international communication more than any other language in the world. According to Crystal (2003, p. 8), English is a global language, which is widely used in various countries and in various fields.

In learning English, there are four skills learned by students. They are listening, speaking, reading, and writing. Among them, reading is one of the important subjects because reading can be easily linked to other language skills like listening, speaking,

and writing. According to Francoise (2006, p. 7), reading is constant process of guessing, and what one brings to the text is often more important than what one finds in it. In the process, the reader interacts dynamically with the text as he or she tries to elicit the meaning and where various kinds of knowledge are being used. By reading, students are able to access information and knowledge about many important and useful things widely spread in the world. Beside that, it can make the people easy to connect their ideas on reading towards what they already know.

In teaching and learning process, it is not easy for the teachers to encourage their students in order to get good ability in reading. In learning reading, the students usually get some difficulties in understanding the texts especially in narrative text. They have problems in reading comprehension because they just read the text, but they do not understand the meaning of the content of the text.

According to the syllabus of English subject for Senior High School (KTSP, 2006), there are three types for tenth grade students. They are narrative, descriptive, and news item. In this study, narrative text was used. The writer chose narrative text because the students had problems in comprehending narrative text when the writer interviewed the English teacher of MA Al-Fatah Palembang.

Narrative text is one of the texts in reading competency based on the School Based Curriculum (2006) of Senior High School level. In this study, the students have to be able to comprehend this kind of the text in daily life (KTSP,2006). So, the teacher should teach the text. According to Bal (2009, p.26) state that narrative is a story that is ‘told’, conveyed to recipient, and his telling requires a medium, it is converted into sign.

There are some benefits of narrative text. According to Schumm (2006, p. 342), there are four benefits of narrative text: 1) It allows reader to enter imaginative realms

of possibility, 2) It helps children expand their curiosity and become observers of life, 3) It assists children dealing in dealing with real-world problems, and 4) It helps children become able to differentiate between fantasy and reality.

Based on the writer's interview with the English teacher of MA Al-Fatah Palembang on September 17th 2015, there were some problems that the students had in understanding narrative reading text. First, narrative text is long text and students did not understand the meaning of the content of the text. Second, it is difficult for them to determine generic structure of narrative text in long text. The last, it is difficult for them to be active reader, because they only did what teachers instructed. The teacher just ask students to listen, and read a text. After that, she let them answer questions from the passage. These problems could make students become bored, not active in learning process. Their reading achievement in comprehending the English text were low.

In order to solve the problem above, the teacher should develop an appropriate technique to make students understand how and what they have read. The teacher should find technique that can be apply in order to make reading process successfully. A strategy that is Listen-Read-Discuss strategy is one of the strategy that can be used by teacher in teaching reading. This strategy help the students to comprehend the materials and make students more effective in learning process. It is suitable with that Manzo (2000, p. 11) said that the listen-read-discuss strategy is one teaching strategy for the teacher and learning strategy for the students more active in comprehending material. LRD stands for Listen-Read-discuss. LRD is a strategy to comprehend the text that builds the students' prior knowledge, the teacher guide the students through brief explanation orally before, during, and after reading a text. Richardson et.al (2009, p. 10) states that Listen-Read-Discuss is a comprehension strategy that builds students' prior

knowledge before they read a text, during reading, and after reading by listening the teacher's short lecture, reading a text selection, and discussing. Beside that, Listen-Read-Discuss strategy is suitable for Senior high School and this strategy focus on narrative text (Morgan, 2009, p.11).

Based on explanation above, the writer is interested in conducting a research study entitled “ **Teaching Narrative Text of The Tenth Grade Students of Madrasah Aliyah Al-Fatah Palembang By Using Listen-Read-Discuss (LRD) Strategy**”.

1.2 Problem of the Study

Based on background above, the problem is formulated as follows: “Is there any significant difference between students' reading comprehension achievement who were taught by using Listen-Read-Discuss (LRD) strategy and those who are not at the tenth grade students' of Madrasah Aliyah Al-Fatah Palembang?”

1.3 Objective of the Study

Based on the problem above, the objective of this study is to find out whether or not there is a significant difference between students' reading comprehension achievement who were taught by using Listen-Read-Discuss (LRD) strategy and those who are not at the tenth grade students' of Madrasah Aliyah Al-Fatah Palembang.

1.4 Significances of the Study

The significances of the study will be useful for :

1. Teacher of English of MA Al-Fatah Palembang

The teachers of English will be able to understand Listen-Read-Discuss strategies . They can use this strategy for their students so that they can improve their students in reading comprehension.

2. Students of MA Al-Fatah Palembang

By using this strategy, it is hoped students will be interested and motivated in learning reading, with this strategy learning reading will be fun and enjoyable. And they will also comprehend the text easily.

3. Next Researchers

By doing this study, the writer expects this study can be a reference for next researchers especially research on reading.

1.5 Hypotheses

The formulation of the hypothesis of this study is stated below:

Ha : There is a significant difference on students' reading comprehension who were taught by using Listen-Read-Discuss strategies and those who are not at the tenth grade students' of Madrasah Aliyah Al-Fatah Palembang

Ho : There is no significant difference on students' reading comprehension who were taught by using Listen-Read-Discuss strategies and those who are not at the tenth grade students' of Madrasah Aliyah Al-Fatah Palembang.

1.6 Criteria of Testing the Hypothesis

To prove the research problem, testing research hypothesis is formulated:

1. If the p-output (sig. 2-tailed) is lower than 0.05, and r-table (0,374) is higher than p-output, so the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.
2. If the p-output (sig. 2-tailed) is higher than 0.05, and r-table (0,374) is lower than p-output, so the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected.

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer presents: 1) theoretical descriptions; 2) previous related studies; and 3) research setting.

2.1 Theoretical Descriptions

In this part, the writer explained about (1) concept of teaching, (2) concept of reading, (3) concept of reading comprehension, (4) concept of teaching reading comprehension, (5) concept of narrative text, (6) the language features of narrative text, (7) the generic structure of narrative text, (8) concept of Listen-Read-Discuss Strategy, (9) procedures of Listen-Read-Discuss Strategy, (10) advantages of Listen-Read-Discuss Strategy.

2.1.1 Concept of Teaching

Teaching is how to the teachers give a learning materials to students in the classroom. According to Harmer (2007, p. 107) teaching is “transmissions” of knowledge from teacher to students. Teaching refers to the process of importing knowledge and skills from a teacher to a learner. Brown (2000, p. 7) states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. It is a system, an ordered set ideas and method used by the teacher in doing his or her main jobs: planing a lesson, implementing the plan in the classroom, and evaluating the outcome of the activities. It is in line with Islamic system, the people are suggested to teach in appropriate ways as it is stated in :

الَّذِي عَلَّمَ بِالْقَلَمِ (4)

“... that teach human to write and read”. (*Surah Al-Alaq verse: 4*). And additionally

عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

“... God teaches human what human do not know”. (*Surah Al-Alaq verse: 5*).

Based on the verses above, God teaches human to read everything that can increase human’s science. So that, they know about something that they never know before. And another words, human write what they have found or known. Furthermore, Glenn (2003, p. 2), states teaching is to help (or, strictly, to try to help) someone to learn something; and what is learnt need make no contribution to the learner’s education. In other words, teaching is part of whole that make teaching and learning process both of teacher and learner. It means that the teacher is transferring the knowledge to the students.

From the definition above, it can be assumed that teaching reading is not only giving a text to the students but also building their consciousness of reading skill and an

interaction to apply knowledge between teacher to the students increase the student's ability that will make him or her to be able to understand the meaning of the text.

2.1.2 Concept of Reading

Berry (2005, p. 1) state that reading is thinking activity. This process involves getting meaning from the printed word or symbol. Reading is an activity to get much knowledge. People are blind without reading because knowledge and information are got from reading. To understand what has been read, readers need to comprehend it.

According to Kyzykeeva (2006, P. 1), reading is the most important academic language skill for foreign language students. In academic settings, reading is assumed to be central means for learning new information and gaining access to alternative explanations and interpretations. Reading also provides the foundation for synthesis and critical evaluation skills. In addition, reading is the primary means for independent learning.

Furthermore, Aslan (2003, p. 73) states that reading is generally difined as a process that helps us to understand, interpret, and sense the meaning of the words/texts in print. Reading is transmitting of information process where the author tells all the readers about his ideas or message. Such as, the author is regard as the informants (sender) and the reader on the another hand is receiver. During the reading process it means that the reader can be done during activity is only grasping and decoding information, meanwhile he cannot ask question or comment to the author directly.

From those definitions, the writer concluded that reading is a process getting meaning and the reader always tries to catch what the writer says and means actually. So that , the readers can enjoy and add their knowledge from the text that they read.

2.1.3 Concept of Reading Comprehension

According to Wilhelm (2012, p. 1), reading comprehension is the capacity to perceive and understand the meanings communicated by texts. The readers require comprehension to be an active constructor of meaning. Reading is a transaction in which the reader brings purposes and life experiences to bear to converse with the text. This meeting of the reader and the text results in the meaning that is comprehension.

Furthermore, Janette, Sharon, and Alisan (2007, p. 1) reading comprehension is difficult to determine in students because so much of it occurs “in the head” and isn’t readily observable. Reading comprehension is what allows the reader to interact with the text in meaningful way. It is bridge from passive reading to active reading – from letters and words to characters and contexts. Reading comprehension is such a kind of dialogue between reader and author in which the written language becomes the medium that cause the dialogue happen when the two persons communicate through the medium of print reading comprehension refers to reading with comprehension.

Teaching reading comprehension is often ineffective. Teachers often assume that students will learn to comprehend merely by reading. Teaching students to comprehend is challenging because reading is complex. Students who are good comprehend use strategies in reading to learn new concepts, get deeply involved in what they are reading, critically evaluate what they read, and apply the knowledge to solve practical as well as intellectual problems.

2.1.4 Concept of Teaching Reading Comprehension

According to Brown (2000, p.8), teaching is showing or helping someone to learn how to do something, giving interaction, guiding in the study of something, providing with the knowledge. Furthermore, Pang, Angaluki, Bernhardt, and Kamil (2003, p.14), comprehension is the process of deriving meaning from connected text. It involved

word knowledge (Vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information ideas and viewpoints.

From the statement above, the writer assumes that reading comprehension is an interactive process between reader and text to comprehend the written or printed text. In comprehension, the students must be active reader. They are able to act on, respond to, or transform the information what they read.

2.1.4.1 Principles of Teaching Reading Comprehension

Harmer (1998, p.70) states that there are six principles behind the teaching of reading, they are:

1. Reading is not a passive skill
2. Students need to be engaged with what they are reading
3. Students should be encouraged to respond to the content of a reading text, not just to the language.
4. Prediction is a major factor in reading
5. Match the task to the topic
6. Good teachers exploit reading texts to the full.

In addition, Brown (2000, p. 313-315) proposes that there are eight principles in teaching reading, they are :

1. In an interactive curriculum, make sure that you do not overlook the importance of specific instruction in reading skills.
2. Use techniques that are intrinsically motivating.

3. Balance authenticity and readability in choosing texts.
4. Encourages the development of reading strategies.
5. Include both bottom-up and top-down techniques
6. Follow the SQ3R sequence.
7. Subdivide your techniques into pre-reading, during-reading, and after-reading phases.
8. Build in some evaluative aspect to your techniques.

It can be assumed that in teaching reading, appropriate and possible technique should be applied based on the purpose of reading in order to get the comprehension.

2.1.4.2 Stages in Teaching Reading

According to Gear (2006, p.15) there are three stages of teaching reading comprehension, they are :

a. Pre-reading stages,

In this stage to help students focus on the text prior to reading. It is considered important in doing this activity based on students' background knowledge. This activity is done before the students read the text. The aim this activity is to lead students to predict the content of the reading text.

b. During Reading stages,

To teach students how to think while they are reading. This is the main activity, because this stages help the students to understand the researchers' purpose in the text, help the students to understand the text structure, and help the students to clarify the content of the text. Moreover, the teacher should help the students in such a way

so that they learn to read efficiently and to develop their reading comprehension. It is necessary for lower level students to listen to their teachers' reading or a tape in order to understand the reading text better.

c. Post reading stages,

To enhance students' reading and help them respond to the text in a meaningful way. This stages generally used to train the students to do a new ability in comprehending the texts.

2.1.5 Concept of Narrative Text

According to Keraf (1991, p. 136), narrative as a story tells or describes an actions in the past time clearly, so narrative tries to answer the question : what happened?".

Narrative text is a kind of text genre that is should be learned by students also. Martin (2001, p. 11), adds that narrative is both the minimal unit of meaning and the cognitive process which makes meaning possible.

In Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006 narrative is one of genres, besides recount, report, descriptive, and procedure which is taught and learned from the seven grade of junior high school up to twelve grade students. The structure generic narrative text is orientation, complication, and resolution.

2.1.6 The Language Features of Narrative Text

According to Zaida (2009, p. 82), a narrative mainly uses past tense. However, present tense can also be used within dialogues. She also states that there are seven language features of narrative text, they are :

1. Use of nouns, for example: stepsisters, housework, etc.
2. Use of adjectives to form noun phrases, for example: long black hair, two red apples, etc.

3. Use of time connectives to order the events, for example: then, before, that, soon, etc.
4. Use of adverbs and adverbial phrases, for example: here, in the mountain, happily ever after, etc.
5. Use of action verbs in past tense, for example: stayed, climbed, etc.
6. Use of saying verbs in past tense, for example: thought, understood, felt, etc.

2.1.7 The Generic Structure of Narrative Text

According to Kristono et. al. (2007, p. 33), the generic structures of narrative text are:

1. Orientation : sets the scene, introduces the participants (characters) of the story.
2. Compication : tells the beginning of the problem which leads to the crisis (climax) of the main participants.
3. Resolution : the problem (the crisis) is resolves, either in a happy ending or in a sad (tragic) ending.

In summary, a narrative text is a story that is created in a constructive format describes a sequence of fictional or non-fictional events. It is a text which contains about story and its plot consists of climax of the story (complication) then followed by the resolution.

2.1.8 Concept of Listen-Read-Discuss (LRD) Strategy

The Listen-Read-Discuss strategy is one of strategies to teach pre-reading, read, and post-reading. From now on, the writer will use LRD strategy. The LRD is one of method for students as a guidance to make the students more easily in comprehending reading materials by giving pre-reading or description about material that will be read. According to Richardson, Morgan, and Fleener (2009, p. 10) Listen-Read-Discuss is a

comprehension strategy that builds students' prior knowledge before they read a text, during reading and after reading by listening the teacher's short lecture, reading a text selection, and discussing. Furthermore, McKenna (2002, p. 94) states that Listen-Read-Discuss is a strategy especially designed for struggling readers. Manzo et al (2005, p. 10) also say that Listen-Read-Discuss meets these requirements for teachers and students.

From those definitions, the writer concluded that Listen-Read-Discuss is a strategy that begin with a teacher's short explanation, then the teacher asks the students to read a text, and finally the students discuss about the content in group and together with the teacher evaluating the text in teaching reading comprehension.

2.1.9 Procedures of Listen-Read-Discuss Strategy

In this study, the researcher tries to apply LRD strategy in teaching reading comprehension about narrative texts. To make it clear, the following teaching procedure in implementing LRD strategy is suggested by Richardson, Morgan, and Fleener (2009, p. 10), the procedures of Listen-Read-Discuss strategy are, *first* listen : teacher presents information to students about the text they will be reading. This can be in the form of a short lecture on the topic, using graphic organizer to guide the lecture. Presenting the information from the portion text in a well organized lecture format is about 5-15 minutes while the students are listening the lecture of the content of their reading. *Second* read : in this stage, students read the text and compare what they learned during the lecture to their understanding or reading the text on their own. And the *last* discuss : after reading, students discuss their understanding of the text with other students in their

small group or large group. Teacher guides students in a review and reflect of the content. Discuss the material students now have heard and then read. Three questions adapted from Smith (1978) are useful in guiding this post reading discussion :

- a. What did you understand most from what you heard and read?
- b. What did you understand least from what you heard and read?
- c. What question or thought did this lesson raise in your mind about the content and/or about effective reading and learning?

From explanation about LRD strategy above, the writer has big expectation that by using this strategy it will be useful to apply the strategies in teaching reading comprehension in the classroom. Moreover, it will give valuable contribution for the students in comprehending the reading texts. For the English, it can make a better information in teaching English subject. And the last, this strategy will be useful for the writer to motivate herself in teaching and learning English.

2.1.10 Advantages of Listen-Read-Discuss Strategy

The use of the LRD tends to benefits teachers, students, and the school program in ways that are not always immediately apparent. When teachers select textual material to use in LRD lesson, they find themselves looking at the textbook more carefully and from more points of view than they might otherwise.

The general purpose of Listen-Read-Discuss is intended to provide the background information and to spur questions for students to handle the goals of content reading. Walker (2004) suggests that an effective teacher makes instructional decision before, during, and after the reading event. The teacher use assesment and instruction at the same time to establish the instructional conditions that enchance learning. In doing so, the teacher needs to be sensitive to individual differences, ascertained through pre-

teaching assesment, and to identify learners' problems, adjust the instruction, and monitor the improvement in both teaching and learning.

Based on the explanation above, the writer concluded that the advantages of using LRD strategy in improving the students in teaching reading are follows:

- a. it helps students comprehend material,
- b. it builds students prior knowledge before they read text,
- c. it engages struggling reader in classroom discussion.

2.2 Previous Related Studies

After doing survey the writer found some previous related studies that are about Listen-Read-Discuss Strategy, first, Salman (2012) in her study entitled "*The effect of using Listen, Read, Discuss Strategy toward students reading comprehension at eleventh grade in SMAN I Kampung Dalam Kabupaten Padang Pariaman*".. This study showed that there was significant difference in reading comprehension skills between students involved in learning process using LRD strategy and students involved in learning process without using LRD strategy in SMAN 1 Padang. The similarity of the previous study and current study is both of writers use LRD strategy. The difference of the study is in the population of the study.

Second, Jevitsa in her study entitled "*Teaching Reading Comprehension in Report Text By Using Combining LRD (Listen-Read-Discuss) and FQR (Fact, Question, Response) Strategy for Students of Junior High School*" where the Combination of LRD (Listen-Read-Discuss) and FQR (Fact, Question, Response) has a significant effect on the students' reading comprehension achievement. The different of this study are in a the text type and population of the study.

Third, Anggraeni in her study entitled “*The Reading Comprehension of The Eighth Grade students of SMP N 1 Pucakwangi Pati in The Academic Year 2013/2014 taught by using LRD (Listen-Read-Discuss)*”. She concluded that LRD (Listen-Read-Discuss) is appropriate in teaching reading comprehension of the eight grade students of SMP N 1 Pucakwangi Pati in the academic year 2013/2014. The similarity of the previous study and current study is both of writers use LRD strategy. The difference of the study is in the population of the study.

2.3 Research Setting

In this study, the writer chose Madrasah Aliyah Al-Fatah Palembang at the tenth grade students as a research setting. Madrasah Aliyah Al-Fatah Palembang is an educational institution that has a characteristic of Islam which is under the Ministry of Religious. Madrasah Aliyah Al-Fatah Palembang is located in the complex of UIN Raden Fatah Palembang, precisely located at Prof. K.H. Zainal Abidin Fikri Km 3,5. The area of Al-Fatah Islamic High School Palembang is strategic location. Madrasah Aliyah Al-Fatah Palembang has a main building which consists of several rooms, including office space, principals, administration room, staff room, and classrooms consisting of ten classes.

CHAPTER III

RESEARCH AND PROCEDURE

In this chapter, the writer presents 1) research design, 2) research treatment, 3) variables of the study, 4) operational definition, 5) population and sample, 6) technique for collecting the data, and 7) technique for analyzing data.

3.1 Research Design

In this study, the quasi experimental design was used. Fraenkel and Wallen (1990, p.242) explain that quasi experimental design which is not included the use of random assignment. It means that the subject research was taken non randomly from the population but it was taken in all subjects from the group naturally. Instead, quasi experiment does not have randomly assigned groups. There are many research designs in quasi experimental, one of the design is pretest-posttest non-equivalent group design. The pretest-posttest non-equivalent group design indicated that the experimental and control groups have not been equated by randomization-hence the term ‘non-equivalent’.

In this research, the researcher has chosen pretest-posttest non-equivalent group design. The figure is suggested by Cohen, Manion & Morison (2007, p.283) as follows :

Experiment

O ₁	X	O ₂
O ₃		O ₄

Control

Where :

O_1 = pretest in experimental group

O_2 = posttest in experimental group

X = treatment in experimental group by using *Listen-Read-Discuss*

O_3 = pretest in control group

O_4 = posttest in control group

3.2 Variables of the Study

In this study, there are two kinds of variables, they are independent and dependent variable. According to Creswell (2012, p. 121), independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. The independent variable of this study are LRD Strategy.

Creswell (2012, p.121) states that dependent variable is an attribute of characteristic that is dependent on or influenced by the independent variable. The dependent variable of this study is the students' reading comprehension in the form of posttest scores.

3.3 Operational Definition

The title of this study is "Teaching Narrative Texts By Using Listen-Read-Discuss (LRD) Strategy to The Tenth Grade Students of Madrasah Aliyah Al-Fatah Palembang". From the title, the writer explain some terms. They are Reading Comprehension, Narrative Text, and Listen-Read-Discuss Strategy

3.3.1 Reading Comprehension

Reading comprehension is reading by comprehending the meaning of a passage or what is or has been read. One who reads something by understanding it can be said that he does a reading comprehension.

3.3.2 Narrative Text

Narrative text is a text focusing specific participants it is social function is to tell stories or past events and entertain the readers.

3.3.3 Listen-Read-Discuss Strategy

Listen-Read-Discuss is a strategy that begin with a teacher's short explanation, after ward the teacher asks the students to read a text after listening to the teachers' explanation the students discuss about the content in group and together with the teacher evaluating the text in teaching reading comprehension.

3.4 Population and Sample

3.4.1 Population of the Study

According to Fraenkel and Wallen (1990, p. 68), population is the group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study. The population of this study is all the students in the tenth grade students of MA Al-Fatah Palembang consting 120 students in academic year 2015/2016. They are 4 classes, X.1, X.2, X.3, and X.4 each consist of 30 students. The total number of the three classes is 120 students. Then, the population of the research is presented in table 1.

Table 1
Population of The Study

NO	CLASS	TOTAL STUDENTS
1.	X – 1	30
2.	X – 2	30
3.	X – 3	30
4.	X – 4	30
TOTAL		120

(Source : Madrasah Aliyah Al-Fatah Palembang in academic year 2015/2016)

3.4.2 Sample of the study

According to Fraenkel, et al. (2012, p. 122), sample is one of the most important steps in the study process is the selection of the sample of individuals who will participate (be observed or questioned) which refers to the process of selecting these individuals. Then, Best and Kahn (1993, p.13) add that a sample is a small propotion of population selected for observatiom and analysis.

In this study, the writer used purposive sampling. According to Frankel, et.al (2012, p.100), purposive sampling is different from convenience sampling in that researchers do not simply study whoever is available but raheer use their judgment to select a sample that they believe, based on prior information, will provide the data they need. In this technique of sampling, the researcher selects the participants because the average score about same. In this study, the samples are X.1 and X.4 as sample, because they after conducting observation and interview with teacher of English, it was found that the two classes are averagely in the same level. The total samples are 60 students, from 120 populations. 30 students as experimental group and 30 students as control group. It was suitable from the result of mean score pretest, the students in control group was higher than experimental group. The distribution of the sample is shown in following Table 2.

Table 2
Sample of the Study

No	Class	Total	Group
1	X-1	30	Control Group
2	X- 4	30	Experimental Group

3.5 Technique for Collecting the Data

In this study, the writer used test to collect the data. The test was conducted twice as pre-test and post-test in control and experimental group.

3.5.1 Test

According to Arikunto (2010, p. 223), test is a series of questions or exercises used to find out the students skill, knowledge, intelligence, and attitude of an individual or group. In collecting the data, the writer used reading comprehension test in the form of multiple choice. The total numbers of question are forty in multiple choice questions from each consist of five options namely (a, b, c, d and e). There are some narrative texts in the test. The purpose of the test is to know the result in teaching reading by using Listen-Read-Discuss Strategies. The are two tests given to the students, pretest and posttest. The test items in the pretest are the same as those of posttest, because the purpose the of giving them is to know the progress of student reading comprehension scores before and after treatment.

3.5.1.1 Pretest

The pretest is the test that is given before giving some treatments. According to Creswell (2012, p. 297), a pretest provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment. The pretest was conducted to the sample. Both an experimental and control group was given pretest. It measures the students' reading comprehension before treatment. The purpose of giving pretest to the students is to know the students' ability in learning reading comprehension before implementing Listen-Read-Discuss Strategies. And the result of students' work were checked and scored by writer.

3.5.1.2 Posttest

Posttest was given after conducting treatment to the experimental and the control group. According to Creswell (2012, p. 297), a posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment. The treatment which given to the experimental group is Listen-Read-Discuss Strategies. The type of posttest was the same as the pretest. The aim of giving posttest to the students is to measure students' ability in reading comprehension after implementing the Listen-Read-Discuss Strategies. The same as pretest, writer checked and gave score to the students' work. The result of this test was compared to the result of pretest in order to know the effect of teaching reading using Listen-Read-Discuss Strategies to students' reading comprehension. From the posttest, the writer can get the data that can be used to measure the students' progress taught by using Listen-Read-Discuss Strategies.

3.6 Reading Test

Reading test was used for collecting data. The type of the test is multiple choices. There are forty items. The items were taken from Sarana Pasti Meraih Prestasi (SIMPATI) Bahasa Inggris. The researcher remade some items because those were not valid. The reseacher used score category to determine the result of the test. The score category was described in the following table 3.

Table 3
Score Category

Score Interval	Category
80 – 100	Very Good
66 – 79	Good
56 – 65	Average
40 -55	Less
30 – 39	Fail

(Source: Arikunto, 2009, p. 245)

3.7 Research Instrument Analysis

3.7.1 Validity Test

According to Gay and Diehl (1996, p. 156), validity is the degree to which a test measures what it is supposed to measure. Additionally, Arikunto (2010, p. 211) says that validity is a measurement which shows the degree of validity of an instrument. In order to ensure each items of reading test is valid, the writer will use Pearson Product Moment found in SPSS (Statistical Package for the Social Science) version 20.0 software to calculate the validity of the test.

3.7.1.1 Construct Validity

In order to know the validity of questions, the writer estimates the construct validity. According to Fraenkel, et. al,(2012, p. 148) construct validity refers to the nature of the psychological construct or characteristic being measured by the instrument. Further, Brown (2004, p. 25) states that construct Validity is a major issue in validating large-scale standardized tests of proficiency. The writer asked her lecturers Amalia Hasanah, M.Pd as Validator I, Beni Wijaya, S.Pd, M.Pd. as Validator II, and Winny A. Riznanda, M.Pd. as Validator III, to estimate her instruments. The first validator, Amalia Hasanah, M.Pd suggested the writer to revise some questions. The second validator, Beni Wijaya, S.Pd asked to give a clear direction and time. The third validator, Winny A. Riznanda, M.Pd suggested the writer to revise some texts. From the three validators, it can be assumed that her test instrument and lesson plan were appropriate for her research instrument.

3.7.1.2 Validity of Each Questions Items

To find out the validity of the test question items, the writer analyzed the items of the tests by doing try - out in order to find out the validity of each question items. The instruments of the test were tested to 30 students on August 27th 2015 of tenth

grade students at Madrasah Aliyah Paradigma Palembang. The result of the test was analyzed by using Split half formula. According to Basrowi and Soenyono (2007, p. 24), to know whether it is valid or not, the score of significance (r-output) should be compared with the score of “r-table” product moment. A question item is considered valid if “r-output” is higher than “r-table (0,374). In this case, there were sixty questions items that were given to the students. The result analysis of validity of each question item in the table, it was found that there were 15 questions considered invalid. They are question item 1, item 9, item 10, item 13, item 15, item 19, item 22, item 29, item 33, item 37, item 39, item 41, item 44, item 48, item 59 and item 60 since the score of significant are lower than 0,374. Then, 44 questions item are considered valid. They are item 2, item 3, item 4, item 5, item 6, item 8, item 11, item 12, item 14, item 16, item 17, item 18, item 20, item 21, item 23, item 24, item 25, item 26, item 27, item 28, item 30, item 31, item 32, item 34, item 35, item 36, item 38, item 40, item 42, item 43, item 44, item 45, item 46, item 47, item 49, item 50, item 51, item 52, item 53, item 54, item 55, item 56, item 57, and item 58 since the score of significance are higher than 0,374. The result analysis of validity in each question items was displayed in Table 4.

Table 4
The result analysis of validity test of each item

No	Validity test	Sig. (2-tailed) of pearson correlation (r-output)	R-table score	Result
1	Item_1	0	0.374	Invalid
2	Item_2	0.640	0.374	Valid
3	Item_3	0.795	0.374	Valid
4	Item_4	0.795	0.374	Valid
5	Item_5	0.708	0.374	Valid
6	Item_6	0.795	0.374	Valid
7	Item_7	0.708	0.374	Invalid
8	Item_8	0.795	0.374	Valid

9	Item_9	0	0.374	Invalid
10	Item_10	0.000	0.374	Invalid
11	Item_11	0.708	0.374	Valid
12	Item_12	0.708	0.374	Valid
13	Item_13	0.000	0.374	Invalid
14	Item_14	0.708	0.374	Valid
15	Item_15	0.708	0.374	Valid
16	Item_16	0	0.374	Invalid
17	Item_17	0.640	0.374	Valid
18	Item_18	0.708	0.374	Valid
19	Item_19	0.10	0.374	Invalid
20	Item_20	0.708	0.374	Valid
21	Item_21	0.481	0.374	Valid
22	Item_22	0.002	0.374	Invalid
23	Item_23	0.395	0.374	Valid
24	Item_24	0.395	0.374	Valid
25	Item_25	0.395	0.374	Valid
26	Item_26	0.708	0.374	Valid
27	Item_27	0.708	0.374	Valid
28	Item_28	0.708	0.374	Valid
29	Item_29	0	0.374	Invalid
30	Item_30	0.708	0.374	Valid
31	Item_31	0.795	0.374	Valid
32	Item_32	0.795	0.374	Valid
33	Item_33	0	0.374	Invalid
34	Item_34	0.708	0.374	Valid
35	Item_35	0.708	0.374	Valid
36	Item_36	0.481	0.374	Valid
37	Item_37	0.203	0.374	Invalid
38	Item_38	0.437	0.374	Valid
39	Item_39	0.373	0.374	Invalid
40	Item_40	0.529	0.374	Valid
41	Item_41	0.053	0.374	Invalid
42	Item_42	0.795	0.374	Valid
43	Item_43	0.708	0.374	Valid
44	Item_44	0.53	0.374	Valid
45	Item_45	0.708	0.374	Valid
46	Item_46	0.481	0.374	Valid
47	Item_47	0.457	0.374	Valid
48	Item_48	0.203	0.374	Invalid
49	Item_49	0.395	0.374	Valid

50	Item_50	0.581	0.374	Valid
51	Item_51	0.708	0.374	Valid
52	Item_52	0.795	0.374	Valid
53	Item_53	0.795	0.374	Valid
54	Item_54	0.795	0.374	Valid
55	Item_55	0.795	0.374	Valid
56	Item_56	0.640	0.374	Valid
57	Item_57	0.581	0.374	Valid
58	Item_58	0.529	0.374	Valid
59	Item_59	0.203	0.374	Invalid
60	Item_60	0.708	0.374	Valid

3.7.1.3 Content Validity

Then, the writer analyzed content validity. To know if the contents of the test items given are appropriate, the writer check the test materials on the curriculum. According to Hughes (1989, p. 22), a test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc, with which it is meant to be concerned. In order to judge whether or not a test has content validity, a specification of the skills or structures should be made based on the curriculum and syllabus.

Table 5
Table of Test Specification

STANDARD COMPETENCE	BASIC COMPETENCE	TEXT TITLE	INDICATOR	QUESTIONS ITEM NUMBER	TYPES OF TEST	TOTAL
Understanding the meaning of written text and short writing simple functional form of <i>narrative</i> with regard to the surrounding environment	Responding the meaning and rhetorical steps in simple short essay accurately, fluently, and acceptable with regard to the environment in the form of	The Lion and The Mosquito	a. conclude or summary the story	1	MULTIPLE CHOICE	3
			b. to determine the glosarry of text in the text	2		
				3		
		The Legend of Minos, King of	a. to know the cronological or series of the text	4		
				5		
				6		

	<i>narrative</i>	Crete				3
		The Ant and The Dove	a. to explain the complete of the text b. to determine the glosarry of text in the text	7 8 9 10		4
		The Twin Masks	a. to find out the topic of the text b. to explain the complete of the tex c. to determine the glosarry of text in the text d. to find out the reason or influence of the text e. to conclude or summarize the text	11 12 13 14 15		5
		Fluffy Bunny Rabbit	a. conclude or summary the story b. to know the cronological or series of the text c. to explain the complete of the text	16 17 18 19 20 21		6
		The Fox and The Crow	a. to know the cronological or series of the text b. to find out the reason or influence of the text c. to determine the glosarry of text in the text	22 23 24		3
		A Stupid Man and His Cows	a. to know the cronological or series of the text b. to conclude or summarize the text c. to determine the	25 26		4

			glosarry of text in the text	27 28		
		The Wind and The Sun	a. to conclude or summarize the text b. to know the cronological or series of the text c. to determine the glosarry of text in the text	29 30 31 32		4
		The Grasshoper and The Ant	a. to find out the reason or influence of the text b. to conclude or summarize the text c. to know the cronological or series of the text	33 34 35 36		4
		The Donkey and The Wolf	a. to determine the glosarry of text in the text b. to conclude or summarize the text c. to find out the reason or influence of the text d. to know cronological or series of the text	37 38 39 40		4
Total						40

3.7.1 Reliability Test

Reliability test measure whether research instrument used for pretest and posttest activities is reliable or not. Fraenkel and Wallen (1990, p. 136) state that the test score is considered reliable whenever the reliability coefficient of test score should be at least 0.70.

To find out the reliability of the test, the writer used Split Half analysis. Then, the score in test is analysis using Pearson Product Moment Correlation found in

SPSS 16 (Statistical Package for the Social Science) program. The test consist of forty each question item and this question is test to the eleventh grade students of MA Paradigma Palembang. The result analysis of reliability test was displayed in Table 6.

Table 6
The result analysis reliability test

Reliability Statistics			
Cronbach's Alpha	Part 1	Value	.274
		N of Items	30 ^a
	Part 2	Value	.246
		N of Items	30 ^b
	Total N of Items		60
Correlation Between Forms			.614
Spearman-Brown Coefficient	Equal Length		.761
	Unequal Length		.761
Guttman Split-Half Coefficient			.758

3.8 Research Treatment

Treatment refers to any process designed to find out that something is workable, effective, and valid. The writer conducted the experiment by applying Listen-Read-Discuss Strategies and teacher's method to the sample, the tenth grade students of MA Al-Fatah Palembang in the academic year 2014-2015..

Research treatments were designed for twelve meeting including pretest and posttest activities. The treatments were given to both groups (experiment) with similar teaching material but different strategy. But before treatments were done to both groups, readability test of teaching materials should be done. Every week, the students get two meetings. Each meeting was 40 minutes. Every meeting was for treatment by giving them a narrative text.

3.8.1 Readability Test

Readability is a test to measure level of reading comprehension difficulty of a text for readers. According to Richardson, Morgan, Fleener (2009, p.173), readability is the match between reader and text, it suggests that content is clear, well expressed, and suited to the reader. The Flesch Kincaid Reading Ease and the Flesch Kincaid Grade Level were used to check the readability and the level of texts taken for pre-test and post-test. The flesch Kincaid Grade Level is based on USA education system which applied English language as the first language.

Readability test was done to put the reading texts in an appropriate class meeting based on the difficulty level for each reading text during research treatment, and it also done to manage for each reading text in research instrument. It starts from very easy one text to the harder one in order the students do not feel shocked with the text. Readability test is measured by using online readability test that can be accesed from <http://www.readabilityformulas.com>

According to Fielding (2006, p.205), there are some categories of flesh reading ease score and flesch reading grade level. For more detail the category can be seen on the following table 7 and table 8.

Table 7
Flesch Reading Ease Score

Flesch Reading Ease Score	Description of Readability
90-100	Very Easy
80-90	Easy
70-80	Fairly Easy
60-70	Standard
50-60	Fairly Difficult
30-50	Difficult
0-30	Very Difficult

Table 8
Flesch Reading Ease Score and School Reading Level

Flesch Reading Ease Score	Grade
90-100	5
80-90	6
70-80	7
60-70	8-9
50-60	10-11
30-50	Post school/ college
0-30	University graduate

Table 9
Result analysis in Measuring Readability Test

No	Text's Title	Kind of Text	Text Statistics			Flesch – Lincaid Reading Ease Score	Text Level
			Sentence Count	Words per Sentence	Character per Word		
1.	Snow White	Narrative Text	27	12,9	4,2	65	Standard
2.	The Clown Who Lost His Laugh	Narrative Text	27	10,1	4,2	63	Standard
3.	The Arrogant Boy	Narrative Text	41	9,5	4,1	62	Standard
4.	The mousedeer	Narrative Text	34	12,6	4,3	60	Standard
5.	Putri Kemuning	Narrative Text	41	13,7	4,3	62,3	Standard
6.	The Smartest Parrot	Narrative Text	25	11	3,8	65	Standard

7.	The Legend of Prambanan Temple	Narrative Text	27	10,1	4,2	63	Standard
8.	Three Fishes	Narrative Text	27	12,9	4,2	65	Standard
9.	Smart Monkey and Dull Crocodile	Narrative Text	41	9,5	4,1	62	Standard
11.	The Old Woman and The Sparrow	Narrative Text	34	12,6	4,3	60	Standard
11.	Rapunzel	Narrative Text	41	13,7	4,3	62,3	Standard
12.	The Fairy Tulip	Narrative Text	27	8,4	4,5	52	Fairly Difficult

3.8.2 Research Teaching Schedule

This treatment were implemented tenth grade students of MA Al-Fatah Palembang. The writer gave the treatment to the experimental group for about one month. The treatment was given three times a week, so there are twelve meetings altogether. Each meeting took 80 minutes (2 x 40). The writer applied the Listen-Read-Discuss Strategies to the students. The write used Narrative reading text as reading materials. The texts were taken from senior high school books: “LKS Sarana Simpati Pasti Meraih Prestasi for grade X senior high school (SMA/MA)”, and also was taken from internet. Control group was taught by the teacher of English at MA Al-Fatah Palembang. The teaching schedule and time allocation for experimental group was presented in Table 10.

Table 10
Teaching Schedule for Experimental Group

Experimental Group		
Teaching Schedule	Time Allocation	Materials and Activities
First meeting	07:00 – 08:30 (2x40')	<p>5 minutes: Teacher open the lesson.</p> <p>70 minutes: pretest, the students are asked to do the test given by the researcher in the form of multiple choice questions.</p> <p>5 minutes: Teacher closes the class.</p>
Second meeting	11:45 – 13:25 (2x40')	<p>10 minutes: Teacher asks students opinion about “Snow White”.</p> <p>40 minutes: Teacher gives text to the students and applied the steps of Listen-Read-Discuss strategies.</p> <p>30 minutes: Then, students do exercise from the text that was given by teacher. Then, teacher closes the class.</p>
Third meeting	13:25 – 14:30 (2x40')	<p>40 minutes: Teacher gives passages about “The Clown Who Lost His Laugh” and asks the student to read the following passages. And the teacher applies Listen-Read-Discuss Strategies to the students.</p> <p>35 minutes: Students do exercise from the text that was given by Teacher.</p> <p>5 minutes: Teacher closes the class.</p>
Fourth meeting	08:30 – 10:00 (2x40')	<p>7 minutes: Teacher gives the instruction to her students before they read the text that was given by Teacher.</p> <p>40 minutes: Teacher applies Listen-Read-Discuss Strategies to the students</p> <p>4 minutes: The students write on whiteboard for analyze the generic structure</p> <p>25 minutes: Students do exercise from the text.</p> <p>3 minutes: Teacher closes the class.</p>

Fifth meeting	10:15 – 11:45 (2x40')	<p>15 minutes: Teacher opens the lesson. Then, check the attendance list and collect her students' homework.</p> <p>5 minutes: Teacher gives text to the students while giving instructions.</p> <p>50 minutes: Teacher explains text about "Putri Kemuning" and students do Listen-Read-Discuss Strategies steps.</p> <p>10 minutes: Teacher gives homework and closes the class.</p>
Sixth meeting	11:45 – 13:25 (2x40')	<p>15 minutes: Teacher opens the lesson. Then, check the attendance list and collect her students' homework.</p> <p>35 minutes: Teacher gives text about "The Smartest Parrot" to her students. Then, teacher applied to her students Listen-Read-Discuss Strategies. Then, teacher check their summarize.</p> <p>25 minutes: Teacher asks her students to do exercises.</p> <p>5 minutes: Students submit the exercises. Then, teacher closes the class.</p>
Seventh meeting	07:00 – 08:30 (2x40')	<p>10 minutes: Teacher asks students opinion about "The Legend of Prambanan Temple".</p> <p>40 minutes: Teacher gave text to the students and applied the steps of Listen-Read-Discuss strategies.</p> <p>30 minutes: Then, students do exercise from the text that is given by Teacher. Then, teacher closes the class.</p>
Eighth meeting	11:45 – 13:25 (2x40')	<p>10 minutes: Teacher opens the lesson. Then, check the attendance list.</p> <p>20 minutes: Teacher gives text to the students about " Three fishes" while giving instructions.</p> <p>40 minutes: Teacher and students do Listen-Read-Discuss Strategies steps.</p> <p>10 minutes: Teacher gives homework and closes the class.</p>

Nineth meeting	13:25 – 14:30 (2x40')	<p>7 minutes: Teacher gives the instruction to her students before they read the text that was given by Teacher.</p> <p>40 minutes: Teacher give text about “Smart Monkey and Dull Crocodile” and applied Listen-Read-Discuss Strategies to the students</p> <p>30 minutes: Students do exercise from the text.</p> <p>3 minutes: Teacher gives homework and closes the class.</p>
Tenth meeting	08:30 – 10:00 (2x40')	<p>15 minutes: Teacher opens the lesson. Then, check the attendance list and collect her students' homework.</p> <p>5 minutes: Teacher gives text to the students while giving instructions.</p> <p>45 minutes: Teacher explains text about “The Old Woman and The Sparrow” and students do Listen-Read-Discuss Strategies steps.</p> <p>15 minutes: Teacher gives homework and closes the class.</p>
Eleventh meeting	10:15 – 11:45 (2x40')	<p>15 minutes: Teacher opens the lesson. Then, check the attendance list and collect her students' homework.</p> <p>35 minutes: Teacher gives text about “Rapunzel” to her students. Then, teacher applied to her students Listen-Read-Discuss Strategies. Then, teacher check their summarize.</p> <p>25 minutes: Teacher asks her students to do exercises.</p> <p>5 minutes: Students collect the exercises. Then, teacher closes the class.</p>
Twelve meeting	11:45-13:25 (2x40')	<p>5 minutes: Teacher gives the instructions to do the test to her students.</p> <p>70 minutes: Students do the post-test.</p> <p>5 minutes: Closing all meeting</p>

4.8Techniques for Analyzing Data

Data obtained from the quasi- experimental design study was submit using statiscal analysis by using the Statistical Package for the Social Science (SPSS) version 16.0 software. The writer analyzed the data from the test (pre-test and post-test) between two groups (experimental and control groups).

In analyzing the data, distribution of the data was used to see distribution of frequency data and descriptive statistics.

3.9.1. Data Descriptions

Before analyzing the data, distribution of the data was used to see distribution of frequency data and descriptive statistics.

3.9.1.1. Distribution of Frequency Data

In distributions of frequency data, the students' score frequency, percentage were achieved. The distributions of frequency data were got from students' pretest score in control group, students' posttest score in control group, the students' pretest score in experimental group, and students' posttest score in experimental group. Then, the distribution of frequency data was displayed in table analysis.

3.9.1.2. Descriptive Statistics

In descriptive statistics, number of sample, the score of minimal, maximal, mean, standard deviation, and standard error of mean are obtained. Descriptive statistics were obtained from students' pretest and posttest scores in control and experimental groups.

3.10. Pre-requisite Analysis

Before analyzed the data, pre-requisite analysis was done to see whether the data obtained was normal and homogen. The following is the procedures in pre-requisite analysis.

3.10.1. Normality Test

According to Basrowi (2007, p.85) normality test is used to measure whether the obtained data normal or not. The data could be classified into normal when the p-output was higher than 0.05. In measuring normality test, One sample Kolmogorov Smirnov was used. The normality test was used to measure students' pretest scores in control and experimental groups, and students' posttest scores in control and experimental groups.

3.10.2. Homogeneity Test

Basrowi (2007, p.106) states homogeneity test was used to measure the scores obtained whether it was homogen or not. He stated that the score was categorized homogen when the p-output was higher than mean significant difference at 0.05 levels. In measuring homogeneity test, Levene Statistics in SPSS was used. The homogeneity test was used to measure students' pretest and posttest scores in control and experimental groups.

3.11. Hypothesis Testing

In this study, the hypothesis of the research is tested by using independent sample t-test. The independent sample t-test is used in measuring the significant of the strategy. It is used to compare between the mean score of two independent groups on a given variable. It measures significant difference or significant influence between two variables. The scores are obtained from students' posttest in both groups analyzed using independent sample t-test. Significant difference or significant influence is found

whenever the result is lower than mean significant difference at 0,05 levels, and t-obtained is higher than t-table (1.672). It was done by using IBM SPSS (Statistical Package for the Social Science) Statistics 16.

CHAPTER IV

FINDINGS AND INTERPRETATIONS

In this chapter, the researcher presents and explains 1) findings; and 2) interpretations of the research study.

4.1 Findings

The findings of the research were to find out: (1) data descriptions; (2) pre-requisite analysis; and (3) result of hypothesis testing.

4.1.1 Data Descriptions

In the data descriptions, distribution of frequency data and descriptive statistics were analyzed.

4.1.1.1. Distribution of Data Frequency

In distribution of frequency data, score, frequency, and percentage were analyzed. The scores were got from; (1) pretest scores in control group and experimental group (2) posttest scores in control group and experimental group.

1) Students' Pretest Scores in Control and Experimental Group

From the table analysis, in control group it was found that there were two students (6.7%) in average category, seven students (23.3%) were in less category, and twenty one students (70.1%) were in fail category. Meanwhile, in experimental group there was one student (3.3%) in average category, seven students (23.3%) were in less category, and twenty two students (73.2%) were in fail category. It can be seen that the mean score of control groups is quite similar to that of the experimental group. The illustration of result analysis was described in the following table 11.

Table 11

Distribution of Data Frequency and Descriptive Statistics on Students' Pretest Scores in Control and Experimental Group

	N	Score Interval	Category	Frequency (%)	Min	Max	Mean	Std Deviation
Control Group	30	80-100	Very Good	0 (0%)	35	60	43.9167	7.27191
		66-79	Good	0 (0%)				
		56-65	Avarage	2 (6.7%)				
		40-55	Less	7 (23.3%)				
		30-39	Fail	21 (70.1%)				
Experimental Group	30	80-100	Very Good	0 (0%)	32.5	57.5	43.4167	5.62795
		66-79	Good	0 (0%)				
		56-65	Avarage	1 (3.3%)				
		40-55	Less	7 (23.3%)				
		30-39	Fail	22 (73.2%)				

2) Students' Posttest Scores in Control and Experimental Group

From the table analysis, it was found that there were six students (20.1%) in average category, fourteen students (46.6%) were in less category, and ten students (33.4%) were in fail category. Meanwhile, in experimental group there are three students who (10%) were in very good category, twenty one students (70.1%) were in good category, and six students (20%) were in average category. It can be concluded that the result of the experimental group after given treatment from the writer was higher than the control group. It is supported from the mean score. The illustration of result analysis was described in the following table 12.

Table 12
Distribution of Data Frequency and Descriptive Statistics on Students' Posttest Scores in Control and Experimental Group

	N	Score Interval	Category	Frequency (%)	Min	Max	Mean	Std Deviation
Control Group	30	80-100	Very Good	0 (0%)	40	65	50.9167	7.29559
		66-79	Good	0 (0%)				
		56-65	Avarage	6 (20.1%)				
		40-55	Less	14 (46.6%)				
		30-39	Fail	10 (33.4%)				
Experimental Group	30	80-100	Very Good	3 (10%)	60	87.5	72.5000	7.45677
		66-79	Good	21 (70.1%)				
		56-65	Avarage	6 (20%)				
		40-55	Less	0 (0%)				
		30-39	Fail	0 (0%)				

4.1.1.2 Descriptive Statistics

1. Pretest in Control Group

In the descriptive statistics, the descriptive statistics from the students' pretest scores in control group found that there are 30 students who are in the group of pretest control. The minimum score is 35, the maximum score is 60, the mean score is 43.9167, and the score of standard deviation is 7.27191.

2. Pretest in Experimental Group

In the descriptive statistics, the descriptive statistics from students' pretest scores in experimental group found that there were 30 students who were in the group of pretest experimental. The minimum score is 32.5, the maximum score is 57.5, the mean score is 43.4167, and the score of standard deviation is 5.62795. It can be stated the mean score of students' pretest in control group was higher than the mean score of students' pretest in experimental group. It is also supported from the mean score and standard deviation.

3. Posttest in Control Group

The descriptive statistics from students' posttest scores in control group found that there are 30 students who are in the group of posttest control. The minimum score is 40, the maximum score is 65, the mean score is 50.9167, and the score of standard deviation is 7.29559.

4. Posttest in Experimental Group

The descriptive statistics from students' posttest scores in experimental group found that there are 30 students who are in the group of posttest experimental. The minimum score is 60, the maximum score is 87.5, the mean score is 72.5000, and the score of standard deviation is 7.45677. It can be stated that the mean score of students' posttest in experimental group higher than the mean score of students' posttest in control group. It shows that the students' score had increased after treatment.

4.1.2 Prerequisite Analysis

In the prerequisite analysis, normality test and homogeneity test were analyzed.

4.1.2.1. Normality Test

In the normality test, the scores got from; (1) students' pretest scores in control and experimental groups; and (2) students' posttest scores in control and experimental groups.

4.1.2.1.1 Students' Pretest Scores in Control and Experimental Groups

From the table analysis, it was found the p-output from students' pretest in control group 0.771 and experimental group is 1.067. From the score, it could be stated that the students' pretest score in control and experimental group were considered normal since the result of the 1-sample kolmogorov smirnov z were higher than 0.05. The illustration of result analysis was described in the following table 13.

Table 13

Normality Test of Students' Pretest Scores in Control and Experimental Groups Using 1-Sample Kolmogorov-Smirnov Z

No	Students' Pretest	N	Kolmogorov Smirnov Z	Sig. (2-tailed)	Result
1	Control Group	30	0.771	0.592	Normal
2	Experimental Group	30	1.067	0.205	

4.1.2.1.2 Students' Posttest Scores in Control and Experimental Groups

From the table analysis, it was found the p-output from students' posttest in control group is 1.004 and experimental group is 0.559. From the score, it could be stated that the students' posttest score in control and experimental group were considered normal since the result of the 1-sample kolmogorov smirnov z were higher than 0.05. The illustration of result analysis was described in the following table 14.

Table 14

Normality Test of Students' Posttest Scores in Control and Experimental Groups Using 1-Sample Kolmogorov-Smirnov Z

No	Students' Posttest	N	Kolmogorov Smirnov Z	Sig. (2-tailed)	Result
1	Control Group	30	1.004	0.266	Normal
2	Experimental Group	30	0.559	0.914	

4.1.2.2 Homogeneity

In the homogeneity, levene analysis was used to analyze the students' pretest and posttest scores in control and experimental group.

4.1.2.2.1 Students' Pretest Scores in Control and Experimental Groups

Based on measuring homogeneity test, it was found that the significance level is 0.156. From the result of the output, it can be stated that the students' pretest in control and experimental group was homogeny since it was higher than 0.05. The result of homogeneity test is figured out in table 15.

Table 15
Homogeneity Test on Students' Pretest Score in Control
and Experimental Groups

No	Students' Pretest	N	Levene Statistics	Sig.	Result
1	Control group	30	2.068	0.156	Homogen
2	Experimental Group	30			

4.1.2.2.2 Students' Posttest Scores in Control and Experimental Groups

Based on measuring homogeneity test, it was found that the significance level is 0.876. From the result of the output, it can be stated that the students' posttest in control and experimental group was homogeny since it was higher than 0.05. The result of homogeneity test is figured out in table 16.

Table 16
Homogeneity Test on Students' Posttest Score in Control
and Experimental Groups

No	Students' Pretest	N	Levene Statistics	Sig.	Result
1	Control group	30	0.024	0.876	Homogen
2	Experimental Group	30			

4.1.3. Result analysis of Independent Sample t-test from Students' Pretest Score in Experimental and Control Group

Table 17
Result analysis of Independent Sample t-test from
Students' Pretest Score in Experimental and Control Group

Listen – Read - Discuss Strategy and those who are not at MA Al-Fatah Palembang	Independent Sample t-Test			Ho
	T	Df	Sig. (2-Tailed)	
	3.332	58	0.767	Accepted

From the table analysis, it was found that the p-output was 0.767 and the t-value was 3.332. Since the p-output was lower than 0.05 level and t-value was higher than critical value of t-table (1672), it can be stated that there was a no significant difference on students' reading comprehension. So, it was concluded that the null hypothesis (Ho) was accepted, and the alternative hypothesis (Ha) was rejected.

4.1.4. Result analysis of Independent Sample t-test from Students' Posttest Score in Experimental and Control Group

Table 18
Result analysis of Independent Sample t-test from
Students' Posttest Score in Experimental and Control Group

Listen – Read - Discuss Strategy and those who are not at MA Al- Fatah Palembang	Independent Sample t-Test			Ho
	T	Df	Sig. (2-Tailed)	
	11.332	58	0.000	Rejected

From the table analysis, it was found that the p-output was 0.000 and the t-value was 11.332. Since the p-output was lower than 0.05 level and t-value was higher than critical value of t-table (1672), it can be stated that there was a significant difference on students' reading comprehension taught using LRD strategy and those who are not at the tenth grade students of MA Al-Fatah Palembang. So, it was concluded that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted.

4.2 Interpretation

Based on the finding, some interpretations could be described as follows : First, the writer used the students' pretest and post-test scores in control and experimental group to analyze the data frequency. The writer found that the pretest scores of the students in control and experimental group were low. Meanwhile, after the students in experimental group was treated by using LRD strategy, the result of their post-test scores was higher than those in control group. The writer considered that the use of LRD strategy is playing important role in increasing the students scores in reading. The writer thought that LRD strategy helped the students to comprehend the materials and make the students feel more effective in learning process. It is in line with Manzo (2000, p. 11), who says that the Listen – Read – Discuss strategy is one teaching strategy for the teacher and learning strategy for the students more active in comprehending material. In addition Richardson, Morgan, and Fleener (2009, p. 10) state that Listen – Read – Discuss is a comprehension strategy that builds students' prior knowledge before they read a text, during reading and after reading by listening the teacher's short lecture,

reading a text selection, and discussing. Furthermore, McKenna (2002, p. 94) states that Listen – Read – Discuss is a strategy especially designed for struggling readers.

Second, based on differences between students' posttest score in experimental and control group. There are many students in experimental group whereas some of the students in control group were in poor and very poor category. It was because during the posttest, the students in experimental group looked more serious in answering the test than the students in control group. Meanwhile, the control group had difficulty to answer the test. They did not focus on those questions in the test. It could be supported by the mean scores posttest between two groups that obtained. Although these two groups of students had progress, the progress of the students in control group was not as high as the progress of the students in experimental group.

Finally, it was inferred that the use of LRD strategy significantly improve the students' reading comprehension achievement to the tenth grade students of MA Al-Fatah Palembang. In teaching and learning process, the writer witness the improvement of the students. The writer found that the students' motivation in learning English significantly improved. It was proven that students were creative during teaching and learning process. Besides, the strategy was suitable for the students which helped them felt enthusiasms, they can relate their prediction to the text, it can make them easier to comprehend detailed information from the text. It could be stated that LRD strategy was fit to be in teaching reading comprehension or improving students' reading comprehension achievement. It is related to Jevitsa (2012, p. 9), this strategy can build the student prior knowledge before they read a text, it helps the student to comprehend the material presented orally and improve students reading comprehension, then the student have critical thinking and creative in learning and understanding the text

because they have give opinion and response about what they read, they integrate their ideas. It was supported by Selvia (2014, p. 7), who finds that the students were positive improvement in teaching reading. This strategy also makes the students easy to understand and comprehend the text.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents (1) conclusions and (2) suggestions based on the findings and interpretation in the previous chapter.

5.1. Conclusion

Based on the findings and interpretation on the analysis of the previous chapters, it can be drawn a conclusions, the writer concludes that there was significant difference on the tenth grade students' achievement in reading narrative text between those who are not taught by using LRD strategy and those who are not at MA Aliyah Al-Fatah Palembang. It could be seen from the result calculation, t-value was higher than critical value of t-table. The null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

Therefore, it could be indicated that LRD strategy was succesfully applied to the tenth grade students of MA Aliyah Al-Fatah Palembang. The students got improvements or benefits from the implementation of LRD strategy.

5.2. Suggestions

Based on conclusion of the study that has been done, the writer offers some suggestions to the teachers of English, the students of MA Al-Fatah Palembang and the next reseacher.

The teachers of English of MA Al-Fatah Palembang can use LRD strategy to help the students to develop their reading ability. By using LRD strategy which suppose the students increase their understanding of the text which they will read, it will motivate and encourage them in reading.

For the students, the students can use LRD strategy to help them to comprehend the reading text. Besides that, they must develop some aspect which can help them to comprehend the reading text, such as main idea and vocabulary.

The last, for other reseachers who want to conduct the research in teaching reading, they can use the result of this research and as an additional references for further relavant research certainly with different variables and conditions. other reseachers can apply this strategy from Junior High School to University level.

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Judul : Teaching Narrative Texts by Using Listen-Read-Discuss (LRD) strategy to the Tenth Grade Students of Madrasah Aliyah Al-Fatah Palembang.

Research Questions : Is there a significant difference on students' reading comprehension in narrative text between those who are taught by using Listen-Read-Discuss (LRD) strategy and those who are not at Madrasah Aliyah Al-Fatah Palembang.

Mengetahui

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PENUNJUKKAN PEMBIMBINGAN SKRIPSI

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 NAMA : Mardiana Zakkiyanti
 PRODI/JURUSAN : Pendidikan Bahasa Inggris
 SEMESTER : IX
 JUDUL SKRIPSI : Teaching Narrative Texts by Using Listen-Read-Discuss
 (LRD) strategy to the Tenth Grade Students of Madrasah
 Aliyah Al-Fatah Palembang.

PEMBIMBING I	:	M. Holandiyah, M.Pd
NIP	:	
PEMBIMBING II	:	Eka Sartika, M.Pd
NIP	:	

Palembang, April 2015

PEMBANTU DEKAN I

KAPRODI PBI,

Drs. H. M. Hasbi Ashiddiq, M.Pd.I
 NIP. 19560220 1985031002

Renny Kurnia Sari, M.Pd
 NIP. 19790607 2008012015



**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UIN RADEN FATAH PALEMBANG**

Nomor : In.03/II.1/PP.009/1180/2015

Tentang

PENUNJUKKAN PEMBIMBING SKRIPSI

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN RADEN FATAH PALEMBANG

- Menimbang : 1. Bahwa untuk mengakhiri Program Sarjana bagi seorang mahasiswa perlu ditunjuk ahli sebagai Dosen Pembimbing Utama dan Pembimbing Kedua yang bertanggung jawab untuk membimbing mahasiswa/i tersebut dalam rangka penyelesaian skripsinya.
2. Bahwa untuk lancarnya tugas-tugas pokok tersebut perlu dikeluarkan surat keputusan tersendiri.

- Mengingat : 1. Peraturan Menteri Agama RI No. 1 Tahun 1972 jo. No. 1 1974
2. Peraturan Menteri Agama RI No. 60 Tahun 1972
3. Keputusan Senat IAIN Raden Fatah No. XIV Tahun 1984
4. Keputusan Senat IAIN Raden Fatah No. II Tahun 1985
5. Keputusan Rektor IAIN Raden Fatah No. B/II-1/UP/201 tgl 10 Juli 1991

MEMUTUSKAN

- Menetapkan
PERTAMA : Menunjuk Saudara 1. M. Holandiyah, M.Pd. NIP. 19740507 201101 1 001
2. Eka Sartika, M.Pd. NIP. -

Dosen Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang masing - masing sebagai Pembimbing Utama dan Pembimbing Kedua skripsi mahasiswa Fakultas Tarbiyah dan Keguruan atas nama saudara :

Nama : Mardiana Zakkiyanti
NIM : 10250709
Judul Skripsi : Teaching Narratives Texts by Using Listen-Read-Discuss (LRD) strategy to the 10th Grade Students of Madrasah Aliyah Al-Fatah Palembang.

KEDUA : Kepada Pembimbing Utama dan Pembimbing Kedua tersebut diberi hak sepenuhnya untuk merevisi judul / kerangka dengan sepengetahuan Fakultas.

KETIGA : kepadanya diberikan honorarium sesuai dengan kerentanan yang berlaku masa bimbingan dan proses penyelesaian skripsi diupayakan minimal 6 (enam) bulan.

KEEMPAT : Ketentuan ini mulai berlaku sejak tanggal ditetapkan oleh Fakultas.

Palembang, 22 April 2015

Dekan,



Kasimyo Harto, M. Ag.
NIP. 19710911 199703 1 004

Tembusan :

1. Rektor UIN Raden Fatah Palembang
2. Mahasiswa yang bersangkutan
3. Arsip



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS TARBIYAH DAN KEGURUAN**

ALAMAT : JL. PROF. K. H. ZAINAL ABIDIN FIKRY KODE POS 30126 Telp: (0711) 353276
PALEMBANG

Nomor : In.03/I.I/PP.00.9/ /2015 Palembang, Agustus 2015
Lampiran : -
Perihal : Mohon Izin Uji Soal Mahasiswa/i
Fakultas Tarbiyah UIN Raden Fatah
Palembang

Kepada Yth.
Bapak/Ibu Kepala MA Paradigma Palembang
Di

Tempat

Assalamu'alaikum Wr. Wb

Kami yang bertanda tangan dibawah ini, ketua prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah UIN Raden Fatah Palembang memberitahukan bahwa salah satu mahasiswa kami :


Nama : Mardiana Zakkiyanti
Nim : 10250709
Jurusan/ Program Study : Pendidikan Bahasa Inggris / S1
Tahun Akademik : 2014/ 2015
Judul Skripsi : Teaching Narrative Texts by Using Listen – Read
– Discuss (LRD) Strategy to the Tenth Grade
Students of Madrasah Aliyah Al-Fatah
Palembang

Sehubungan dengan kegiatan akhir study mahasiswa yang akan mengadakan penelitian skripsi, dengan ini mengajukan permohonan izin pengujian soal pelajaran bahasa inggris di sekolah bapak/ibu. Adapun rincian tersebut sebagai berikut :

Kelas : X
Materi : Reading
Jenis Text : Multiple Choices
Jumlah Soal : 60

Demikian Surat Keterangan ini dibuat dengan sesungguhnya dan dapat dipergunakan sebagaimana mestinya tanpa merugikan pihak mana pun. Atas perhatian dan bantuannya kami ucapkan terima kasih.

Palembang, Agustus 2015
Ketua Prodi Pendidikan Bahasa Inggris


Hj. Renny Kurnia Sari, S.Pd, M.Pd
 Nip. 19790607200812015



YAYASAN LP3I PARADIGMA
MADRASAH ALIYAH (MA) PARADIGMA
AKREDITASI : B (BAN - S/M 2011)

Alamat : Jln. Mayor Zurbi Bustan Lrg. Mufakat V Lebong Siarang Km. 5 Palembang (30151)
Telp. (0711) 415049 E-mail : ma_paradigma@yahoo.co.id

SURAT KETERANGAN

Nomor : 030/LP3LP/MA/VIII-27/2015

Saya yang bertanda tangan dibawah ini :

Nama : Dr. H. Mgs. Nazarudin, MM
NIP : 19650917 2005 01 1002
Jabatan : Kepala Madrasah Aliyah Paradigma
Alamat Kantor : Jalan Mayor Zurbi Bustan Lrg. Mufakat V
Lebong Siarang KM. 5 Palembang.

Menerangkan bahwa saudari :

Nama : Mardiana Zakkiyanti
NIM : 1025 0709
Program Studi : Pendidikan Bahasa Inggris (PBI)
Fakultas : Tarbiyah & Keguruan.

Telah melaksanakan pengujian soal Bahasa Inggris (*Try Out*) di Kelas X Madrasah Aliyah Paradigma Palembang.

Demikian surat ini dibuat agar bisa digunakan sebagaimana mestinya.



Palembang, 27 Agustus 2015

Kepala Madrasah

Dr. H. Mgs. Nazarudin, M.M
NIP. 196509172005011002



**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

Nomor : In.03/II.I/PP.00.9/2967/2015
Lampiran : -
Perihal : Mohon Izin Penelitian Mahasiswa/i
Fakultas Tarbiyah dan Keguruan UIN Raden Fatah
Palembang.

Palembang, 7 September 2015

Kepada Yth,
Kepala MA Al Fatah Palembang
di
Palembang

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan tugas akhir Mahasiswa/i Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang dengan ini kami mohon izin untuk melaksanakan penelitian dan sekaligus mengharapkan bantuan Bapak/Ibu/Saudara/i untuk memberikan data yang diperlukan oleh mahasiswa/i kami :

Nama : Mardiana Zakkiyanti
NIM : 10250709
Prodi : PBI
Alamat : Jl. Rawajaya I No.438

Judul Skripsi : Teaching Narrative Texts by Using Listen-Read-Discuss (LRD) strategy to the Teth Grade Students of Madrasah Aliyah I-Fatah Palembang.

Demikian harapan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i diucapkan terima kasih.

Wassalamu'alaikum. Wr. Wb



H. Kasinyo Harto, M. Ag.
NIP. 19710911 199703 1 004

Tembusan :

1. Bapak Rektor UIN Raden Fatah Palembang
2. Mahasiswa yang bersangkutan
3. Arsip



KEMENTERIAN AGAMA
MADRASAH ALIYAH AL-FATAH
YAYASAN PEMBANGUNAN IAIN RADEN FATAH PALEMBANG

Alamat : Jl. Prof. KH. Zainal Abidin Fikry (Komplek IAIN Raden Fatah)
 Km. 3,5 Palembang 30126 Telp. (0711) 357071

SURAT KETERANGAN

Nomor : Ma.06.07/AF/PP.06/ 120 / 2015

Saya yang bertanda tangan di bawah ini :

Nama : Khoirul Anwar, M.Pd.I
 Jabatan : Kepala Madrasah
 Alamat : Jl. K.H Zainal Abidin Fikri Komp. IAIN Raden
 Fatah Palembang

Dengan ini menerangkan

Nama : Mardiana Zakkiyanti
 N I M : 10250709
 Prodi : PBI

Memang benar telah melakukan penelitian di Madrasah Aliyah Al-Fatah Yayasan Pembangunan UIN Raden Fatah dengan Judul Skripsi “ **Teaching Narrative Texts by Using Listen –Read-Discuss (LRD) Strategy to the Teth Grade Students of Madrasah Aliyah Al-Fatah Palembang**”.

Demikianlah surat keterangan ini dan dapat dipergunakan sebagaimana mestinya.

Palembang, 19 September 2015
 Kepala Madrasah



Khoirul Anwar, M.Pd.I
 NIK. 992.503.01.002

SILABUS

Nama Sekolah : MA Al-Fatah

Mata Pelajaran : Bahasa Inggris

Kelas : X

Semester : Gasal

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian		Alokasi Waktu	Sumber
					Teknik	Bentuk Instrumen		
Mendengarkan 1. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.	1.1 Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima	Percakapan singkat dengan menggunakan tindak tutur: <i>Berkenalan</i> - Excuse me, my name is... - Let me introduce myself, my name is... - Hi, my name... - I'd like to introduce Mr. Smith. <i>Bertemu</i> - How do you do? - Nice to meet you - Glad to see you <i>Berpisah</i> - Goodbye - See you later - I'm sorry but I have to go now	- Mendengarkan percakapan interpersonal/transaksional melalui laptop (MP3) - Mendiskusikan berbagai tindak tutur lain yang dapat digunakan dalam percakapan yang didengar secara berpasangan. - Mendiskusikan respon yang diberikan terhadap tindak tutur yang didengar secara bersama-sama.	Merespon dengan benar terhadap tindak tutur: berkenalan, bertemu dan berpisah.	Tes lisan Tes Tertulis	Praktik Ulangan (fill in the blank) Tugas	4 x 40	Buku Look Ahead 1, English for Better Life Buku SIMPATI SMA Bahasa Inggris kelas X Rekam an VCD listening bahasa Inggris kelas X Script dari buku

	dalam konteks kehidupan sehari-hari dan melibatkan tindakan tutur: berkanalan, bertemu dan berpisah.	<ul style="list-style-type: none"> - Take care - bye-bye - It's nice taking to you, see you 						SIMPATI Bahasa Inggris kelas X pegangan guru Laptop Audio speaker
	1.2 Merespon makna yang terdapat dalam percakapan transaksi (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan	Percakapan singkat menggunakan tindak tutur: <i>Ungkapan perasaan bahagia</i> <ul style="list-style-type: none"> - I am happy - I am pleased to know it <i>Menunjukkan perhatian</i> <ul style="list-style-type: none"> - Oh dear! - Oh, I see! <i>Menunjukkan simpati</i> <ul style="list-style-type: none"> - I'm sorry to hear that. - What a pity. <i>Memberi instruksi</i> <ul style="list-style-type: none"> - Take it out, please. - Bring me, please. 	<ul style="list-style-type: none"> - Membahas yang terkait dengan tindak tutur mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi. - Mendengarkan percakapan yang terkait dengan materi. - Menjawab/merespon pertanyaan tentang percakapan yang didengar. 	<ul style="list-style-type: none"> - Mengidentifikasi kalimat berisi ungkapan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi dalam sebuah dialog. 	Tes lisan Tes tertulis	Praktik Latihan	8 x 40	Buku SIMPATI SMA Bahasa Inggris kelas X Buku Look Ahead, an English Course kelas X Buku Contextual English kelas X Laptop

	berterima dalam konteks kehidupan sehari-hari dan melibatkan tindakan tutur: mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi.							
2.Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk <i>recount</i> , <i>narrative</i> dan <i>procedure</i> dalam konteks kehidupan sehari-hari.	2.1 Merespon makna secara akurat, lancar dan berterima dalam teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dalam	Teks fungsional pendek <ul style="list-style-type: none"> - Invitation - Announcement 	<ul style="list-style-type: none"> - Membahas makna dan dalam teks fungsional pendek undangan dan pengumuman - Mendengarkan teks fungsional pendek undangan dan pengumuman - 	<ul style="list-style-type: none"> - Mengidentifikasi makna dan dalam teks fungsional pendek undangan dan pengumuman - Mengidentifikasi tujuan teks fungsional pendek undangan dan 	Tes lisan Tes tertulis	Praktik Isian Uraian	6 x 40	Buku SIMPATI SMA Bahasa Inggris kelas X Buku Contextual English kelas X Buku Writing English Language

	berbagai konteks kehidupan sehari-hari.			<p>pengumuman</p> <ul style="list-style-type: none"> - Mengidentifikasi bentuk teks fungsional pendek undangan dan pengumuman 				Test (J.B. Heaton)
	<p>2.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks: recount, narrative dan procedure</p>	<p>Teks lisan berbentuk:</p> <ul style="list-style-type: none"> - Recount - Narrative - Procedure 	<ul style="list-style-type: none"> - Mendengarkan teks monolog sederhana berbentuk recount, narrative dan procedure. 	<ul style="list-style-type: none"> - Mengidentifikasi makna gagasan dalam teks berbentuk recount - Mengidentifikasi makna gagasan dalam teks narrative - Mengidentifikasi makna gagasan dalam teks berbentuk procedure. 	<p>Tes lisan</p> <p>Tes tertulis</p>	<p>Praktik</p> <p>Isian</p> <p>Uraian</p>	<p>6 x 40</p>	<p>Buku Look Ahead 1, English for Better Life</p> <p>Buku SIMPATI SMA Bahasa Inggris kelas X</p> <p>Script dari buku SIMPATI Bahasa Inggris kelas X pegangan guru</p>

<p>Berbicara</p> <p>3.Mengungkap makna dalam transaksi interpersonal dan interpersonal dalam konteks kehidupan sehari-hari.</p>	<p>3.1 Mengungkap makna dalam percakapan transaksi interpersonal (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari yang melibatkan tindakan tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran/undangan</p>	<p>Percakapan singkat dengan menggunakan tindak tutur:</p> <p><i>Berkenalan</i></p> <ul style="list-style-type: none"> - Excuse me, my name is... - Let me introduce myself, my name is... - Hi, my name... - I'd like to introduce Mr.Smith. <p><i>Bertemu</i></p> <ul style="list-style-type: none"> - How do you do? - Nice to meet you - Glad to see you <p><i>Berpisah</i></p> <ul style="list-style-type: none"> - Goodbye - See you later. - I'm sorry but I have to go now - Take care. - bye-bye. <p><i>Membuat ajakan/tawaran/undangan</i></p> <ul style="list-style-type: none"> - Can you come to .. - Will you join .. - Would you like to ... <p><i>Menerima</i></p>	<ul style="list-style-type: none"> - Bermain peran menggunakan tindak tutur berkenalan, bertemu dan berpisah - Bermain peran menggunakan tindak tutur membuat, menyetujui dan menolak ajakan/tawaran/undangan 	<ul style="list-style-type: none"> - Menggunakan tindak tutur berkenalan, bertemu dan berpisah - Menggunakan tindak tutur membuat, menyetujui dan menolak ajakan/tawaran/undangan 	<p>Tes lisan</p> <p>Tes tertulis</p>	<p>Bermain peran</p> <p>Performance Praktik</p>	<p>4 x 40</p>	<p>Buku SIMPATI SMA Bahasa Inggris kelas X</p> <p>Buku Look Ahead , an English Course kelas X</p> <p>Buku Contextual English kelas X</p> <p>Laptop</p>
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	dangan.	<p><i>ajakan/tawaran/undangan</i></p> <ul style="list-style-type: none"> - Yes. - Yes, I'd love to. - It sounds like a nice idea <p><i>Menolak ajakan/tawaran/undangan</i></p> <ul style="list-style-type: none"> - I'd love to, but .. - I'd like to, but .. - Thank you very much, but .. 						
	3.2 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima	<p>Percakapan singkat menggunakan tindak tutur:</p> <p><i>Ungkapan perasaan bahagia</i></p> <ul style="list-style-type: none"> - I am happy - I am pleased to know it <p><i>Menunjukkan perhatian</i></p> <ul style="list-style-type: none"> - Oh dear! - Oh, I see! <p><i>Menunjukkan simpati</i></p> <ul style="list-style-type: none"> - I'm sorry to 	<ul style="list-style-type: none"> - Bermain peran menggunakan tindak tutur mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi. 	<ul style="list-style-type: none"> - Menggunakan tindak tutur mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi. 	<p>Tes lisan</p> <p>Tes tertulis</p>	Bermain peran Performance Praktik	8 x 40	<p>Buku SIMPATI SMA Bahasa Inggris kelas X</p> <p>Buku Look Ahead, an English Course kelas X</p> <p>Buku Contextual English</p>

	<p>dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindakan tutur: mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi</p>	<p>hear that. - What a pity. <i>Memberi instruksi</i> - Take it out, please. - Bring me, please.</p>						<p>h kelas X</p> <p>Laptop</p>
<p>4.Mengungkapkan makna dalam teks fungsional pendek dan monolog berbentuk <i>recount</i>, <i>narrative</i> dan <i>procedure</i> sederhana dalam konteks kehidupan sehari-hari.</p>	<p>4.1 Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi</p>	<p>Teks fungsional pendek berbentuk:</p> <ul style="list-style-type: none"> - Invitation - Announcement 	<ul style="list-style-type: none"> - Mempresentasikan undangan dan pengumuman secara lisan - Memahami tata bahasa dalam undangan dan pengumuman. 	<ul style="list-style-type: none"> - Membuat undangan dan pengumuman secara lisan - Merespon undangan dan pengumuman secara lisan - Menggunakan 	<p>Tes lisan</p> <p>Tes tertulis</p>	<p>Praktik Isian Uraian</p>	<p>6 x 40</p>	<p>Buku SIMPATI SMA Bahasa Inggris kelas X</p> <p>Buku Contextual English kelas X</p> <p>Buku</p>

	dengan menggunakan ragam bahasa lisan dalam berbagai konteks kehidupan sehari-hari			tata bahasa dalam undangan dan pengumuman dengan benar.				Writing English Language Test (J.B. Heaton)
	4.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks berbentuk: <i>recount, narrative dan procedure</i>	Teks lisan berbentuk: <ul style="list-style-type: none"> - Recount - Narrative - Procedure 	<ul style="list-style-type: none"> - Memahami makna gagasan teks monolog sederhana berbentuk recount, narrative dan procedure. - Menjawab pertanyaan tentang makna gagasan teks secara lisan 	<ul style="list-style-type: none"> - Memahami gambar dan menjelaskannya secara lisan - Mempresentasikan cerita yang telah diselesaikan secara lisan 	Tes Lisan	Praktik	6 x 40	Buku SIMPATI SMA Bahasa Inggris kelas X Buku Contextual English kelas X Buku Writing English Language Test (J.B. Heaton) Gambar-gambar
Membaca	5.1 Merespon	Teks	- Membaca	- Membaca	Tes	Praktik	6 x 40	Buku

5. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk <i>recount</i> , <i>narrative</i> dan <i>procedure</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.	n makna dalam teks fungsional pendek (misalnya pengumuman, undangan dll.) resmi dan tak resmi secara akurat dan berterima dalam berbagai konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	fungsional pendek berbentuk: <ul style="list-style-type: none"> - Invitation - Announcement 	nyaring teks fungsional pendek berbentuk undangan dan pengumuman dengan lafal dan intonasi yang benar. <ul style="list-style-type: none"> - Memahami informasi dalam teks berbentuk undangan dan pengumuman - Memahami bentuk dan tata bahasa yang digunakan dalam teks undangan dan pengumuman 	ca nyaring dengan lafal dan intonasi yang benar <ul style="list-style-type: none"> - Mengidentifikasi informasi dalam teks berbentuk undangan dan pengumuman - Mengidentifikasi bentuk dan tata bahasa yang digunakan dalam teks undangan dan pengumuman 	lisan			<p>SIMPATI SMA Bahasa Inggris kelas X</p> <p>Buku Contextual English kelas X</p> <p>Buku Look Ahead 1, English for Better Life</p>
	5.2 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima	Teks berbentuk: <ul style="list-style-type: none"> - Recount - Narrative - Procedure 	<ul style="list-style-type: none"> - Membaca nyaring bermakna teks berbentuk <i>recount</i>, <i>narrative</i> dan <i>procedure</i> dengan lafal dan intonasi yang benar. - Mendiskusik 	<ul style="list-style-type: none"> - Membaca nyaring bermakna teks berbentuk <i>recount</i>, <i>narrative</i> dan <i>procedure</i> 	<p>Tes lisan</p> <p>Tes tertulis</p>	Praktik Uraian	6 x 40	<p>Buku SIMPATI SMA Bahasa Inggris kelas X</p> <p>Buku Conte</p>

	dalam berbagai konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: <i>recount, narrative</i> dan <i>procedure</i>		an langkah retorika teks berbentuk <i>recount, narrative</i> dan <i>procedure</i> - Mendiskusikan urutan peristiwa dalam teks	<i>re</i> dengan baik - Mengidentifikasi langkah retorika dalam teks - Mengidentifikasi urutan peristiwa dalam teks				ktual English kelas X Buku Look Ahead 1, English for Better Life
Menulis 6. Mengungkapkan makna dalam teks fungsional pendek dan esei sederhana berbentuk <i>recount, narrative</i> dan <i>procedure</i> dalam konteks kehidupan sehari-hari.	6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar	Teks Fungsional Pendek Berbentuk: - Invitation - Announcement Grammar: - Simple Past Tense - Simple Present Tense - Direct and Indirect Speech - Passive Voice - Causative “have and get”	- Menulis teks fungsional pendek berbentuk undangan dan pengumuman - Menggunakan kalimat simple past tense dan simple present tense dalam teks yang tepat - Menulis direct and indirect speech serta passive voice - Memahami penggunaan causative “have and get”	- Membuat teks fungsional pendek berbentuk undangan dan pengumuman - Menggunakan kalimat simple past tense dan simple present tense dengan tepat - Menggunakan direct and	Tes tertulis	Isian Uraian	6 x 40	Buku SIMPATI SMA Bahasa Inggris kelas X Buku Basic English Grammar (Third Edition) Buku Structure III (Handbook for Student

	dan berterima dalam konteks kehidupan sehari-hari			indirect speech serta passive voice dengan tepat - Menggunakan causative “have and get” pada kalimat dengan tepat				ts of English Education Study Program)
	6.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>recount</i> , <i>narrative</i> dan <i>procedure</i>	Teks berbentuk: - Recount - Narrative - Procedure	- Membuat teks berbentuk <i>recount</i> , <i>narrative</i> dan <i>procedure</i> .	- Menghasilkan teks berbentuk <i>recount</i> , <i>narrative</i> dan <i>procedure</i> .	Tes tertulis	Isian Uraian	6 x 40	Buku SIMPATI SMA Bahasa Inggris kelas X Buku Look Ahead 1, English for Better Life Gambar

	<i>e.</i>							
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Karakter peserta didik yang diharapkan: Kreatif, rasa ingin tahu, kerja keras, bersahabat/komunikatif.

Palembang, September 2015

Teacher of English,

The Reseacher,

,

Saudah Rahmah, S.Pd
NIP. 19781116 200901 2 005

Mardiana Zakkiyanti
NIM. 10 25 0709

Mengetahui,
Kepala Madrasah Aliyah Al-Fatah

Khoirul Anwar, M. Pd. I
NIK. 992 503 01 002

LESSON PLAN

SCHOOL	: MA AL-FATAH PALEMBANG
SUBJECT	: ENGLISH
CLASS / SEMESTER	: X / I
TIME ALOCATION	: 2 X 40 MINUTES
TOPIC	: NARRATIVE TEXT

I. STANDARD COMPETENCE**Reading**

11. Understanding the meaning of written text and short writing simple functional form of *narrative* with regard to the surrounding environment.

II. BASIC COMPETENCE

- 11.2 Responding the meaning and rhetorical steps in simple short essay accurately, fluently and acceptable with regard to the environment in the form of *narrative*.

III. INDICATOR

1. Identify main idea
2. Identify cause/effect
3. Identify sequence
4. Identify inference
5. Identify vocabulary
6. Detail

IV. TEACHING OBJECTIVE

At the end of the study, students are able to :

1. Identify main idea
2. Identify cause/effect
3. Identify sequence
4. Identify inference
5. Identify vocabulary
6. Detail

V. LEARNING MATERIAL

Definition

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. The generic structure of narrative text is divided into four parts : Orientation, Complication, Resolution, and Re-orientation. Orientation, it is sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story. Complication, it tells the beginning of the problems which leads to the crisis (climax) of the main participants. Resolution, the problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending. Re-orientation, is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer

Example :

The Legend of Prambanan Temple

Roro Jonggrang was daughter of Ratu Boko, whose palace was situated on Ratu Buko Hill, southern of Prambanan.

When a demonic warrior prince by the name of Bandung Bondowoso asked for her hand in marriage, Roro Jonggrang agreed, on condition that he built for her a vast temple in a single night. Undeterred by the request, Bandung Bondowoso took up the seemingly impossible challenge and when evening came, set to work. As a result of his extraordinary magical power, the temple began to take shape rapidly and by 3 o'clock in the morning it was almost finished. Seeing that her conditions were going to be met, and that she would be forced to marry this unwelcome suitor, Roro Jonggrang immediately

ordered the villagers to begin pounding rice, which was a customary sign that the new day had begun.

At the moment, Bandung Bondowoso had only one more statue to complete. In his anger at having been tricked in this way he curse the princess and turned her into the image of Durga which now stands in the nothern chamber of the main temple at Prambanan.

VI. LEARNING STRATEGY

Listen-Read-Discuss (LRD) Strategy

VII. LANGUAGE FOCUS

English Reading Comprehension

VIII. MEDIA/SOURCE

Book and Internet

IX. LEARNING ACTIVITIES

A. Pre Activities (10 minutes)

1. Greeting

Teacher greets students by saying :

- “Assalamu’alaikum”
- “How are you?”

2. Check their attendace list

- Who is absent today?

3. Introduction material

Teaching intrduces the material by saying :

- “Well student, last meeting we have studied about narrative text.
So, today we are going to study about narrative text too”.

4. Giving motivation

Teacher asking some questions related to the topic :

- Have you heard the story?

B. While Activities (60 minutes)

1. Teacher presents information to students about the text they will be reading

2. Teacher gives the text “The Legend of Prambanan Temple” to the students
3. Students read the text and compare what they learned during the teacher to their understanding or reading the text on their own.
4. Students discuss their understanding of the text with other students in a small group or large group. Three questions are useful in guiding this post reading discussion :
 - What did you understand most from what you heard and read?
 - What did you understand least from what you heard and read?
 - What question or thought did this lesson raise in your mind about the content or about effective reading and learning?

C. Post Activities (10 minutes)

1. Teacher discusses the correct answer.
 - “Have you finished?”
 - “Let’s check your answer!”
2. Teacher gives the positive feedback to students who has the correct answers and gives more motivation to students who has the wrong answer.
3. Teacher stimulates students to conclude the material
 - “What lesson did you take from The Legend of Prambanan Temple”?
4. Teacher ends the meeting
 - “I think enough for today. Thank you very much for your good attention and your great participation”. See you . . .

X. LEARNING ASSESMENT

- 1. Procedure Assesment : Written Test and Oral Test**
- 2. Instrument : Answer the following questions based on the text!**

Text :

The Legend of Prambanan Temple

Roro Jonggrang was daughter of Ratu Boko, whose palace was situated on Ratu Buko Hill, southern of Prambanan.

When a demonic warrior prince by the name of Bandung Bondowoso asked for her hand in marriage, Roro Jonggrang agreed, on condition that he built for her a vast temple in a single night. Undeterred by the request, Bandung Bondowoso took up the seemingly impossible challenge and when evening came, set to work. As a result of his extraordinary magical power, the temple began to take shape rapidly and by 3 o'clock in the morning it was almost finished. Seeing that her conditions were going to be met, and that she would be forced to marry this unwelcome suitor, Roro Jonggrang immediately ordered the villagers to begin pounding rice, which was a customary sign that the new day had begun.

At the moment, Bandung Bondowoso had only one more statue to complete. In his anger at having been tricked in this way he cursed the princess and turned her into the image of Durga which now stands in the northern chamber of the main temple at Prambanan.

Questions :

1. Who is Roro Jonggrang?
2. Who wanted to marry Roro Jonggrang?
3. What did Roro Jonggrang ask Bandung Bondowoso to do if he wanted to marry her?
4. How was Bandung Bondowoso's feeling?
5. Why was Bandung bondowoso angry?

Answer Keys :

1. Roro Jonggrang is a princess
2. Bandung Bondowoso
3. He had to make a very big temple in one night
4. Bandung Bondowo feel angry
5. He was cheated by Roro Jonggrang

XI. THE RESULT OF ASSESMENT

Every correct answer will get 20 points.

$$\text{Score} = \frac{\text{Correct Answer} \times 100}{\text{Amount of Question}}$$

Mengetahui,
Guru Mata Pelajaran

Palembang, September 2015
Reseacher,

Saudah Rahmah, S.Pd.
NIP. 19781116 200901 2 005

Mardiana Zakkiyanti

LESSON PLAN

SCHOOL	: MA AL-FATAH PALEMBANG
SUBJECT	: ENGLISH
CLASS / SEMESTER	: X / I
TIME ALOCATION	: 2 X 40 MINUTES
TOPIC	: NARRATIVE TEXT

I. STANDARD COMPETENCE

Reading

11. Understanding the meaning of written text and short writing simple functional form of *narrative* with regard to the surrounding environment.

II. BASIC COMPETENCE

- 11.2 Responding the meaning and rhetorical steps in simple short essay accurately, fluently and acceptable with regard to the environment in the form of *narrative*.

III. INDICATOR

1. Identify main idea
2. Identify cause/effect
3. Identify sequence
4. Identify inference
5. Identify vocabulary
6. Detail

IV. TEACHING OBJECTIVE

At the end of the study, students are able to :

1. Identify main idea
2. Identify cause/effect
3. Identify sequence
4. Identify inference
5. Identify vocabulary
6. Detail

V. LEARNING MATERIAL

Definition

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. The generic structure of narrative text is divided into four parts : Orientation, Complication, Resolution, and Re-orientation. Orientation, it is sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story. Complication, it tells the beginning of the problems which leads to the crisis (climax) of the main participants. Resolution, the problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending. Re-orientation, is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer

Example :

SNOW WHITE

Once upon a time there lived a little girl named Snow White, She lived with her aunt and uncle because her parent was dead. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her uncle and aunt to do this, so he decided it would be best if she ran away. The next morning she ran away from home when her uncle and aunt were having breakfast. She ran away into the woods. She was very tired and hungry.

Then she saw little cottage. She knocked but no one answered so she went inside and fall asleep. Meanwhile the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs said, “what is your name?” Snow White answered,” my name is Snow White.

Doc said,”if you wish you may live here with us. “Snow White said, “ oh could?” thank you. Then, Snow White told to the Dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after.

VI. LEARNING STRATEGY

Listen-Read-Discuss (LRD) Strategy

VII. LANGUAGE FOCUS

English Reading Comprehension

VIII. MEDIA/SOURCE

Book, Picture, and Internet

IX. LEARNING ACTIVITIES

D. Pre Activities (10 minutes)

1. Greeting

Teacher greets students by saying :

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- “How are you?”

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- Who is absent today?

3. Introduction material

Teaching intrduces the material by saying :

- “Well student, last meeting we have studied about narrative text.
So, today we are going to study about narrative text too”.

4. Giving motivation

Teacher asking some questions related to the topic :

- Have you heard the story?

A. While Activities (60 minutes)

1. Teacher presents information to students about the text they will be reading
2. Teacher gives the text “Snow White” to the students

3. Students read the text and compare what they learned during the teacher to their understanding or reading the text on their own.
4. Students discuss their understanding of the text with other students in a small group or large group. Three questions are useful in guiding this post reading discussion :
 - What did you understand most from what you heard and read?
 - What did you understand least from what you heard and read?
 - What question or thought did this lesson raise in your mind about the content or about effective reading and learning?

B. Post Activities (10 minutes)

1. Teacher discusses the correct answer.
 - “Have you finished?”
 - “Let’s check your answer!”
2. Teacher gives the positive feedback to students who has the correct answers and gives more motivation to students who has the wrong answer.
3. Teacher stimulates students to conclude the material
 - “What lesson did you take from Snow White”?
4. Teacher ends the meeting
 - “I think enough for today. Thank you very much for your good attention and your great participation”. See you . . .

X. LEARNING ASSESMENT

- 1. Procedure Assesment :** Written Test and Oral Test
- 2. Instrument :** Answer the following questions based on the text!

Text :

SNOW WHITE

Once upon a time there lived a little girl named Snow White, She lived with her aunt and uncle because her parent was dead. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn’t have enough money to take Snow White.

Snow White did not want her uncle and aunt to do this, so he decided it would be best if she ran away. The next morning she ran away from home when her uncle and aunt were having breakfast. She ran away into the woods. She was very tired and hungry.

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Doc said,”if you wish you may live here with us. “Snow White said, “ oh couldi?” thank you. Then, Snow White told to the Dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after.

Questions :

1. What does the text belong to?
2. According to the text, before she run away into the woods, why did snow white life with her uncle and aunt?
3. Why Snow White run away to the woods?
4. When did Snow White run away to the woods?
5. Where did Snow White live after she run away to the woods?

Answer Keys :

1. It belongs to Narrative text
2. Because her parents were died
3. Her uncle and aunt would go to America
4. In the morning
5. She lived in the dwarfs’ cottage

Mengetahui,

Guru Mata Pelajaran

Palembang, September 2015

Reseacher,

LESSON PLAN

SCHOOL	: MA AL-FATAH PALEMBANG
SUBJECT	: ENGLISH
CLASS / SEMESTER	: X / I
TIME ALOCATION	: 2 X 40 MINUTES
TOPIC	: NARRATIVE TEXT

I. STANDARD COMPETENCE

Reading

11. Understanding the meaning of written text and short writing simple functional form of *narrative* with regard to the surrounding environment.

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1. Identify main idea
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6. Detail

IV. TEACHING OBJECTIVE

At the end of the study, students are able to :

1. Identify main idea

2. Identify cause/effect
3. Identify sequence
4. Identify inference
5. Identify vocabulary
6. Detail

V. LEARNING MATERIAL

Definition

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. The generic structure of narrative text is divided into four parts : Orientation, Complication, Resolution, and Re-orientation. Orientation, it is sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story. Complication, it tells the beginning of the problems which leads to the crisis (climax) of the main participants. Resolution, the problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending. Re-orientation, is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer

Example :

RAPUNZEL

A long time ago, there lived a young couple, a man and his wife. His wife was expecting their baby. She wanted a plant that only grew in her neighbour's garden. She wanted it so much. She even intended to steal it herself, but later on, she sent her husband to steal it. Unfortunately, Mother Gothel, the owner of the garden, caught him doing it. She was a witch. Then, Mother Gothel forced the couple to give their first baby to her.

A few months later, the baby was born. It was girlb and named Rapunzel. Soon, this baby was taken away to live with Mother Gothel, Rapunzel grew to be a beautiful young girl with her long gold hair. She, at first, was cared in a normal way. When she reached puberty, she was locked in a tower so that she would never leave Mother

Gothel. The tower stood in the forest. It could only be entered by climbing on Rapunzel's long hair. To cheer herself up, she loved to sing.

One day, the King's son was riding through the forest when he heard Rapunzel singing. Mystified, he rode to the tower, but could see no door, so could not understand how anyone could be there. He decided to stay and watch the tower and listen to the singing. After a while the witch came along and the prince watched her carefully. He was amazed as she called out, "Rapunzel, Rapunzel, let down your long hair," a long golden plait of hair fell almost to the ground.

The prince saw the witch climb up the hair and disappear through the window, and he made up his mind he would wait until she had gone and see if he could do the same.

So after the witch had gone, he stood where the witch had been and called, "Rapunzel, Rapunzel, let down your long hair."

When the golden plait came tumbling down, he climbed up as the witch had done and found to his astonishment the most beautiful girl he had ever seen. They talk for a long time and then the prince left, promising to come again. Rapunzel looked forward to his visits, for she had been lonely. He told her all about the world outside her tower, and they fell deeply in love.

Then, Rapunzel made a plan to escape from the tower. She wanted to be with the prince. She asked the prince to bring her a skein of silk each time he visited her. She might make a ladder for her escape. Unfortunately, Mother Gothel caught on. Then, she banished Rapunzel to the desert. She threw the prince from the tower into a thorny bush. He escaped with his life, but the thorns into which he fell pierced his eyes. He wandered quite blind.

In this way, the prince roamed in misery for some months and at length came to the desert where the witch had banished Rapunzel. He heard a voice singing and it seemed so familiar to him that he went towards it. When he approached, Rapunzel knew him and fell into his arms and wept.

Two of her tears fell on his eyes and the prince could see again. He led her to his kingdom where he was joyfully received, and they lived for a long time afterwards, happy and contented.

VI. LEARNING STRATEGY

Listen-Read-Discuss (LRD) Strategy

VII. LANGUAGE FOCUS

English Reading Comprehension

VIII. MEDIA/SOURCE

Book, Picture, and Internet

IX. LEARNING ACTIVITIES

A. Pre Activities (10 minutes)

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- Who is absent today?

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Teacher introduces the material by saying :

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- Have you heard the story?

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 - “Have you finished?”
 - “Let’s check your answer!”
2. Teacher gives the positive feedback to students who has the correct answers and gives more motivation to students who has the wrong answer.
3. Teacher stimulates students to conclude the material
 - “What lesson did you take from Rapunzel”?
4. Teacher ends the meeting
 - “I think enough for today. Thank you very much for your good attention and your great participation”. See you . . .

X. LEARNING ASSESMENT

1. **Procedure Assesment** : Written Test and Oral Test
2. **Instrument** : Answer the following questions based on the text!

Text :

RAPUNZEL

A long time ago, there lived a young couple, a man and his wife. His wife was expecting their baby. She wanted a plant that only grew in her neighbour’s garden. She wanted it so much. She even intended to steal it herself, but later on, she sent her husband to steal it. Unfortunately, Mother Gothel, the owner of the garden, caught him doing it. She was a witch. Then, Mother Gothel forced the couple to give their first baby to her.

A few months later, the baby was born. It was girlb and named Rapunzel. Soon, this baby was taken away to live with Mother Gothel, Rapunzel grew to be a beautiful young girl with her long gold hair. She, at first, was cared in a normal way. When she reached puberty, she was locked in a tower so that she would never leave Mother Gothel. The tower stoodnin the fprest. It could only be entered by climbing on Rapunzel’s long hair. To cheer herself up, she loved to sing.

One day, the King's son was riding through the forest when he heard Rapunzel singing. Mystified, he rode to the tower, but could see no door, so could not understand how anyone could be there. He decided to stay and watch the tower and listen to the singing. After a while the witch came along and the prince watched her carefully. He was amazed as she called out, "Rapunzel, Rapunzel, let down your long hair," a long golden plait of hair fell almost to the ground.

The prince saw the witch climb up the hair and disappear through the window, and he made up his mind he would wait until she had gone and see if he could do the same.

So after the witch had gone, he stood where the witch had been and called, "Rapunzel, Rapunzel, let down your long hair."

When the golden plait came tumbling down, he climbed up as the witch had done and found to his astonishment the most beautiful girl he had ever seen. They talk for a long time and then the prince left, promising to come again. Rapunzel looked forward to his visits, for she had been lonely. He told her all about the world outside her tower, and they fell deeply in love.

Then, Rapunzel made a plan to escape from the tower. She wanted to be with the prince. She asked the prince to bring her a skein of silk each time he visited her. She might make a ladder for her escape. Unfortunately, Mother Gothel caught on. Then, she banished Rapunzel to the desert. She threw the prince from the tower into a thorny bush. He escaped with his life, but the thorns into which he fell pierced his eyes. He wandered quite blind.

In this way, the prince roamed in misery for some months and at length came to the desert where the witch had banished Rapunzel. He heard a voice singing and it seemed so familiar to him that he went towards it. When he approached, Rapunzel knew him and fell into his arms and wept.

Two of her tears fell on his eyes and the prince could see again. He led her to his kingdom where he was joyfully received, and they lived for a long time afterwards, happy and contented.

Questions :

1. What does the text belong to?

2. Why was Rapunzel looked into the tower?
3. How could the witch climb the tower?
4. When did the prince can see again?
5. What happened in the end of the story?

Answer Key :

1. It belongs to Narrative text
2. She was looked in the tower so that she would never leave mother gothel
3. The prince saw the witch climb up the hair and the disappear through the window, and he made up his mind the would wait until the she had gone and she if he could do the same.
4. When he approached, Rapunzel knew him and fell into his arms and wept.
5. They lived for a long time afterward, happy and contented

XI. THE RESULT OF ASSESMENT

Every correct answer will get 20 points.

$$\text{Score} = \frac{\text{Correct Answer} \times 100}{\text{Amount of Question}}$$

Mengetahui,
Guru Mata Pelajaran

Palembang, September 2015
Reseacher,

Saudah Rahmah, S.Pd.
NIP. 19781116 200901 2 005

Mardiana Zakkiyanti

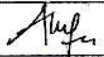





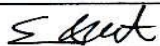
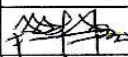



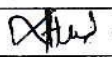

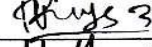
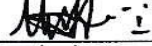
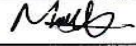


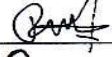

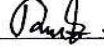

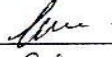




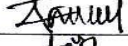


Nama Siswa Kelas Experimental Group

NO	Name	Gender
1.	Abdullah Mustafa A.K	L
2.	Aldi Apriansyah P.G	L
3.	Dewi Kartika Sari	P
4.	Estu Soleha	P
5.	Fadillah Salwa	P
6.	Gita Mardianto	L
7.	Govenda Dua Ribu	L
8.	Harun Ali	L
9.	Ilman Febriansyah	L
10.	Jeki Firli	L
11.	M. Agustin Syahputra	L
12.	M. Rizki Rahmatullah	L
13.	Muhammad Ikhsan	L
14.	Nurhasanah	P
15.	Oca kristina	P
16.	Raffly Afredo	L
17.	Raji Aqil Asyraf	L
18.	Rama Happy Yanuar	L
19.	Sepsi Ayu Utami	P
20.	Siti Samsiyah	P
21.	Sutina	P
22.	Tiara Anggita	P
23.	Tri Yanita Petri	P
24.	Vira Tri Damayanti	P
25.	Wahyu Bimo Dwi Putra	L
26.	Warikan Wasi	L
27.	Wulandari	P
28.	Zulkipli	L
29.	M. Rizki H	L
30.	Frika Fatimah Zahra	P

Nama Siswa Kelas Control Group

NO	Name	Gender
1.	Andi Rahmat	L
2.	Anggi Depita Sari	P
3.	Daffa Aswarditya Santoso	L
4.	Ega Lorinza Oktaviani	P
5.	Firdaus Agung Nugroho	L
6.	Hidayatullah	L
7.	Indry Anggraini	P
8.	Intan Ayu Andita	P
9.	Irfan Fauzan	L
10.	M. Hafizin Al Farizi	L
11.	M. Syaipullah	L
12.	M. Iqbal Amardo	L
13.	Nabila Febianti	P
14.	Osti Vera Monde	P
15.	Rama Waluyo	L
16.	Renisah	P
17.	Rido Kurniawan	L
18.	Msy. Dinda Septiani	P
19.	Roby Ariansyah	L
20.	Selpi Saputra	L
21.	Suryani Triana Oktavia	P
22.	Tommy Mahendra	L
23.	Tri Marlianah	P
24.	Tri Soviawati	P
25.	Wahyu Aji Probo S	L
26.	Wais Alkorni	L
27.	Wulan Arum Ningtias	P
28.	Nur Khafiffah	P
29.	Lily Kurnia	P
30.	Yulia Agustina	P

**ATTENDANCE LIST TRY OUT
MADRASAH ALIYAH PARADIGMA PALEMBANG**

NO	NAMA SISWA	TANDA TANGAN
1.	Adelia Agustina	
2.	Asthilia Lelzaba	
3.	Della Amelia	
4.	Denny Ariandy Gumay	
5.	Desi Purnama Sari	
6.	Dita Puspita Sari	
7.	Erpina	
8.	Fadillah Aslamiyah	
9.	Finkan Rahmi	
10.	Herli Davitson	
11.	Indah Permata Sari	
12.	Julianti Astuti	
13.	Koni Sari Rezeki	
14.	Meilinda Triatika	
15.	Melda Amelia	
16.	Meta Marsela	
17.	Nadea Dwi Putri	
18.	Nur Wittri	
19.	Regen Ronaldo	
20.	Riza Aprilia Saragih	
21.	Rofiq Kurohman	
22.	Roy Nico	
23.	Ruqoyyah Fitriyah	
24.	Sakinah	
25.	Sela Oktasari	
26.	Siti Nur Fathanna	
27.	Siti Rohmah	
28.	Tamrin Alwi Widodo	
29.	Tasya Saputri	
30.	Tri Mandiri	

**The Data of Try Out Reading Test
Madrasah Aliyah Paradigma Palembang**

NO	NAMA SISWA	Test Score
1.	Adelia Agustina	81,83
2.	Asthilia Lelzaba	78,49
3.	Della Amelia	68,47
4.	Denny Ariandy Gumay	65,13
5.	Desi Purnama Sari	66,8
6.	Dita Puspita Sari	66,8
7.	Erpina	65,13
8.	Fadillah Aslamiyah	76,82
9.	Finkan Rahmi	65,13
10.	Herli Davitson	61,79
11.	Indah Permata Sari	65,13
12.	Julianti Astuti	70,14
13.	Koni Sari Rezeki	66,8
14.	Meilinda Triatika	65,13
15.	Melda Amelia	66,8
16.	Meta Marsela	58,45
17.	Nadea Dwi Putri	81,83
18.	Nur Wittri	66,8
19.	Regen Ronaldo	65,13
20.	Riza Aprilia Saragih	75,15
21.	Rofiq Kurohman	73,48
22.	Roy Nico	68,47
23.	Ruqoyyah Fitriyah	66,8
24.	Sakinah	65,13
25.	Sela Oktasari	71,81
26.	Siti Nur Fathanna	68,47
27.	Siti Rohmah	68,47
28.	Tamrin Alwi Widodo	75,15
29.	Tasya Saputri	68,47
30.	Tri Martini	75,15

READING COMPREHENSION TEST

School : MA Al-Fatah Palembang
Grade : X (Tenth)

Number of Question : 40
Time : 80 minutes

General Direction

Read the following texts carefully, then answer the questions in each text by crossing a, b, c or d on the answer sheet.

The text is for questions 1 to 3**The Lion and The Mosquito**

A lion grumbled and growled at a mosquito which kept flying around his head as he tried to take a nap.

“Go away before I crush you under my paw” he roared.

“I’m not afraid of you,” teased the mosquito. “You may be called the King of the Beasts, but i am more powerful than you are. I can prove it, too. Let’s fight and see who wins.” The lion agreed.

The mosquito quickly swooped down at the lion and bit him again and again on his nose and ears. While trying to crush the mosquito, the lion clawed himself with his sharp nails, drawing blood.

“Enough,” he finally cried. “Enough! You win!”

Unharmd, the mosquito buzzed away. He boasted on his victory over the lion to anyone who would listen. He was so busy boasting that he flew straight into a spider’s web strung between the trees.

As a tiny spider hurried towards him, the mosquito struggles helplessly in the strong threads of the web.

“I fought and won agains the greatest of beats.” He thought sadly, “only to be devoured by one less powerful that I am!”

1. From the text we know that...
 - a. The lion won the fight over the mosquito
 - b. The lion succeeded to crush the mosquito
 - c. The mosquito was proud of his victory
 - d. The mosquito bit the spider
2. What can learn from the story?
 - a. Never touch the spider’s web
 - b. Never fight over a small animal
 - c. Never judge your enemy’s strength by his size.
 - d. Never let your enemy knows that you are afraid.
3. “He **boasted** of his victory...” (paragraph 6). The underlined word has similar meaning to...
 - a. Talked about something loudly

- b. Talked happily about something
- c. Talked sadly over something happened
- d. Talked with too much pride about something.

The text is for questions 4-6

The Legend of Minos, King of Crete

Once upon a time there lived a very famous king, named the King of Crete. He had a monster, which was half bull and half man.

He ordered Daedalus, a craftsman from Athens, to build a labyrinth in order to house the monster. When daedalus finished his work, he wanted to leave Crete. But the King would not let him go.

But the son was so glad and excited that he soon went too high. As he flew nearer to the sun, it got warmer and warmer until at last the wax melted and his body fell down into the sea near Troy. The sea is now called the Icarian Sea.

4. Who was Deadalus?
 - a. A monster from Athens
 - b. A king from Athens
 - c. A craftsman from Athens
 - d. The King of Cretes
5. What happened to him?
 - a. He was ordered to build a labyrinth
 - b. He was ordered to build a house
 - c. He was order to build a labyrinth
 - d. He was orderes to build a labyrinth
6. Who was Icarus?
 - a. His daughter
 - b. His son
 - c. His father
 - d. His mother

The text is for questions 7-10

The Ant and The Dove

One hot day, an ant was searching for some water. After making around for some time, she came to a spring.

To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up tree. Soon, it carried her safely to dry ground.

Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. Quickly, the dove flew away to safety.

7. Which statement is TRUE according to the text?

- a. The dove bit the hunter on the heel
 - b. Both animals were finally safe
 - c. The hunter killed the dove
 - d. The ant bit the dove
8. What is the purpose of the text?
- a. To inform the readers about an ant
 - b. To describe the job of a hunter
 - c. To entertain the readers
 - d. To describe a dove
9. “....., she came to a spring.” (paragraph 1). The underlined word means ...
- a. Water in a pail
 - b. River in the middle of city
 - c. Flood in the middle of the jungle
 - d. Water emerging from underground
10. “Soon, it carried her safely...”(paragraph 3). The underlined word refers to the
- a. Ant
 - b. Leaf
 - c. dove
 - d. Spring

The text is for questions 11-15

The Twin Masks

A long time ago in East Java, there was a kingdom named Bintolo. The king had a very beautiful princess. Many young men fell in love with her and proposed her to be their wife. But the princess always refused the wedding proposal politely. She always said that she did not want to get married yet.

In the small village, there was a young man who lived with his mother. His father died a long time ago. The man’s job was a mask maker. He also fell in love with the princess, but he did not have any courage to propose her. The man was ugly.

“How can I propose her? The princess, even refused the proposal from handsome and rich men”, that’s what this ugly man always thought. But he could not stop thinking about her. Days and nights the mask maker always thought the beautiful princess. He did not want to eat and he could not sleep either. Soon, the man was ill. And that made his mother really worried about him.

“What’s the matter with you?? Is there something wrong?? Please tell me”

“I... I... I love the princess, Mom... But I’m not sure if she will accept my proposal. I don’t know how to tell her about my feelings. I’m ugly and I’m sure the princess doesn’t want to marry me...”

The mother replied,

“You’re a great mask maker. Make a mask of a handsome face and wear it when you propose the princess”

The man thought it was a great idea. He immediately made the best mask. And when the mask was finished, he wore it. Amazingly the mask really looked like a real face. So he went to the palace confidently,

“Your majesty, I’m here to propose your daughter”, said the man to the king.

“Stay here. I will talk to my daughter”, said the king. The king then told his daughter that there was a very handsome man wanted propose her.

“It’s all up to you, dear. If you love him, you can marry him”, said the king. And when the princess met the man, she fell in love with him at first sight. She thought that he was the most handsome man in the world. Later the princess told the king that she accepted the man’s wedding proposal.

At first the man was very happy. His dream finally came true, he could marry the girl of his dream. However he realized that the princess did not fall in love with him. She fell in love with the mask. He then planned to tell the truth to the princess and the king. The man was ready with all the risks. After the man told the truth about the mask, the princess was not angry.

“It is true I love you at the first time we met because you are so handsome. But after I know you so well, I love you the way you are. Now I want you to make the same mask you are wearing. I want to wear it in our wedding”, said the princess.

During the wedding, all the guests were surprised to see the bride and the groom wearing the same masks. And that inspired some people to create a dance and named it JOGED TOPENG KEMBAR or TWIN MASKS DANCE. Until now people in Lumajang, East Java still do the dance.

11. What is the main idea of paragraph four?
 - a. The man’s effort to make masks.
 - b. The man and the princess wedding.
 - c. The man feelings towards the princess.
 - d. The princess response when the man told the truth.
12. What does the story tell us about?
 - a. The two magic masks.
 - b. A man who fell in love with a woman in a mask.
 - c. A couple who are mask makers.
 - d. A couple wearing masks in their wedding.
13. “He also fell in love with the princess. But he didn’t have any courage to propose her” (Paragraph 2). The underlined word means...
 - a. Money
 - b. Brave
 - c. Pearl
 - d. Happiness
14. Why didn’t the princess get angry when the man told her the truth?
 - a. Because she knew the fact already.
 - b. Because she really liked the man’s mask.
 - c. Because she loved him the way he was.
 - d. Because she wanted him to wear the mask all his life.
15. “Many young man fell in love with her and proposed her to be their wife..” (Paragraph 1). The word underlined refers to...
 - a. The young man’s mother.
 - b. The Queen of England.
 - c. Lady Diana.
 - d. The beautiful princess of Bintolo kingdom.

The text is for questions 16-21

Fluffy Bunny Rabbit

After a long day at the office, Chris came home one day and found his dog with the neighbor's pet rabbit in his mouth. The rabbit was obviously dead. Chris panicked!

"If my neighbors find out my dog killed their bunny, they'll hate me forever," he thought. So he took the dirty, chewed up rabbit into the hose, gave it a bath and blow-dried its fur.

Chris knew his neighbors kept their backdoor open during the summer, so he sneaked inside and put the bunny back into the cage, hoping his neighbors would think it died in natural causes.

A couple of days later Chris and his neighbor saw each other outside. "Did you hear that fluffy die?" the neighbor asked. "Oh. Ummm... Sorry to hear that. What happened?" Chris mumbled.

The neighbor replied, "we just found him dead in his cage one day. But the strange thing is that the day after buried him, we went out to dinner and someone must have dug him up, gave him a bath and put him back into the cage!"

16. What does the story tell us?
 - a. A rabbit and a dog.
 - b. Neighborhood in America.
 - c. A boy who patted a rabbit.
 - d. A boy who tried to maintain neighborhood.
17. What was his dog doing when Chris found it?
 - a. The dog was barking at a thief.
 - b. The dog was killing the rabbit.
 - c. The dog was digging the neighbor's filed.
 - d. The dog was carrying a dead rabbit in its mouth.
18. What actually happen to the rabbit?
 - a. The dog ate the rabbit.
 - b. The dog found it died.
 - c. Chris's neighbor killed it and buried it before the dog found.
 - d. It died and buried in the backyard before the dog dug it out.
19. "If my neighbors find out my dog killed their bunny, they'll hate me forever" (line 4). The sentence implies . . .
 - a. Chris wanted his neighbor to know that his dog killed the rabbit.
 - b. Chris worried if his neighbor was angry with him.
 - c. Chris let his dog eat the rabbit.
 - d. Chris was happy because his dog could kill the rabbit.

20. "We just found him dead in his cage one day. But the strange thing is that the day after we buried him, we went out to dinner and someone must have dug him up, gave him a bath and put him back into the cage".
What does the statement mean?
- The dog was dead before the dog dug it out.
 - Someone consciously killed the rabbit and hit it.
 - Someone found a dead rabbit and then buried him.
 - Chris put it back to its cage because his dog killed it.
21. What actually happened was . . .
- The rabbit was dead because the dog killed it.
 - Chris to get the rabbit.
 - The rabbit did not die because of dog.
 - Chris's neighbor thought that the rabbit was still alive.

The text is for questions 22-24

The Fox and The Crow

An ugly black crow perched on the branch of a tree. She had stolen a tasty piece of cheese and was about to enjoy her meal.

Just then, a hungry fox passed by and saw the food in the crow's beak. His mouth watered at the sight, so he thought of a clever plan to get the cheese for himself.

Looking up at the crow, he said, "I have always admired your beauty with your soft, shiny feather and well-curved beak. If your voice is as fine as your looks, you could be the Queen of Birds!"

Now the crow wanted to be the queen, so in order to prove that she could sing, she opened her beak and made a loud, "Caw!" the piece of cheese fell from her beak to the ground before she realized her mistake.

As the fox snatched up the cheese, he laughed, "My dear crow, your voice is fine, but your judgment is not! You shouldn't believe everything you hear!"

22. What did the crow have on her beak?
- A piece of cheese
 - Some tasty meal
 - A branch of tree
 - Some water
23. Why did the crow open her beak?
- To sing
 - To bite the fox
 - To eat the food
 - To snatch the food
24. "...snatched up the cheese..."(last paragraph). The underlined word means...
- | | |
|--------|------------|
| a. Put | c. Left |
| b. Cut | d. Grabbed |

The text is for questions 25-28

A Stupid Man and His Cows

One day, a stupid man went to market. After that, he rode one cow home and made the others walk in front of him. On the way he caunted them, but he could only see five cows. He caunted them again and again. He was certain that he had lost one. He was afraid that he would be scolded by his wife.

His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was very careful.

Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow less. There was one more.

25. On his way home, how many cows did he see?
- | | |
|---------|----------|
| a. One | c. Six |
| b. Five | d. Seven |
26. What does the word “**them**” in paragraph 1 line 4 refer to?
- | | |
|---------------|--------------------|
| a. The others | c. The lost cows |
| b. The cows | d. One of the cows |
27. Which of the following words is the synonym of “**stupid**”?
- | | |
|------------|-------------|
| a. Unlucky | c. Diligent |
| b. Bright | d. Dull |
28. Which of the following words is the antonym of “**certain**”?
- | | |
|-----------|-------------|
| a. Sure | c. Positive |
| b. Unsure | d. Clear |

The text is for questions 29-32

The Wind and The Sun

The wind and the sun argued about which of them was the strongest. The wind said, “I am so powerful that I can blow all the clouds out of the sky.” The sun said, “I am more powerful because I can heat up the sea below and this will produce many more clouds.”

For a long time, the sun and the wind went on arguing. Just then, they saw boy walking along the road below. He was wearing a coat. The wind suddenly had an idea. He said, “Let’s see who can get the coat off that boy’s back. The sun agreed.”

The wind started first. He blew as hard as he could. He blew from behind and he blew from in front of the boy. The harder he blew, the more tightly the boy held on to his coat to keep it from blowing away. After a while, the wind gave up.

Then, it was sun’s turn. It came out from behind the cloud and shone on the boy. The boy felt warm. After that, it began to get hotter and hotter. Soon, the boy could not stand the heat any longer. He took his coat off. The sun won.

29. Who had the idea of getting the coat off the boy’s back?
- | | |
|-------------|---------------|
| a. The sun | c. The boy |
| b. The wind | d. The writer |

30. What did the sun do to take the boy's coat off his body?
- He shone brightly
 - He took off the boy's coat
 - He blew as hard as he could
 - He came out from behind this clouds.
31. "It came out from..." (paragraph 4). The underlined word refers to...
- The sun
 - The wind
 - The boy
 - The cloud
32. "..., the sun argued about which..." (paragraph 1). The underlined word means...
- To make somebody understand
 - To make somebody angry
 - To express disagreement
 - To express love

The text is for questions 33-36

The Grasshopper and the Ants

One summer, a grasshopper spent his days merrily singing and dancing. He hopped everywhere while the ants were busy gathering grains of wheat and corn. He laughed at the ants and said, "How dull! Why don't you sing and dance with me instead of working under the hot sun?"

"We are storing away food for the winter," they explained, "you should do the same."

The grasshopper laughed and replied, "Why worry about the winter? I have plenty to eat for now." And he hopped away to look for someone to play with.

But when the winter came, the grasshopper could find no more food. Shivering, he knocked at the ants' door. "Can you spare me some seeds?" he begged. "I'm cold and hungry!"

"We worked hard all summer to store away food," they answered. "What were you doing?"

"I was busy singing and dancing," he said.

"Then sing and dance for us now!" they told him. "It's time you work for your dinner."

33. The grasshopper laughed at the ants because...
- The ants were very funny
 - The ants made some jokes
 - He thought the ants were dull
 - The ants danced and sang songs
34. What is the moral value of the text?
- Eating seeds is very important
 - We must sing and dance a lot
 - We must be greedy to save our lives
 - It is wise to plan ahead for hard times
35. What did the ants want the grasshopper to do for his dinner?

- a. To hop away
- b. To sing and dance
- c. To collect the food
- d. To knock at the door

36. What happened when the winter came?
- a. It was hard for the grasshopper to find the food
 - b. It was a beautiful season for the grasshopper
 - c. It was not easy for the grasshopper to find a shelter
 - d. It was hard for the grasshopper to find someone to play with.

The text is for questions 37-40

The Donkey and The Wolf

A donkey was eating grass in a meadow when he saw a wolf coming towards him. Thinking quickly, he started to limp pretending he was hurt.

The wolf came closer and asked, "My friend, I am sorry to see you are injured. Tell me what happened to your leg."

The donkey said, "I was very careless this morning. I jumped through a hedge and stepped on a thorn. You should pull it out before you eat me," he warned, "so you don't prick your mouth."

"I'll try," answered the wolf. "Just hold still while I look for it." But as soon as the wolf lifted the injured hoof, the donkey kicked him in the face, knocking out many of his teeth. The donkey ran away as the wolf rolled on the ground in pain.

The wolf felt very silly for being tricked so easily. "Oh well," he said to himself, "I got what I deserved. My father taught me hours to hunt for a living, not how to take care of others."

37. "I was very careless this..." (paragraph 3). The antonym of the underlined word is...
- a. Patient
 - b. Nice
 - c. Careful
 - d. Slow
38. What is the moral value of the text?
- a. Think about what you do best when you offer a help
 - b. Be brave to offer you help, even to your enemy
 - c. Being greedy is sometimes helping you
 - d. Honestly is the best policy
39. What did the wolf ask the donkey to hold still?
- a. Because he wanted the donkey to fall asleep
 - b. Because he knew that the donkey was sleepy
 - c. Because he wanted to eat the donkey right away
 - d. Because he wanted to pull the thorn out of the donkey's hoof
40. What did the donkey do when the wolf lifted his hoof?
- a. He made the wolf feel silly
 - b. He taught the wolf how to run
 - c. He kicked the wolf in the face
 - d. He rolled on the ground in pain

GOOD LUCK ☺

The Result of Students' Pretest

NO	Students' Name		Students' Score	
	Group 1	Group 2	Group 1	Group 2
1.	Andi Rahmat	Abdullah Mustofa	45	42.5
2.	Anggi Depita Sari	Aldi Apriansyah	35	40
3.	Daffa Aswarditya S	Dewi Kartika Sari	40	45
4.	Ega Lorinza O	Estu Soleha	35	35
5.	Firdaus Agung N	Fadillah Salwa	37.5	47.5
6.	Hidayatullah	Gita Mardianto	50	40
7.	Indry Anggraini	Govenda Dua Ribu	45	45
8.	Intan Ayu Andita	Harun Ali	50	50
9.	Irfan Fauzan	Ilman Febriansyah	45	40
10.	M. Hafizin Al-Farizi	Jeki Firli	35	40
11.	M. Syaipullah	M. Agustin S	40	52.5
12.	M. Iqbal Amardo	M. Rizki R	47.5	47.5
13.	Nabila Febianti	Muhammad Ikhsan	55	40
14.	Osti Vera Monde	Nurhasanah	42.5	42.5
15.	Rama Waluyo	Oca Kristina	50	50
16.	Renisah	Raffly Afredo	45	45
17.	Rido Kurniawan	Raji Aqil Asyraf	40	40
18.	Msy. Dinda S	Rama Happy Y	35	32.5
19.	Roby Ariansyah	Sepsi Ayu Utami	42.5	42.5
20.	Selpi Saputra	Siti Samsiyah	40	40
21.	Suryani Triana O	Sutina	42.5	57.5
22.	Tommy Mahendra	Tiara Anggita	55	45
23.	Tri Marlianah	Tri Yanita Petri	37.5	40
24.	Tri Soviawati	Vira Tri Damayanti	50	40
25.	Wahyu Aji Probo S	Wahyu Bima Dwi P	60	55
26.	Wais Alkorni	Warikan Wasi	45	47.5
27.	Wulan Arum Ningsi	Wulandari	40	40
28.	Nur Khafiffah	Zulkipli	60	40
29.	Lily Kurnia	M. Rizki H	37.5	37.5
30.	Yulia Agustina	Frika Fatimah Zahra	35	42.5

The Result of Students' Posttest

NO	Students' Name		Students' Score	
	Group 1	Group 2	Group 1	Group 2
1.	Andi Rahmat	Abdullah Mustofa	65	80
2.	Anggi Depita Sari	Aldi Apriansyah	40	75
3.	Daffa Aswarditya S	Dewi Kartika Sari	45	80
4.	Ega Lorinza O	Estu Soleha	50	75
5.	Firdaus Agung N	Fadillah Salwa	55	70
6.	Hidayatullah	Gita Mardianto	45	77.5
7.	Indry Anggraini	Govenda Dua Ribu	65	77.5
8.	Intan Ayu Andita	Harun Ali	55	70
9.	Irfan Fauzan	Ilman Febriansyah	50	72.5
10.	M. Hafizin Al-Farizi	Jeki Firli	60	67.5
11.	M. Syaipullah	M. Agustin S	62.5	70
12.	M. Iqbal Amardo	M. Rizki R	62.5	60
13.	Nabila Febianti	Muhammad Ikhsan	62.5	77.5
14.	Osti Vera Monde	Nurhasanah	55	75
15.	Rama Waluyo	Oca Kristina	60	85
16.	Renisah	Raffly Afredo	52.5	85
17.	Rido Kurniawan	Raji Aqil Asyraf	50	67.5
18.	Msy. Dinda S	Rama Happy Y	42.5	70
19.	Roby Ariansyah	Sepsi Ayu Utami	40	70
20.	Selpi Saputra	Siti Samsiyah	45	72.5
21.	Suryani Triana O	Sutina	55	60
22.	Tommy Mahendra	Tiara Anggita	50	62.5
23.	Tri Marlianah	Tri Yanita Petri	45	65
24.	Tri Soviawati	Vira Tri Damayanti	50	77.5
25.	Wahyu Aji Probo S	Wahyu Bima Dwi P	50	87.5
26.	Wais Alkorni	Warikan Wasi	42.5	62.5
27.	Wulan Arum Ningsi	Wulandari	42.5	75
28.	Nur Khafiffah	Zulkipli	45	60
29.	Lily Kurnia	M. Rizki H	47.5	77.5
30.	Yulia Agustina	Frika Fatimah Zahra	50	70

[illegible]

LEMBAR VALIDASI TES

Petunjuk: Berilah tanda cek (✓) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan:

- | | |
|---------------------------|--|
| 1 = berarti "kurang baik" | a: dapat digunakan tanpa revisi |
| 2 = berarti "cukup baik" | b: dapat digunakan dengan sedikit revisi |
| 3 = berarti "baik" | c: dapat digunakan dengan banyak revisi |
| 4 = berarti "sangat baik" | d: belum dapat digunakan |

No	Komponen Rencana Pembelajaran	Skala Penilaian			
		1	2	3	4
I.	Aspek Petunjuk				
	1. Petunjuk tes dinyatakan jelas				✓
	2. Kriteria skor dinyatakan jelas		✓		
II.	Aspek Cakupan Tes Prestasi Kognitif				
	1. Butir-butir pertanyaan pada prestasi kognitif dinyatakan dengan jelas			✓	-
III.	Aspek Bahasa				
	1. Rumusan pernyataan komunikatif			✓	
	2. Menggunakan bahasa yang sesuai dengan kaidah bahasa inggris yang baik dan benar			✓	
	3. Menggunakan kalimat dan kata-kata yang mudah dipahami			✓	
IV	Penilaian validasi umum	a	(b)	c	d

Kesimpulan:

sebaiknya jumlah soal yang ada panjang tes. agar tes
 ts panjang saja dan tambahkan soalnya

Palembang, April 2015
 Validator III



AMALIA HASANAH, M.Pd

LEMBAR VALIDASI TES

Petunjuk: Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan:

- | | |
|---------------------------|--|
| 1 = berarti "kurang baik" | a: dapat digunakan tanpa revisi |
| 2 = berarti "cukup baik" | b: dapat digunakan dengan sedikit revisi |
| 3 = berarti "baik" | c: dapat digunakan dengan banyak revisi |
| 4 = berarti "sangat baik" | d: belum dapat digunakan |

No	Komponen Rencana Pembelajaran	Skala Penilaian			
		1	2	3	4
I.	Aspek Petunjuk		✓		
	1. Petunjuk tes dinyatakan jelas			✓	
	2. Kriteria skor dinyatakan jelas				
II.	Aspek Cakupan Tes Prestasi Kognitif				
	1. Butir-butir pertanyaan pada prestasi kognitif dinyatakan dengan jelas		✓		
III.	Aspek Bahasa				
	1. Rumusan pernyataan komunikatif		✓		
	2. Menggunakan bahasa yang sesuai dengan kaidah bahasa inggris yang baik dan benar		✓		
	3. Menggunakan kalimat dan kata-kata yang mudah dipahami		✓		
IV	Penilaian validasi umum	a	b	c	d

Kesimpulan:

see the vocabulary questions - some are not appropriate.

Palembang, 27 April 2015
Validator II



BENI WIJAYA, S.Pd, M.Pd

LEMBAR VALIDASI TES

Petunjuk: Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan:

- | | |
|---------------------------|--|
| 1 = berarti "kurang baik" | a: dapat digunakan tanpa revisi |
| 2 = berarti "cukup baik" | b: dapat digunakan dengan sedikit revisi |
| 3 = berarti "baik" | c: dapat digunakan dengan banyak revisi |
| 4 = berarti "sangat baik" | d: belum dapat digunakan |

No	Komponen Rencana Pembelajaran	Skala Penilaian			
		1	2	3	4
I.	Aspek Petunjuk				
	1. Petunjuk tes dinyatakan jelas			✓	
	2. Kriteria skor dinyatakan jelas			✓	
II.	Aspek Cakupan Tes Prestasi Kognitif				
	1. Butir-butir pertanyaan pada prestasi kognitif dinyatakan dengan jelas			✓	
III.	Aspek Bahasa				
	1. Rumusan pernyataan komunikatif			✓	
	2. Menggunakan bahasa yang sesuai dengan kaidah bahasa inggris yang baik dan benar				✓
	3. Menggunakan kalimat dan kata-kata yang mudah dipahami			✓	
IV	Penilaian validasi umum	(a)	b	c	d

Kesimpulan:

Dapat digunakan tanpa revisi

Palembang, April 2015
 Validator III



WINNY A. RIZNANDA, M.Pd

LEMBAR VALIDASI RPP

Petunjuk: Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan:

- | | |
|---------------------------|--|
| 1 = berarti “kurang baik” | a: dapat digunakan tanpa revisi |
| 2 = berarti “cukup baik” | b: dapat digunakan dengan sedikit revisi |
| 3 = berarti “cukup” | c: dapat digunakan dengan banyak revisi |
| 4 = berarti “sangat baik” | d: belum dapat digunakan |

No	Komponen Rencana Pembelajaran	Skala Penilaian			
		1	2	3	4
I.	Perumusan Indikator Belajar				
	1. Kejelasan rumusan				✓
	2. Kelengkapan cakupan rumusan indikator				✓
	3. Kesesuaian dengan kompetensi dasar				✓
	4. Kesesuaian dengan standar kompetensi				✓
II.	Pemilihan dan Pengorganisasian Materi Pembelajaran				
	1. Kesesuaian dengan kompetensi yang akan dicapai				✓
	2. Kesesuaian dengan karakteristik peserta didik				✓
	3. Keruntutan dan sistematik materi				✓
	4. Kesesuaian materi dengan alokasi waktu				✓
III.	Pemilihan Sumber Belajar/Media Pembelajaran				
	1. Kesesuaian sumber belajar/media pembelajaran dengan kompetensi (tujuan) yang ingin dicapai				✓
	2. Kesesuaian sumber belajar/media pembelajaran dengan materi pembelajaran				✓
	3. Kesesuaian sumber belajar/media dengan karakteristik peserta didik				✓
IV.	Skenario/Kegiatan Pembelajaran				
	1. Kesesuaian strategi dalam metode pembelajaran dengan kompetensi (tujuan) pembelajaran				✓
	2. Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran				✓
	3. Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik				✓

	4. Kelengkapan langkah-langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu				✓
V.	Penilaian Hasil Belajar				
	1. Kesesuaian teknik penilaian dengan kompetensi yang ingin dicapai			✓	
	2. Kejelasan prosedur penilaian	✓		✓	
	3. Kelengkapan instrument soal	✓			
VI.	Penggunaan Bahasa Tulis				
	1. Ketepatan ejaan				✓
	2. Ketepatan pilihan kata				✓
	3. Kebakuan struktur kalimat				✓
	4. Bentuk huruf dan angka baku				✓
VII.	Penilaian validasi umum	a	(b)	c	d

Kesimpulan:

The assessment questions should relate to the text and should cover all the whole text

Palembang, April 2015
Validator I

Amalia Hasanah

AMALIA HASANAH, M.Pd

LEMBAR VALIDASI RPP

Petunjuk: Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan:

- | | |
|---------------------------|--|
| 1 = berarti “kurang baik” | a: dapat digunakan tanpa revisi |
| 2 = berarti “cukup baik” | b: dapat digunakan dengan sedikit revisi |
| 3 = berarti “cukup” | c: dapat digunakan dengan banyak revisi |
| 4 = berarti “sangat baik” | d: belum dapat digunakan |

No	Komponen Rencana Pembelajaran	Skala Penilaian			
		1	2	3	4
I.	Perumusan Indikator Belajar				
	1. Kejelasan rumusan		✓		
	2. Kelengkapan cakupan rumusan indikator		✓		
	3. Kesesuaian dengan kompetensi dasar	✓			
	4. Kesesuaian dengan standar kompetensi	✓			
II.	Pemilihan dan Pengorganisasian Materi Pembelajaran				
	1. Kesesuaian dengan kompetensi yang akan dicapai	✓			
	2. Kesesuaian dengan karakteristik peserta didik		✓		
	3. Keruntutan dan sistematis materi	✓			
	4. Kesesuaian materi dengan alokasi waktu	✓			
III.	Pemilihan Sumber Belajar/Media Pembelajaran				
	1. Kesesuaian sumber belajar/media pembelajaran dengan kompetensi (tujuan) yang ingin dicapai	✓			
	2. Kesesuaian sumber belajar/media pembelajaran dengan materi pembelajaran	✓			
	3. Kesesuaian sumber belajar/media dengan karakteristik peserta didik		✓		
IV.	Skenario/Kegiatan Pembelajaran				
	1. Kesesuaian strategi dalam metode pembelajaran dengan kompetensi (tujuan) pembelajaran	✓			
	2. Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran	✓			
	3. Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik		✓		

	4. Kelengkapan langkah-langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu		✓		
V.	Penilaian Hasil Belajar				
	1. Kesesuaian teknik penilaian dengan kompetensi yang ingin dicapai	✓			
	2. Kejelasan prosedur penilaian	✓			
	3. Kelengkapan instrument soal	✓			
VI.	Penggunaan Bahasa Tulis				
	1. Ketepatan ejaan	✓			
	2. Ketepatan pilihan kata	✓			
	3. Kebakuan struktur kalimat	✓			
	4. Bentuk huruf dan angka baku	✓			
VII.	Penilaian validasi umum	(a)	b	c	d

Kesimpulan:

Dapat digunakan tanpa revisi

.....

.....

.....

Palembang, April 2015

Validator III



WINNI A. RIZNANDA, M.Pd

Scale: ALL VARIABLES
Reliability

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.274
		N of Items	30 ^a
	Part 2	Value	.246
		N of Items	30 ^b
	Total N of Items		60
Correlation Between Forms			.614
Spearman-Brown Coefficient	Equal Length		.761
	Unequal Length		.761
Guttman Split-Half Coefficient			.758

a. The items are: item1, item2, item3, item4, item5, item6, item7, item8, item9, item10, item11, item12, item13, item14, item15, item16, item17, item18, item19, item20, item21, item22, item23, item24, item25, item26, item27.

b. The items are: item28, item29, item30, item31, item32, item33, item34, item35, item36, item37, item38, item39, item40, item41, item42, item43, item44, item45, item46, item47, item48, item49, item50, item51, item52, item53, item54, item55, item56.

Frequencies of Pretest Experimental Group

pretest_experimental				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 32.5	1	3.3	3.3	3.3
35	1	3.3	3.3	6.7
37.5	1	3.3	3.3	10.0
40	11	36.7	36.7	46.7
42.5	4	13.3	13.3	60.0
45	4	13.3	13.3	73.3
47.5	3	10.0	10.0	83.3
50	2	6.7	6.7	90.0
52.5	1	3.3	3.3	93.3
55	1	3.3	3.3	96.7
57.5	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Frequencies of Posttest Experimental Group

Posttest_Experiment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	3	10.0	10.0	10.0
62.5	2	6.7	6.7	16.7
65	1	3.3	3.3	20.0
67.5	2	6.7	6.7	26.7
70	6	20.0	20.0	46.7
72.5	2	6.7	6.7	53.3
75	4	13.3	13.3	66.7
77.5	5	16.7	16.7	83.3
80	2	6.7	6.7	90.0
85	2	6.7	6.7	96.7
87.5	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Frequencies of Pretest Control Group

pretest_control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	5	16.7	16.7	16.7
	37.5	3	10.0	10.0	26.7
	40	5	16.7	16.7	43.3
	42.5	3	10.0	10.0	53.3
	45	5	16.7	16.7	70.0
	47.5	1	3.3	3.3	73.3
	50	4	13.3	13.3	86.7
	55	2	6.7	6.7	93.3
	60	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Frequencies of Posttest Control Group

		Posttest_control			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	6.7	6.7	6.7
	42.5	3	10.0	10.0	16.7
	45	5	16.7	16.7	33.3
	47.5	1	3.3	3.3	36.7
	50	8	26.7	26.7	63.3
	52.5	1	3.3	3.3	66.7
	55	4	13.3	13.3	80.0
	60	2	6.7	6.7	86.7
	62.5	2	6.7	6.7	93.3
	65	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Descriptive Statistics of Pretest Experimental Group

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretest_experiment	30	32.50	57.50	43.4167	5.62795
Valid N (listwise)	30				

Descriptive Statistics of Posttest Experimental Group

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_experiment	30	60.00	87.50	72.5000	7.45677
Valid N (listwise)	30				

Descriptive Statistics of Pretest Control Group

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretest_control	30	35.00	60.00	43.9167	7.27191
Valid N (listwise)	30				

Descriptive Statistics of Posttest Control Group

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_control	30	40.00	65.00	50.9167	7.29559
Valid N (listwise)	30				

Normality of Pretest Experimental Group

One-Sample Kolmogorov-Smirnov Test

		pretest_experiment
N		30
Normal Parameters ^a	Mean	43.4167
	Std. Deviation	5.62795
Most Extreme Differences	Absolute	.195
	Positive	.195
	Negative	-.172
Kolmogorov-Smirnov Z		1.067
Asymp. Sig. (2-tailed)		.205
a. Test distribution is Normal.		

Normality of Posttest Experimental Group

One-Sample Kolmogorov-Smirnov Test

		Posttest_experiment
N		30
Normal Parameters ^a	Mean	72.5000
	Std. Deviation	7.45677
Most Extreme Differences	Absolute	.102
	Positive	.098
	Negative	-.102
Kolmogorov-Smirnov Z		.559
Asymp. Sig. (2-tailed)		.914
a. Test distribution is Normal.		

Normality of Pretest Control Group

One-Sample Kolmogorov-Smirnov Test

		pretest_control
N		30
Normal Parameters ^a	Mean	43.9167
	Std. Deviation	7.27191
Most Extreme Differences	Absolute	.141
	Positive	.141
	Negative	-.110
Kolmogorov-Smirnov Z		.771
Asymp. Sig. (2-tailed)		.592
a. Test distribution is Normal.		

Normality of Posttest Control Group

One-Sample Kolmogorov-Smirnov Test

		posttest_control
N		30
Normal Parameters ^a	Mean	50.9167
	Std. Deviation	7.29559
Most Extreme Differences	Absolute	.183
	Positive	.183
	Negative	-.093
Kolmogorov-Smirnov Z		1.004
Asymp. Sig. (2-tailed)		.266
a. Test distribution is Normal.		

Homogeneity of Pretest Experimental and Control Group

Homogeneity Pretest

Test of Homogeneity of Variances

Ss_score

Levene Statistic	df1	df2	Sig.
2.068	1	58	.156

ANOVA

Ss_score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.750	1	3.750	.089	.767
Within Groups	2452.083	58	42.277		
Total	2455.833	59			

Homogeneity of Posttest Experimental and Control Group

Homogeneity Posttest

Test of Homogeneity of Variances

Ss_score

Levene Statistic	df1	df2	Sig.
.024	1	58	.876

ANOVA

Ss_score					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6987.604	1	6987.604	128.414	.000
Within Groups	3156.042	58	54.415		
Total	10143.646	59			

Independent Sample T-Test Result

T-Test

Group Statistics

Categories	N	Mean	Std. Deviation	Std. Error Mean
Ss_scores 1	30	43.9167	7.27191	1.32766
2	30	43.4167	5.62795	1.02752

Independent Samples Test Pre test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
\$ Equal s variances _ assumed	2.068	.156	3.332	58	.767	50000	1.67883	-2.86055	3.86055
\$ Equal C variances not assumed			3.332	54.567	.767	50000	1.67883	-2.86506	3.86506
r									
€									
§									

T-Test

Group Statistics

Categories		N	Mean	Std. Deviation	Std. Error Mean
Ss_score	Posttest experiment	30	72.5000	7.45677	1.36141
	Posttest Control	30	50.9167	7.29559	1.33199

Independent Samples Test Post-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
				t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.						Lower	Upper
Ss_score	Equal variances assumed	.024	.876	11.332	58	.000	21.58333	1.90463	17.77079	25.39587
	Equal variances not assumed			11.332	57.972	.000	21.58333	1.90463	17.77075	25.39591



THESIS CONSULTATION CARD

Name : Mardiana Zakkiyanti
 Student Number : 10250709
 Faculty/Major : Tarbiyah/PBI
 Department : UIN Raden Fatah Palembang
 Thesis Title : "TEACHING NARRATIVE TEXTS BY USING LISTEN-READ-DISCUSS (LRD) STRATEGY TO THE TENTH GRADE STUDENTS OF MADRASAH ALIYAH AL-FATAH PALEMBANG"
 Advisor I : M. Holandiyah, M.Pd

No	Day/Date	Consulted aspect	Comment	Signature
1.	29/4-15	Chapter I	Revise	AP
2.	13/5-15	I-III	Ok! Do your Tryout analysis soon!	AP
3.	12/8-15	III	Revise many things! - Bring your instrument next consult - Revise your part in research instrument and Hypothesis Testing!	AP

a.	19/8-15	Revise your <u>Validity test!</u>	AP.
5.	26/8-15	Revise: 1) Find a different school to carry out your try out! 2) Bring the score and the same result!	AP.
b.	2/9-15	Revise as suggested.	AP.
7.	3/9-15	Chapter 10: OK. Continue to Research treatment to your sample size!	AP.
8.	18/4-15	Bring the output of SPSS to see your authentic Result.	AP.
9.	30/4-15	Revise what to be suggested!	AP.












60	1-V	Revisé as suggested!	RP	22/12
11	1-R	Revisé as suggested!	RP	7/4
12	1-V	Revisé a few mistakes and register for the exam!	RP	11/9-16
		<u>ole</u>		










THESIS CONSULTATION CARD

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 Adviser II : Eka Sartika, M.Pd

No	Day/Date	Consulted aspect	Comment	Signature
1.	Mon / 27 th - Apr 15	Chapter I	<ul style="list-style-type: none"> - Revise your background - Problem - Objective - Punctuation - add more experts to support your statements 	
2.	Wed / 06 th - 5 - 2015	chapter 1 & 2	<ul style="list-style-type: none"> - Revise both chapters - bring your references APA 6th ed. 	
3.	Thur / 07 th - 5 - 2015	chapter 1 chapter 2	<ul style="list-style-type: none"> - ok - ok 	
4.	Wed / 13 th - 5 - 2015	chapter 3	<ul style="list-style-type: none"> - Revise as suggested - Continue to do the try out 	
5.	Tues / 16 th - 6 '15	chapter 3	Validity & Reliability	

6.	wed/30 -jul'15	chapter 3	OK o) continue to have your research	
7.	fri/4/09 -15	Statistic analysis	o) Revise	
8.	wed/07 th oct 2015	Statistic analysis	o) Show the expert	
9.	fri/16 th -oct 2015	chapter 4	o) Revise finding & Interpretation	
10.	Mon/26 th -oct 2015	chapter 4	o) Revise your finding - please check your grammar & diction - add some expert on your interpretation	
11.	Tue/30 rd -Nov -2015	chapter 4	o) Revise your Interpretation	
12.	Sat/28 th -Nov '15	chapter 4	o) revise your interpretation again	
13.	wed/2 nd Dec '15	chapter 4	o) Still revise your Interpretation	
14.	Mon/7 th Dec '15	chapter 4	o) Revise the first paragraph	
15.	Tue/8 th Dec '15	chapter 4	o) Still Revise your first para. of your interpretation	
16.	Fri/11 th Dec '15	chapter 4	o) check all of your interpretation o) bring me your chapter 5	

17.	Sat/12 th Dec '15	Chapter 4	still interpretation	
18.	Mon/12 th Dec '15	Chapter 4 & 5	OK	
19.	Fri/18 th Dec '15	Chapter All chapters	Check out All your chapters	
20.	Mon/21 st Dec 2015	All chapters	Revise some spots APA 6 th ed	
			Revise your Ref. APA 6 th ed	
21.	Sat/2 nd April -2016	References	OK	
22.	Tue/4 th April 2016	All chapters	OK, ready to have Munqasah	



**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
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FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

**FORMULIR
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Nama : MARDIANA ZAKKIYANTI
 NIM : 10250709
 Jurusan : PENDIDIKAN BAHASA INGGRIS
 Fakultas : TARBIYAH
 Judul : TEACHING NARRATIVE TEXTS BY USING LISTEN - READ - DISCUSS (LRD)
 STRATEGY TO THE TENTH GRADE STUDENTS OF MADRASAH ALYAH
 AL-FATAH PALEMBANG
 Penguji : DR. DIAN ERLINA, M. Hum

No	Hari/Tanggal	Masalah yang dikonsultasikan	Tanda Tangan Penguji
		<i>Ok. keseluruhan</i>	

Palembang 31-10-2016
 Dosen Penguji

DR. DIAN ERLINA, M. Hum



**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
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**FORMULIR
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Nama : MARDIANA ZAKKIYANTI
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 Fakultas : TARBIYAH
 Judul : TEACHING NARRATIVE TEXTS BY USING LISTEN - READ - DISCUSS (LRD)
 STRATEGY TO THE TENTH GRADE STUDENTS OF MADRASAH AULIAH AL-FATAH
 PALEMBANG
 Penguji : AMALIA HASANAH, M.Pd.

No	Hari/Tanggal	Masalah yang dikonsultasikan	Tanda Tangan Penguji
1.	Rabu/10/3/2016	Chapter I & II → Rouse I	<i>Amalia</i>
2.	Kamis/27/10/2016	Chapter I & II → Rouse I Chapter III, IV, V & References → Rouse	<i>Amalia</i>
3.	Jumat/20/10/2016	Chapter III to V & References → Rouse I	<i>Amalia</i>

Palembang 28-10-2016

Dosen Penguji

Amalia



UNIVERSITAS ISLAM NEGERI
RADEN FATAH PALEMBANG
LANGUAGE CENTRE
JLN. PROF.ZAINAL ABIDIN FIKRI KM 3.5
PALEMBANG Telp : 0711 354668 psw 147

TOEFL PREDICTION SCORE

SECTION 1	SECTION 2	SECTION 3	TOTAL SCORE
47	54	56	523

TOEFL PREDICTION TEST

FULL NAME

MARDIANA ZAKKIYANTI

SEX
M / F

F

DATE OF BIRTH
DD / MM /YY

11 / 01 / 1992

TEST DATE
DD / MM /YY

01 / 04 / 2016

01042016



Drs. HERIZAL, MA
CHAIRMAN

The person whose name appears above has taken the TOEFL PREDICTION TEST at UIN Raden Fatah Language Centre.
This score is valid for six months.



**UNIT PELAKSANA TEKNIS PUSAT KOMPUTER
INSTITUT AGAMA ISLAM NEGERI RADEN FATAH**

JL. PROF. K.H. ZAINAL ABIDIN FIKRY KM.3.5 PALEMBANG 30126. ☎ 0711 - 354668 FAX. 0711 - 356209

SERTIFIKAT

Nomor : In.03 / 10.1 / Kp. 01 / 004 / 2013

Diberikan kepada :

NAMA : MARDIANA ZAKKIYANTI
NIM : 10250709
FAKULTAS : TARBIYAH
JURUSAN : PENDIDIKAN BAHASA INGGRIS

Atas partisipasinya sebagai peserta **PENDIDIKAN PROGRAM APLIKASI DAN KEAHLIAN KOMPUTER** yang diselenggarakan pada semester I dan II Tahun Ajaran 2010 - 2011 dengan nilai sebagai berikut :

Materi / Silabus	Nilai
Microsoft Office Word 2003	B
Microsoft Office Excel 2003	B
Akumulasi Nilai	B

Palembang, 03 Juni 2013
Kepala Pusat Komputer,

Sholeh Khudin, S.Ag
NIP. 19741025 200312 1 003



KEMENTERIAN AGAMA
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Jl. Prof. KH. Zainal Abidin Fikri Telp. (0711) 354668 Kode Pos : 30126 Palembang

SERTIFIKAT

Nomor : In.03/8.0/PP.00/ 3148 /2012

Diberikan kepada

Nama : **Mardiana Zakkiyanti**
 NIM : **10250709**
 Fak/Prodi : **Tarbiyah/Pendidikan Bahasa Inggris (PBI)**

Yang telah Lulus Ujian Program Intensif Pembinaan dan Peningkatan Kemampuan Baca Tulis Al-Qur'an (BTA)
 yang diselenggarakan oleh **Lembaga Pengabdian Masyarakat (LPM)**

Sertifikat ini menjadi salah satu syarat untuk mengikuti Kuliah Kerja Nyata (KKN) dan Munaqasyah
 berdasarkan **SK Rektor No. : In.03/1.1/Kp.07.6/266/2012**

Palembang, 03 Desember 2013

Mengetahui,

Rektor IAIN Raden Fatah Palembang,



Prof. Dr. H. Aflatus Muchtar, MA
 NIP. 19520601 198503 1 002

Ketua LPM,

Dr. Mdhajirin, MA
 NIP. 19730125 199903 1 002

SERTIFIKAT

No: 001/PH/MONPERA/PANPEL/VIII/2010

Diberikan Kepada:

MARDIANA ZAKKIYANTI

Atas Partisipasinya Sebagai **PESERTA** Dalam Kegiatan
Masa Orientasi dan Perkenalan Mahasiswa Baru (MONPERA) 2010
Institut Agama Islam Negeri Raden Fatah Palembang.

Pada Tanggal, 16-21 Agustus 2010.

„Membangun Kemandirian Spiritual, Emosional, Intelektual, Jiwa Cinta
Tanah Air dan Menjadi Muslim Revolusioner“



Sekretaris Pelaksana



Abdul Karim
Nim. 08 21 70

Ketua Pelaksana



Awang Darmawan
Nim. 07 25 008

Mengetahui,

Presiden Mahasiswa



Riki Rikardo
Nim. 05 51 030

Rektor



Prof. Dr. H. Aflatus Muchtar, M.A.
Nip. 19571210198603 1 004

 <p>LP2M IAIN RADEN FATAH PALEMBANG LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT</p>	<h1>Sertifikat</h1> <p>Nomor : In. 03/8.0/PP.00/400/2014</p>
<p>LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT (LP2M) IAIN RADEN FATAH MENERANGKAN :</p>	
<p>Nama : Mardiana Zakkiyanti</p>	<p>Tempat/Tgl.lahir : Palembang, 11 Januari 1992</p>
<p>Fak/Jur/NIM : Tarbiyah/PBI/10250709</p>	<p>TELAH MELAKSANAKAN PROGRAM KULIAH KERJA NYATA ANGKATAN 63 TEMATIK POSDAYA DARI TANGGAL 11 FEBRUARI S/D 27 MARET 2014 DI :</p>
<p>Desa : Kasmaran</p>	<p>Kecamatan : Babat Toman</p>
<p>Kabupaten : Musi Banyuasin</p>	<p>Lulus dengan nilai : A (Amat Baik)</p>
<p>KEPADANYA DIBERIKAN HAK SESUAI DENGAN PERATURAN YANG BERLAKU</p>	
<p>Palembang, 26 Mei 2014</p>	<div style="text-align: center;">   Prof. Dr. Risan Rusli, MA NIP. 19650519 199203 1 003 </div>
<p>www.lp2m-iairf.com</p>	

RIWAYAT HIDUP



Mardiana Zakkiyanti, dilahirkan di Palembang 11 Januari 1992. Penulis merupakan puteri kedua dari pasangan Bapak Madiun Halim Asy dan Ibu Ad. Zainur Setaf. Pendidikan Dasar di SD Negeri 226 Palembang pada tahun 1998 sampai 2004. Sekolah Menengah Pertama di SMP Negeri 9 Palembang pada tahun 2004 sampai 2007. Selanjutnya penulis meneruskan Sekolah Menengah Atas di MA Al-Fatah Palembang dan selesai pada tahun 2010. Pada tahun ini juga penulis terdaftar sebagai mahasiswi di Program Studi Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri (UIN) Raden Fatah Palembang dan diselesaikan pada tahun 2016.