

**THE EFFECT OF USING LISTENING-READING-DISCUSSION (LRD)  
STRATEGY ON STUDENTS UNDERSTANDING OF READING  
NARRATIVE TEXT AT MTS PALASA**



**A THESIS**

*Submitted to Fulfill One of the Requirements in the Thesis for the Degree of Sarjana Pendidikan  
for English Tadris Department Teacher Training and Tarbiyah Faculty  
at the State Islamic University Datokarama Palu*

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**2022**

## **STATEMENT OF THE THESIS AUTHENTICITY**

I hereby declare that this thesis entitled: "The Effect of Using LRD Strategy on The Improvement of Students' Reading Comprehension in English Narrative Text at The Ninth Grade of MTs Palasa" has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

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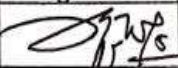

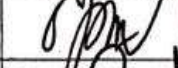
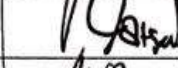



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### LEGALIZATION

A thesis by Cindy " The Effect of Using Listening-Read-Discussion Strategy on Students Understanding of Reading Narrative Text at MTs Palasa" which had been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 15<sup>th</sup> September 2022 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadris Study Program.

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## FOREWORD

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الحمد لله رب العالمين والصلاة والسلام على اشرف الانبياء والمرسلين سيدنا محمد  
وعلى آله واصحابه اجمعين, اما بعد

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Finally, to all parties, I hope that all the help given to the author is infinite from Allah SWT.

**Palu, 19<sup>th</sup> July 2022 M.**  
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## ABSTRACT

Name : Cindy

Number of Students : 181160084

Thesis Title : The Effect of Using Listening-Reading-Discussion ( LRD) Strategy on Students Understanding of Reading Narrative Text At Mts Palasa

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Reading is one of the language skills that must be mastered by students. Reading can increase knowledge and get information from the text read. The reading comprehension of grade IX students of MTs Palasa is still low, especially in reading narrative texts. so that the researcher was motivated to discuss the thesis entitled "The Effect of Using Listening-Reading-Discussion (LRD) Strategy on Students Understanding of Reading Narrative Text At Mts Palasa". This research aims to obtain empirical evidence about the effect of using listening-read-discussion strategies on students' understanding of reading narrative texts.

The population in this research were all ninth-grade students of MTs Palasa, with a sample of 40 students selected using a total sampling technique which was classified into two classes, namely the experimental class and the control class. This research method is quantitative. The research design used is quasi-experimental. In the experimental class, the researcher used the listening-read-discuss method and in the control class, the researcher methods that are often used by teachers at the school, in 8 meetings with a time of 80 minutes for each class. In collecting data, the researcher used an instrument in the form of multiple choice. The instrument is given in pre-test and post-test. Before giving the treatment, the researcher gave a pre-test for the second class. Then after the treatment, the instrument was given in the form of a posttest.

After giving the pre-test and post-test, the researcher analyzed the data using SPSS 25 to calculate the independent sample t-test. From the analysis of the data calculated using SPSS 25, this research shows differences in the value of the final significant mean between the classes, from the experimental class, was 70.00, while the final mean of the control class is 58.50. Hypothesis test shows that sig. 2 tailed (p) is 0.001 with alpha ( $\alpha$ ) is 0.05, so  $0.002 < 0.05$ . It can be

stated that  $H_0$  (Null Hypothesis) has rejected and  $H_a$  (Alternative Hypothesis) was accepted. Therefore, it can be concluded that the use of listening-reading-discussion strategi affects the reading comprehension of ninth-grade students of MTs Palasa on narrative texts in the 2021/2022 academic year.

## CHAPTER I

### INTRODUCTION

#### *A. Research Background*

English has four important language skills that must be mastered by the student. They are reading, writing, speaking, and listening. In Indonesia, these skills are taught at secondary school and university level, event at elementary school. As far as learning English is concerned, reading is considered one of the important skills for student learners, especially in an academic context because students need to comprehend and deal with all reading aspects and difficulties.<sup>1</sup>

Scanlon and Anderson in Nurmilah F stated that the reading is always presented in every learning theme. Every learning requires good reading comprehension to be able to capture the contents of the reading. Comprehension is an active process and constructive of acquiring meaning in the text by involving the knowledge and experience of the reader which is related to the contents of the reading It can be concluded that reading comprehension is done by linking the initial knowledge that the reader has and new knowledge gained when reading so that the understanding process is built to the maximum. The importance of reading is a necessity carried out by the person who calls himself an intellectual. Humans who are cultured and educated make reading a need for communication.<sup>2</sup>

It means that a very important activity that can be used to gain more understanding is reading skills. Because through this activity people can get conclusions

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<sup>1</sup> Tarigan at. al. *"Membaca Sebagai Suatu Keterampilan Berbahasa"*. Bandung: Angkasa, 2008.

<sup>2</sup> Donna M. Scanlon, Kimberly L. Anderson, and Joan M. Sweeney, *"Early Intervention for Reading Difficulties"* (Landon: The Guilford Press, 2010), p. 276

of an idea in written text. The importance of reading is a necessity carried out by the person who calls himself an intellectual. Humans who are cultured and educated make reading a need for communication. It means that a very important activity that can be used to gain more understanding is reading skills. Because through this activity people can get conclusions from an idea in written text.<sup>3</sup>

Based on the informal interview that I got from the explanation of the English teacher at MTs Palasa, especially in the ninth grade the students' ability to master English is still very low so students find it difficult to understand the text. students lack interest in reading because they are less motivated as a result they feel bored studying. That's the reason why they can't get good grades because they can't answer questions well. There are some possible causes that may occur. One of the reasons might be because Teachers teach students monotonously and ineffectively. Teachers do it do not use a variety of strategies and materials in teaching reading to simulate student motivation in learning to read. Teachers teach students with techniques or strategies that are difficult for students to understand so that students become bored and lose attention to learning. The impact is students will feel bored reading the text, cannot understand the text and can't understand the text well.

To overcome the problems above, the researcher tried to find an effective way to improve students' reading comprehension. One of them is by using Listen-Read-Discuss (LRD) strategy. Many researchers have applied listening-read-discussion as a teaching strategy to improve students' reading comprehension of reading texts, especially English texts, because this strategy can make students understand correctly what they read, can attract students' attention and researchers use Listen-read-discuss (LRD).

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<sup>3</sup> Cline, F., Johnstone, C., & King, T. "*Focus Group Reactions to Three Definitions of Reading ( as Originally developed in support of NARAP goal.* Minneapolis : National accessible Reading Assesment Project. 2006), p 02.



The teacher must be able to find technique appropriate to solve the situation and condition. As an effort to fix this failure in an effort to correct this failure, the researcher found the right learning strategy as a solution by using Listen Read Discuss strategy (LRD). There are three stages in the reading process: before reading, while reading, and after reading. In general, the following reading strategies are used by the learners in the reading process: finding a focus for understanding, establishing a relationship between initial learning and text meaning, thinking about the meaning of text, making conclusion about the test, using prior knowledge for comprehension, controlling reading speed, making predictions about the meaning of unfamiliar words, and making predictions about the meaning of unknown groups of words or sentences in the text.<sup>4</sup>

The LRD strategy has been found to be a powerful means of improving reading comprehension and content learning in both weak and proficient readers. The researcher chooses LRD because this strategy has much of advantages, Manzo and Casale, in Rudianto explain the benefits of using LRD such as helps students to comprehends the material presented orally, build students' prior knowledge before they read a text and also engages struggling readers in classroom discussion.<sup>5</sup>

The researcher uses this strategy because this strategy has many advantages and the researcher hopes that students can understand the text easily and correctly so that students can analyze the writer's thoughts in their own words.

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<sup>4</sup> P. Harahap Khairunnisa. "*The Implementation of Listen-Read-Discuss (LRD) Strategy on The Students' Ability in Mastering Reading Comprehension*". English Journal. Medan: MAS YP Raudhatul Akmal, 2018.

<sup>5</sup> A.V. Manzo. Casale, U. "*Teaching Children To Be Literate; A Reflective Approach*" Harcourt Brace College, 1995

Based on the description above, the researcher is interested in conducting research entitled: *"The Effect of Using Listening-Reading-Discussion (LRD) Strategy on Students Understanding of Reading Narrative Text at Mts Palasa"*

#### ***B. Research question***

Based on the background above the researcher formulated the problem as "Is there any effect of the Listen-Read-Discuss (LRD) strategy on the improve the students' reading comprehension the ninth-grade students of MTs Palasa?"

#### ***C. Objective of the Research***

The objective of the research is to investigate the effect of the Listen-Read-Discuss (LRD) strategy in improving the reading comprehension of the ninth-grade students of MTs Palasa.

#### ***D. Significance of the Research***

This research is expected to give significance to both teachers and students as follows:

First, the students are expected to increase their reading comprehension as much as possible by using the LRD strategy and to motivate them in learning English.

Second, the teacher can apply this strategy in the framework of improving teaching ability and increasing the students' reading comprehension, and the output of this study will be useful and contribute to developing English teaching, especially in reading.

Finally, the researcher can develop her knowledge and experience in teaching reading comprehension by using the LRD strategy and as a source for another researcher who wants to compile a thesis as a reference or related research.

#### ***E. Scope of the Research***

The researcher focuses on reading comprehension by using the LRD strategy (Listen, Read, and Discussion) to improve students' reading comprehension, this strategy is very simple, easy to apply for junior high school students, and also effective. In the LRD Strategy, there are activities that can be done while reading individually, in small groups, or with the whole class. The teacher helps students understand what they are reading as they explore the main ideas in a text as well as the organization of the text. Researchers focused on the LRD strategy to improve students' reading comprehension skills, especially in narrative texts for class IX MTS Palasa for the 2021/2022 academic year.

#### ***F. Outlines of Content***

These content outlines aim to explain the discussion in each chapter of this proposal.

Chapter I contains the background of the research, research question, objective and significance of the research, and outlines of content.

Chapter II entails previous research, and theoretical research regarding the title of the proposal, namely improving vocabulary mastery and the use of short stories, conceptual framework, and hypothesis.

Chapter III covers research design, population, samples of research, research variables, operational definition, research instruments, a technique of data collection, and the technique of data analysis.

Chapter IV results and discussion, in this chapter contains the result of research, data analysis, hypothetical proof and discussion about the research.

Chapter V closing that contains conclusion and Research Implications.

## CHAPTER II

### RELATED LITERATURE RIVIEW

#### A. *Previous Studies*

Previous research is the result of research conducted by previous researchers who have been tested for truth by using the method used. Previous research can be a reference for current researchers.

Purwanti's research, entitled *"The Strategy Using LRD (Listening-Read-Discussion) to Improve Students' Reading Comprehension of the Second Grade Students at SMP Negeri 2 Tembilahan Kota"* This research used experimental research to find data and test results that were carried out by researchers to see students' reading ability using LRD (Listen-Read-Discuss) which is a literacy strategy that builds knowledge before students read the text. The researcher used a non-equivalent control group design, the data was filled in from the test (pre-test and post-test). This research was conducted at SMP Negeri 2 Tembilahan Kota. Involves two classes, where each class is divided into a control class and a treatment class as the research sample. This research shows that the implementation of this LRD strategy can improve students' reading ability, it was proven at the end of the study that there was a significant increase in students' vocabulary. The effect of using LRD strategies in teaching reading comprehension had an impact on students and made students motivated to read.<sup>6</sup>

The similarity between the researcher and his research is about the variables that use the LRD strategy to improve students' reading skills using a graphic organizer while the researcher displays folklore videos related to the material to be explained, the sample

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<sup>6</sup> Sri Erma Purwanti" *The Use of LRD (Listen-Read-Discuss) strategy to Improve Students Reading comprehension of the second Grade students at SMP Negeri 2 Tembilahan Kota* "(English Tadris Program, Islamic University Of Indragiri, 2017), 12.

is junior high school students, using a quantitative approach, using an experimental design and differences in this research is the material in the previous research using descriptive text while the researcher focused on narrative text.

Anggraini's research entitled "The Reading Comprehension of Class VIII Students of SMP Negeri 1 Puncakwangi Pati Using the LRD Strategy". The research used a quasi-experimental design to find data and the results of tests that had been carried out by researchers to see the improvement of students' reading comprehension mastery. The researcher used a non-equivalent control group design, and the data was filled in from the test (pre-test and post-test). as the experimental class the researcher used the LRD strategy and for the control class, the researcher used the read-aloud strategy. This research shows that the listening-read-discussion strategy is a strategy that builds students' background knowledge before reading the text by the teacher guiding through short explanations orally, and can help students understand the text correctly so that students are able to explain their understanding with explanations or words. themselves. It was proven at the end of the research that there was a significant increase in students' reading comprehension after using the LRD strategy.<sup>7</sup>

The similarities between the researcher's research and his research are about variables, using a quantitative approach, using the same test, and both studies discussing the LRD strategy to improve students' reading skills by using two classes as samples. And the difference is regarding the method used in the control class, the read-aloud method, while the researcher uses the conventional method, and the material being taught is narrative text.

## ***B. Theoretical Review***

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<sup>7</sup> Anggraini " *The reading comprehension of the Eighth-grade students of SMP Negeri 1 Pucakwangi pati by Using LRD strategy*" (Puncak Wangi pati 2014).

## 1. The Nature of Comprehension

### a. Definition of Reading Comprehension

Reading is one of the most important skills in language learning. Reading activities are the only way to absorb and interpret written information. Reading as a means of language acquisition of communication and sharing information on ideas and knowledge.

Jennifer defined stated reading as the process of thinking, understanding and making meaning from written texts.<sup>8</sup> So, it is needed significant skills that have received a special focus on students reading proficiency it is also supported by the opinion of Pourhosein Gilakjani and Ahmadi in Abbas stated that the main goal of reading is to gain the correct message from a text that the writer intended for the reader to receive information, therefore reading is an interactive process between the reader and the text which results in smooth reading.<sup>9</sup>

From all of the opinions about reading, it can be concluded that reading is a process of interaction between the reader and the written material in transferring, understanding, and comprehending the reading text. In reading a text, the reader needs the understanding to be able to obtain information correctly. Comprehension is the ability to understand completely and be familiar with a situation and fact.

Scanlon, et.al stated that comprehension is an active process of acquiring meaning in the text by involving the knowledge and experience of the reader which is related to the contents of the reading.<sup>10</sup> It means that comprehension is a process in which readers make meaning by interacting with the text through the combination of prior

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<sup>8</sup> Jennifer Serravallo, "Teaching Reading In Small Groups: Differentiated Instruction for Building Strategic, Independent Readers", (US: America 2010), p. 43.

<sup>9</sup> Gilakjani, Abbas, "How can Students Improve Their Reading Comprehension Skill?" Journal of Studies in Education, (Islamic Azad University, 2016), p. 230.

<sup>10</sup> Donna M. Scanlon, Kimberly L. Anderson and Joan M. Sweeney, "Early Intervention for Reading Difficulties", (Landon: The Guildford Press, 2010), p. 276.

knowledge and previous experience, information in the text, and the views of readers related to the text.

Catherin Snow stated that reading comprehension is a reading activity that constructs reasoning and extracts meaning through interaction with written language simultaneously.<sup>11</sup> Reading in reasoning is a reading activity carried out by someone to understand the implicit meaning in written things, therefore to understand a meaning one must train reasoning power in order to be able to grasp the meaning implied in written things.

Klingner, Vaughn, and Broadman also argued that reading comprehension is an active process that involves the interaction of readers, their background knowledge and experiences, the text, their interest in the text, and their strategy in reading the text. All of them interact with one another in comprehending a text. When interference appears in those interactions, the readers find difficulties in their reading comprehension.<sup>12</sup>

Based on the definition stated above, it can be concluded that reading comprehension is a reading activity carried out by someone to comprehend the contents of the reading as a whole. Reading comprehension is done by linking the initial knowledge that the reader has and new knowledge gained when reading so that the understanding process is built to the maximum. Reading comprehension requires a process of creating meaning from the text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences.

#### b. The Teaching Reading Comprehension in Junior High School

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<sup>11</sup> Catherine Snow, *“Reading for Understanding Toward R&D Program in Reading Comprehension”*, (Pittsburgh: RAND Published, 2002), p. 11.

<sup>12</sup> Janette K., Vaughn Sharon, and Broadman Alison, *“Teaching Reading Comprehension to Students with Learning Difficulties”*, (New York: The Guidford Press, 2007), p. 8.



In the teaching process, it must be based on the curriculum that leads the teachers in teaching. The current curriculum used at several Junior High Schools is Curriculum 2013. In this curriculum, reading skill is one of four Basic English skills that should be taught by the teacher to the students. In reading, there are five kinds of texts that should be studied by the students.<sup>13</sup> But in this researcher focused on narrative text.

Teaching reading is useful for other purposes. Any exposure to English (provided the student understands it more or less) is a good thing for English students. In other words, teaching reading can make students understand the text. Teaching reading is an important activity for students. They can understand what they are reading and how to read. During the process of teaching reading, we must pay attention to the principles of teaching reading. Teaching reading can provide many opportunities for students to learn a language, such as being able to find the main idea, determine certain information, find references, and vocabulary.<sup>14</sup>

According to Nuttal, there are five aspects of reading comprehension which help the students to comprehend the English text: main idea, specific information, reference, identifying inference, and vocabulary.<sup>15</sup> These aspects will be explained below:

#### 1) Finding the main idea

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<sup>13</sup> Wulandari, D. N., Ihsan, D. & Hayati R. *“Teaching Reading Comprehension to the Eught Graders of SMP Negeri 53 Palembang Through Reading, Annotating, Pondering (REAP) Strategy”* P. 75, 2014

<sup>14</sup> Marantika, J, P & Fitrawati. *The R.E.A.P Strategy for Teaching Reading a Narrative Text to Junior High School Students. E-journal of English Language Teaching*, 2013

<sup>15</sup> Nuttal in Teika Ameiratrini, *“ The use of jigsaw strategy in improving students’ achievement in reading comprehension at the first grade of SMAN 1 Abung Selatan”* Skripsi (Bandar Lampung: English Education Study Program, Department of Language and Arts Education Faculty of Teacher training and education, University of Lampung, 2017),14

Finding the main idea of a paragraph is one of the most important reading comprehension skills. In some paragraphs, the main idea is not explicitly stated in one sentence. Instead, it is left to the reader to infer or reason out. It can be said that the main idea has the most important information developed by the author throughout the paragraph.

2) Finding the Specific Information or part of the Text

There is some information that covers the specific information that develops the topic sentence. They are definition, examples, facts, comparison, analogy, because, and effect statistics, and quotation.

3) Finding reference

References are words or phrases used either before or after or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that such words are used, they are signals to the reader to find the meaning elsewhere in the text.

4) Identifying inference

Making an inference involves using what you know to guess what you don't know or reading between the lines. Readers who make inferences use the clues in the text along with their own experiences to help them figure out what is not directly said, making the text personal and memorable.

5) Vocabulary

Vocabulary is essentially needed when the reading process is going. It consists of the stock of words used by anyone in speaking or even producing the utterance for reading.

## 1. Narrative Text

### a. Definition of Narrative Text

In teaching English, some texts should be learned and understood by students in Junior High School. The texts are descriptive, narrative, procedure, recount, and report text. In this paper the focus is to do the research in narrative text, we can know the definition of narrative text from the author, as follows:

According to Smith, the narrative is popular in everyday life since through narrative people construct social reality and make sense of their past experiences.<sup>16</sup>

It means that narrative text is a kind of text that deals with telling about the event or something action real in life to someone. According to Anderson, narrative text is a piece of text that tells a story and, in doing so, entertains or informs the reader or listener.<sup>17</sup> It means that narrative text tells a story in form of text important and gives information to the reader and listener.

According to Herlina, narrative text is a text which related a series of logically and chronologically related events that are caused or experienced by factors. A key of comprehending narrative is a sense of plot, theme, characters, events, and how they relate.<sup>18</sup> It means that narrative text is a tell story about events the correct and real incident. In curriculum 2004 narrative text is defined as a text which function is to amuse, entertain, and to deal actual or various experiences in different ways. Narrative deals with the problematic event causing a crisis or turning point some kind, in turn, find a

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<sup>16</sup> Asian EFL Journal, "Professional Teaching Articles", 2010, p. 149

<sup>17</sup> Mark Anderson and Kathy Anderson, "Text Types in English 2", (South Yarra: Macmillan, 1997), p. 8

<sup>18</sup> English Education Journal Developing Reading Narrative Text Materials for Eighth Graders of Junior High School Implemented With Character Building in 2012, p. 149

resolution.<sup>19</sup> It means that narrative is a text telling about something interesting that has to amuse, and entertain the readers, that the plconsistsist of orientation, complication, sequence of events, resolution, and coda. The story consists of fictional and nonfictional.

b. Social Function of Narrative text

The main purpose of a narrative text is to amuse, entertain and deal with the actual and vicarious experiences.<sup>20</sup> It means that the purpose of narrative text from the writer is to tell story and entertain the readers. According to Anderson, the purpose of narrative is to present a view of the world that entertains or informs the readers or listeners.<sup>21</sup>

### 3. Listen-Read-Discuss (LRD) Strategy

Strategy in the teaching and learning process is very helpful for both teachers and students. By applying a good strategy the teaching and learning process will run well, and the goal of the teaching and learning process will be achieved easier.

There are many strategies that can be applied by the teacher, one of the strategies is Listen-Read- Discuss. LRD is a simple reading strategy. It is a good strategy to increase students' reading comprehension because in this strategy the students have to listen-read-discuss to the information that she/he got from the reading material. Below is the details information on LRD.

a. The Definition of LRD Strategy

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<sup>19</sup> Intan Karolina, *Teaching Narrative Text In Improving Writing, English Journal, SMA Negeri 1 Pemalang In 2006*, p. 8

<sup>20</sup> “*English Education Journal*”, Op. Cit, p. 149

<sup>21</sup> Mark Anderson and Kathy Anderson, “*Text Types in English 2*”, (South Yarra: Macmillan Education Australia PTY LTD, 1997), p. 6

A strategy is a plan, method, or series of stratagems or ways of obtaining a specific goal or result. There are so many strategies to increase the students' ability in mastering reading comprehension, one of the strategies is the Listen-Read-Discuss strategy.

According to Manzo, the LRD strategy is one teaching strategy for the teacher and a learning strategy for the students more active in comprehending the material.<sup>22</sup> It means that listen-read-discuss can help the students to comprehend about text and students' can discuss make students exchange ideas with their friends in a small group. In another word, LRD is a strategy to help students to comprehend the text before reading in small groups discussion.

Dewi said in her article that LRD is the strategy that builds students' background knowledge in comprehending the text. Also, it helps build students' prior knowledge and evokes discussion among students. Teachers can use this strategy before and during reading and within a small group in a whole-class setting.<sup>23</sup>

According to Harahap, he stated that listening to a reading discussion is an effective strategy to be applied in teaching reading comprehension because the strategy can make students more confident when they share ideas with their friends and understand the text easily.<sup>24</sup>

So, this strategy can help students to increase their knowledge in reading the text. Listen Read Discuss (LRD) is a strategy designed for students learning. The LRD strategy is suitable for understanding reading because the LRD strategy consists of

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<sup>22</sup> Manzo And Casale, "*Listen- Read- Discuss A Content Reading Heuristic*", (Journal Of Reading, 1985), p. 28.

<sup>23</sup> Dewi Sri Murni, "*Improving Students' Reading Comprehension Through Listen-Read Discuss (LRD) Strategy*, *English Journal, SMA Negeri 1 Musuk Boyolali In 2014/201*"5, p. 4

innovative steps that help students better understand the purpose of reading. Besides that, Khairunnisa also stated that the students who have good knowledge of vocabulary and grammar are needed in the reading process because the students will more easily understand the reading text.<sup>25</sup>

b. The Procedure of Listen-Read-Discuss Strategy

The procedures of using the listen-read-discuss strategy in Michael McKenna's book are as follows:

1) Listening stage

The teacher gives the information or the content of the reading thoroughly to the students about the text that they will be reading and this can be in the form of a lecture, audio recording, demonstration, or whatever other techniques promise to be effective. Here the teacher tries to activate the students' prior knowledge.

2) Reading stage

The teacher asks students to read a text, with specific purposes, that reading the text to get an understanding of the text. The content is similar to the material presented during the "listening" portion of the lesson.

3) Discussing stage

The teacher led a classroom discussion of the material that was read based on the purpose-setting activity teacher provided.

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<sup>25</sup> Khairunnisa P. Harahap, *"The Implementation of Listen-Read-Discuss (LRD) Strategy on The Students' Ability in Mastering Reading Comprehension"*, English Journal, (Medan: MAS YP Raudhatul Akmal, 2018), p. 3.

#### 4) Ask for volunteers

To present the result of their discussion aloud in front of the class, then ask the students to find out the comparison between the result of their group discussion and the teacher's answer.<sup>26</sup>

According to Richardson in Ibrahim, he stated that the listen-read-discuss strategy is an appropriate strategy to teach reading because this strategy will make the students be more active by synthesizing the author's thoughts in their own words thus it can improve their comprehension about what they have read.<sup>27</sup>

In addition, for the struggling students to improve their reading comprehension and have difficulty reading proficiency, they benefit from this activity because they activate their prior knowledge through listening to the teacher's introduction of the topic. The teacher asks the students to listen to his or her presentation, to read, and discuss what they read with each other to deepen their understanding.<sup>28</sup>

Therefore, to ensure student interest, the teacher should select topics of which students do not have prior knowledge. It means that listen-read-discuss is one strategy that has effectiveness, meets the needs in teaching and learning reading comprehension, and can be a powerful means to students for improving their reading comprehension because the Listen-Read-Discuss strategy can make students easier in comprehend text and students can exchange ideas with his/her friends in a small group or large group when they discuss together.

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<sup>26</sup> McKenna Michael C, *Help for Struggling Readers: Strategies for Grades 3-8*, (New York: Guilford Publications, 2002), p. 94.

<sup>27</sup> Ibrahim Robby, "*The Use of Listen Read Discuss Strategy and Reading Motivation toward The Students' Reading Comprehension*", *ELT-Lectura, Jurnal Pendidikan*, (Lancang Kuning University, 2017), p. 27.

<sup>28</sup> Ibid.

c. The Implementation of Listen- Read-Discuss (LRD)

The implementation of the LRD strategy will be explained below:

First Listen, in this process, the teacher will deliver the theme or the title of the material reading text, then the teacher will read the text or the teacher can give the audio recording about the text that they will read from YouTube or the internet. It tries to activate the student's Prior knowledge.

In the second step, the teacher will ask the students to read the reading text, then the students mark the important things that are found in the reading text.

The last step is Discuss, in this process, the students are divided into groups consisting of four or seven students then the students discuss the main points or ideas of the reading text after that the teacher asks for volunteers to present the result of their discussion aloud in front of the class and then the teacher asks other students about the right answer about the main ideas of each paragraph.

d. Teaching Reading Comprehension in Narrative Text Using LRD

There are some steps or procedures for teaching reading comprehension by using the listen-read-discuss strategy, which is following as:

- 1) The teacher prepares the material about the narrative text.
- 2) The teacher also prepares how to deliver the material by asking about the students' background knowledge of the material.
- 3) The teacher gives a lecture or an audio recording about the narrative text that will be learned in the class, it tries to activate the students' background knowledge.



- 4) After that, the students read a narrative text.
- 5) The teacher divides the students into small groups. Each group consists of 3-4 students.
- 6) The teacher and the students discuss the material of the narrative text.
- 7) Then, it talks about the teacher's explanation and the student's comprehension of the narrative text that they have read.
- 8) Lastly, in discussion groups the students also discuss the difficulties that they found in reading a narrative text that forms a story.<sup>29</sup>

e. The Advantages and Disadvantages of Listen-Read-Discuss Strategy

According to Rusy Rusyidah in Elfa's journal, she stated that there are ten advantages of using this strategy: It helps students to comprehend the material presented orally.

- 1) In the fact that LRD is a powerful tool for engaging the reader who is struggling or difficulting and also proficient reader, especially for learners.
- 2) The teacher always observes the reluctant students approaching the text so they will be more confident and able to gain an understanding about the reading.
- 3) The teacher always observes the reluctant students approaching the text so they will be more confident and able to gain understanding about the reading.
- 4) It helps students to comprehend the material presented both orally and written.
- 5) The strategy can build the students prior knowledge before they read a text because the content of the text has been covered orally at the beginning, so the

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<sup>29</sup> Manzo and Casale, "*Literacy and Learning: Reading in The Content Areas*". (Florida: Ted Buchoz, 2001), p. 11.

learners who are difficult to read the text are able to gain at least a surface understanding about the reading.

- 6) It is an appropriate strategy to teach reading because this strategy requires the students to be active in their reading comprehension.
- 7) Students get more information because engages them in a group discussion and help them to comprehend the material clearly.
- 8) Its strategy builds the student's greater understanding of the material.
- 9) The students must more be active in the contribution of their group discussion in a class.
- 10) The strategy is flexible because it can be used for all curriculum areas with almost any text, such as report text, narrative text, recount text, procedure text, etc.<sup>30</sup>

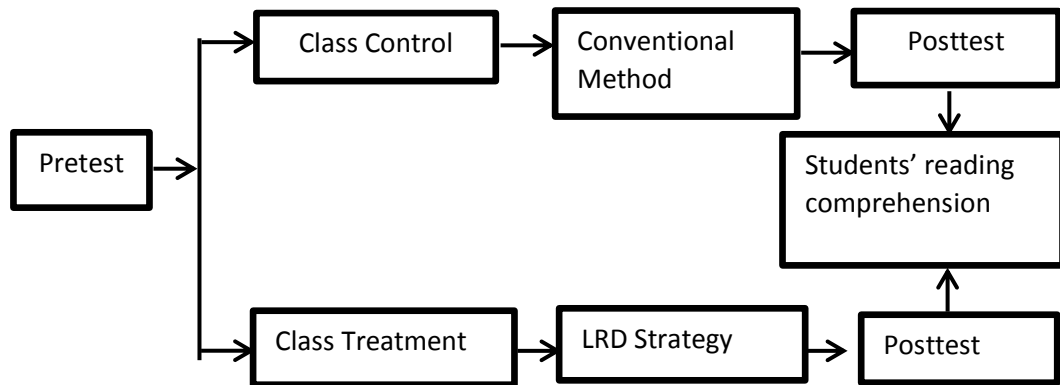
Besides, there is also a disadvantage of the LRD strategy is that it is difficult to use on a day-to-day basis because developing students' initial material and knowledge takes time. intensive or time-consuming. If not applied, students will be confused and have difficulty in understanding the text and you have to be selective in choosing certain texts you feel your students are interested in the texts you selected earlier, this means you can see the downsides about LRD students will be confused and have difficulties in their daily lives so it needs more support with as your LRD text. So, the researcher concludes that the advantage of the LRD strategy builds the students' prior knowledge. It can

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<sup>30</sup> Yusanti Elfa, "*The Influence in Using Listen-Read-Discuss (LRD) toward Students' Reading Comprehension on Narrative Text of The First Semester of The Eleventh Grade, English*" Journal, (Bandar Lampung: SMA Perintis, 2017), pp. 30–31.

improve students reading comprehension and content learning in both weak and proficient values. It also engages struggling readers in classroom discussion.<sup>31</sup>

### C. Conceptual Framework



Where:

Arrow = Steer to the next process

Before doing the treatment, firstly the researcher will administer a pretest to better understand the students' reading comprehension. After that, the researcher will give treatment in the classroom. The researcher will not use treatment in the class control. After giving treatment to the class treatment, the researcher will give a posttest to find out how to compare the results between the control class and the treatment class at the end of the research, the researcher can conclude whether there is or there is no improvement in students' reading comprehension in narrative text after the treatment.

### D. Hypothesis

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<sup>31</sup> Ibid

Ho (Null hypothesis): The using of Listen-Reading-Discuss (LRD) is not effective to improvement students' reading comprehension in narrative text.

Ha (Alternative hypothesis): The using of Listen-Reading-Discuss (LRD) is effective to improvement students' reading comprehension in narrative text.

## CHAPTER III

### RESEARCH METHOD

#### *A. Design of The Research*

The method in this research is a quantitative research method, with a quasi-experimental research design consisting of an experimental class and a control class. According to Sugiyono, there are two forms of quasi-experimental design, Namely time series design and nonequivalent control group design the quasi-experimental design has a class experiment and control class, but the control class cannot function fully to control external variables that affect the implementation of the experiment.<sup>32</sup>

In this research, the researcher used the *Nonequivalent Control Group Design* research design, which is not random sampling where the group gets a pretest, and post-test and there is an experimental group.<sup>33</sup> So the researcher does not randomize or randomize the sample to be made into a group because the researcher hopes that the learning process take place. Naturally, students who do not feel experimented with in such a situation are expected to contribute to the level of validity of the research.

In this research the experimental group, learning was carried out using the LRD strategy to improve students' reading comprehension skills and for control, group learning was carried out using the learning strategies used in schools.

This research was conducted in 8 meetings experimental class 6 meetings and control class 3 meetings. The following is a quasi-experimental non-equivalent control group design (Sugiyono) where :

**Tabel 1**  
**Nonequivalent Control Group Design**

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<sup>32</sup> Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.CV 2013 hal 60

<sup>33</sup> Ibid, 65

<b>O<sub>1</sub></b>	<b>X</b>	<b>O<sub>2</sub></b>
<hr/>		
<b>O<sub>3</sub></b>		<b>O<sub>4</sub></b>

O<sub>1</sub> = Experimental group before being given treatment

O<sub>2</sub> = Experimental group after being given treatment

O<sub>3</sub> = Control group before treatment

O<sub>4</sub> = Control group not given treatment

X = Treatment (LRD Strategy)

## ***B. Population and Samples of Research***

### **1. Population**

The population is the entire individual to be studied with a variety of different characters in order to obtain the data that the researcher wants. Sugiyono said that the population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions.<sup>34</sup>

The population in this research were all students of class IX MTS Palasa for the academic year 2021/2022. The total population is 40 students.

### **2. Sample**

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<sup>34</sup> Sugiyono, *Metode penelitian Kuantitatif, Kualitatif, Dan R&D* (Cet.26; Bandung: Alfabeta, 2017), 72

As for what is meant by the sample is part of the total population. As Sugiyono said, total sampling is a sampling technique where the number of samples is the same as the population.<sup>35</sup> The reason for using the total sampling technique is because the total population is less than 100, then all populations are examined for research samples. The samples taken in this research were all students of class IX A and IX B MTS Palasa, totaling 40 students

### ***C. Variable Of The Research***

Research variables are basically everything in any form determined by the researcher to be studied so that information was obtained about it, then conclusions are drawn.<sup>36</sup>

In this research, there were two variables called the dependent variable and the independent variable.

#### **1. Independent Variable**

The independent variable is usually denoted by the letter (X) which is an independent variable or a variable that has an influence on other variables. In this research, the independent variable was listening-read-discuss (LRD).

#### **2. Dependent Variable**

The dependent variable is usually denoted by the letter (Y) which is a variable that is influenced by other variables. The dependent variable in this research was reading comprehension.

### ***D. Operational Definition***

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<sup>35</sup> Ibid, 81.

<sup>36</sup> Ibid, 38.

An operational definition is an element of research that provides guidance on how to measure research variables. The operational definitions of variables in this research are:

**Table 2**  
**Operational Definition of the Variables<sup>37</sup>**

No	Variable	Operational Definition
1	Listen-Read-Discuss (LRD) strategy (X)	Is a strategy that helps students to comprehend the text.
2	Reading Comprehension (Y)	Is the ability to read text, process it, and understand its meaning.

### ***E. Research Instrument***

Research instruments are tools or facilities used by researchers in collecting data so that their work is easier and the results are better, more accurate, complete, and systematic so that they are easier to process.<sup>38</sup> The researcher used the reading test as a research instrument. The test consists of 20 multiple choice questions which have been categorized as pre-test and post-test. Each correct answer is given a score of 1. If the student can answer all the questions correctly, the student gets a total score of 20.

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<sup>37</sup> Sakina, "Using LRD Strategy To Improve The Students' Reading Comprehension of The Seventh Grade Of SMP Negeri 8 Palu" English Education Study Program Language And Art Education Department At Teacher Training And Education Faculty Tadulako University, 2015.

<sup>38</sup> Arikunto, S. *Prosedur Penelitian*. Jakarta: Rineka Cipta. (2019).



#### ***F. Technique of Data Collection***

The purpose of the test was to determine the students' reading comprehension scores in this test, the researcher had given pre-test and post-test. This type of research is written text, and the strategy used by the researcher was multiple choice. Hughes says that there were many strategies that can assess the students reading comprehension; one of them is the multiple-choice strategy.<sup>39</sup>

This research used a multiple-choice strategy consisting of 20 items. A multiple-choice strategy was a strategy designed using four options and participants choose one correct answer. This strategy can assess reading comprehension, in collecting the data, the researcher had given a pretest before giving treatment, and the last was a posttest.

##### ***1. Pre-test***

A pretest was given before treatment. It was done by reading comprehension narrative text based on the topics provided. The researcher gave a pretest to students in the control class and the experimental class to measure their reading understanding of narrative text before treatment. In the pretest, students were asked to answer the reading comprehension test in the form of multiple-choice narrative text based on the provided topic which consists of 20 items with four alternative options and 60 minutes for time allocation.

##### ***2. Treatment***

Student activities during treatment or during the teaching and learning process use Listen-Read-Discuss. The treatment was carried out in the experimental class after the

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<sup>39</sup>Arthur Hughes, "*Testing for Language Teacher*": 2<sup>nd</sup> Edition, Cambridge: Cambridge University, 2013,143.

pre-test, which took 80 minutes. This treatment was given to the experimental class for three meetings, and the control class was touched using the method commonly used by the ninth-grade English teacher in the classroom for three meetings. After the treatment, a post-test was given to the object.

Procedure Listen Read Discuss in the experimental class is:

- 1) The teacher gave the meaning of the narrative text
- 2) The students listened and observed the folklore videos that were broadcasted
- 3) The teacher explains briefly about the story that was broadcast
- 4) Students read, and interpreted the text that was shared
- 5) The teacher divides the students into several groups
- 6) The teacher gave the reading text to all groups
- 7) The teacher gave direction about the things discussed with students
- 8) The students have discussions with their respective groups
- 9) The teacher controls the students' work
- 10) The students read the results of their discussion
- 11) The teacher gave an explanation of the material given

After the treatment was given to the experimental class, the teacher would touch the control class using the method commonly used by ninth-grade English teachers in the

classroom. The material of the two classes was the same item. The teaching procedure of the ninth-grade English teacher in the control class is:

- 1) The teacher gave the reading text to the students
- 2) The teacher reads the reading text
- 3) The teacher asked some students to read the text
- 4) The teacher translated difficult words
- 5) The students answer questions
- 6) The students collect answer sheets.

### ***3. Post-test***

After doing the treatment, the researcher gave a posttest to determine the increase in students' reading comprehension. The procedure was the same as the pretest.

## ***F. Technique Of Data Analysis***

This research used Statistical Product and Service Solutions (SPSS) 25 and Microsoft Excel 2010 to analyze the data. Before the researcher processes the data using SPSS, the researcher first calculates the individual student scores using the formula below:<sup>40</sup>

$$\text{Score} = \frac{X}{N} \times 100$$

Where:

X = students correct answer

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<sup>40</sup> Sugiyono, *Metode Penelitian Kuantitatif dan Kualitatif dan R&D*. ALFABETA Bandung, 2010, p. 78

N = maximum score

After the researchers added up the individual scores of students, to classify the values of students' reading comprehension, this research used the "Classification of Student' Ability Level "<sup>41</sup>

**Table 2**  
**The Classification of Students' Ability Level**

Test Score	Category
0-34	Very low
35-59	Low
60-69	Enough
70-79	Good
80-89	Very good
90-100	Excellent

After collecting the data, the researcher was going to analyzed the data by using an independent sample t-test. There were two tests that must be done before analyzing the data by using an independent sample t-test. They were the normality test and homogeneity test.

### **1. Normality Test**

Normality test was performed on both classes experimental class and controlled class. Used to find out whether the data from the sample group studied came from a population with a normal distribution or not. It normality test analysis in this research used Kolmogorov Smirnov and Shapiro Wilk using SPSS 25 software. Then, if the normality value is more than 0.05, It can be said that the

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<sup>41</sup> Budiyo, *Statistika untuk penelitian*. (Surakarta: University press. 2004), p.170

data distribution is normal. On the other hand, if the normality test score shows less than 0.05, it can be said that the data distribution is not normal.<sup>42</sup>

## 2. Homogeneity Test

After the normality test gave an indication that the data is normally distributed, then required for the homogeneity test. Used to determine the similarity of two conditions or populations. The author calculated the homogeneity test using Levene Statistics Technique with SPSS 25 software with  $\alpha = 0.05$ . The data can be said homogeneous if the homogeneity value is more than 0.05.<sup>43</sup>

## 3. T-test

T-test is the main data analysis process that is purposed to test if any significant difference between the two classes can be identified. By t-test, it determined which of the hypothesis offered, the null hypothesis or alternative hypothesis, is accepted or rejected. The t-test used in this research especially is *Independent Samples T-test* with a 2-tailed test of significance. If the result indicates p-value or sig (2-tailed) is higher than sig  $\alpha = 5\%$  (0,05), then the null hypothesis is rejected. On the values, if p-value sig (2-tailed) is lower than sig  $\alpha = 5\%$  (0,05), then the alternative hypothesis is accepted.<sup>44</sup>

The hypotheses are:

Ho (Null hypothesis): The using of Listen-Read-Discuss (LRD) is not effective to improvement students' reading comprehension in narrative text.

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<sup>42</sup> S. S. Shapiro, M. B. Wilk & Mrs. H. J. Chen A Comparative Study of Various Tests for Normality, Journal of the American Statistical Association, (1968)

<sup>43</sup> Riadi, E., Statistika Penelitian (Analisis Manual dan IBM SPSS). 1th ed. Yogyakarta (2016)

<sup>44</sup> Ibid

Ha (Alternative hypothesis): The using of Listen-Read-Discuss (LRD) is effective to improvement students' reading comprehension in narrative text.

While the criteria for acceptance or rejection of the hypothesis are:

Ho is accepted if Sig.  $> \alpha = 0.05$

Ha is accepted if Sig.  $< \alpha = 0.05$

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### ***A. Description of the Research***

The researcher chose MTs Palasa as the object of research, which is located in Palasa Kec. Palasa Kab. Parigi Moutong, Sulawesi Tengah. Madrasah Tsanawiyah (MTs) is a formal education unit that organizes general education with the equivalent of a special Islamic junior high school consisting of 3 (three) levels at the basic education level as a continuation of Elementary School, MI, or other equivalent forms, recognized as equal or equivalent to School Basic or MI. Madrasah Tsanawiyah education is taken within 3 years, starting from grade 7 to grade 9.

This research aims to determine whether there is a significant effect of the used Listen Read-Discuss Strategy on students' reading comprehension in narrative Ninth-grade text at MTs Palasa kec. Palasa in the 2021/2022 academic year. The number of samples is 40 students, two of the class selected as the control class and the experimental class. The research instrument is a test. The pre-test consists of 20 multiple choice questions and the post-test consists of 20 multiple choice questions with four choices.

The pre-test was conducted on 18<sup>th</sup> April 2022. In both the experimental class and the control class, the post-test was conducted on 26<sup>th</sup> April 2022. The pre-test was conducted to see the students' scores in the narrative text before receiving treatment. After conducting the research, the researcher got the results

of the pre-test and post-test. The test was carried out in two classes, the first was the experimental class and the second was the control class.

## ***B. Result of Research***

### ***1. The Data of Control Class***

The control class is class IX-A MTs Palasa which consists of 20 students. This class was not given the LRD strategy treatment, after being given a pre-test and post-test in the form of multiple-choice the researcher added up the student learning outcomes if 1 was given a score of 1 if the wrong answer was not given a score. To assess students' answers to the test, the researcher used the following formula:

$$\text{Score} = \frac{X}{N} \times 100$$

Where:

X = students correct answer

N = maximum score

If the student is able to answer all the questions correctly then the student gets a value of 20. The value of 20 is multiplied by 100 and then divided by the number of questions, and the student gets the highest score of 100.

After the research got the result of the student's tests. The research provided category provisions for the given test, namely:



**Table 2**  
**The Classification of Students' Ability Level**

Test Score	Category
0-34	Very low
35-59	Low
60-69	Enough
70-79	Good
80-89	Very good
90-100	Excellent

**Table 4**  
**The Score of Pre-test, Post-test, and Gained Scores of Control Class**

No	Initial Name	Score		Gained Score
		Pre-Test	Post-Test	
1.	Abm	60	70	10
2.	Ali	55	60	5
3.	Fit	45	50	5
4.	Fit	50	55	5
5.	Hik	60	70	10
6.	Iva	50	65	5
7.	Mof	50	55	5
8.	Hb	45	50	5

9.	Nas	60	65	5
10.	Ntg	40	45	5
11.	Nmv	35	65	5
12.	Nuf	45	60	5
13.	Ram	50	55	5
14.	Riy	45	50	5
15.	Sar	40	45	5
16.	Abi	50	55	5
17.	Nur	45	50	5
18.	Nhi	40	70	30
19.	Rd	60	65	5
20.	Zn	45	70	25
<b>The Total Score (<math>\Sigma</math>)</b>		970	1170	155
<b>The Mean Score</b>		48.50	58.50	7.75

Based on table 4 above, the highest pre-test score was in the control class 65, and the lowest was 35. Meanwhile, the highest post-test score was in the control class 70 and the lowest was 50. After the researcher collected data on Ms. Excel 2010, the average score of the pre-test in the control class was 48.50, which means that it means low qualifications, and the average post-test score of 58.50 is also still included in the low qualifications, so the average value obtained by the control class is 7.75.

## ***2. The Data of Experimental Class***

The experimental class is class IX-B MTs Palasa which consists of 20 students. This class was given the LRD strategy treatment, after being given a pre-

test and post-test in the form of multiple choices, the researcher added the student learning outcomes if 1 was given a score of 1 if not given the wrong answer. score. To assess students' answers to the test, the researcher used the following formula:

$$\text{Score} = \frac{X}{N} \times 100$$

Where:

X = students correct answer

N = maximum score

If the student is able to answer all the questions correctly then the student gets a value of 20. The value of 20 is multiplied by 100 and then divided by the number of questions, and the student gets the highest score of 100.

After the research got the result of the student's tests. The research provided category provisions for the given test, namely:

**Table 2**  
**The Classification of Students' Ability Level**

Test Score	Category
0-34	Very low
35-59	Low
60-69	Enough
70-79	Good

80-89	Very good
90-100	Excellent

**Table 5**

**The Score of Pre-test, Post-test, and Gained Scores of Experimental Class**

No	Initial Name	Score		Gained Score
		Pre-Test	Post-Test	
1.	Adi	60	90	30
2.	Aza	65	80	15
3.	Fni	55	65	10
4.	Fwa	45	60	15
5.	Fma	50	60	10
6.	Fti	55	70	15
7.	Hza	55	65	10
8.	Igi	60	70	10
9.	Iyn	65	85	20
10.	Ani	50	60	10
11.	Lia	60	70	10
12.	Mna	50	90	40
13.	Mta	60	65	5
14.	Mdi	65	80	15
15.	No	50	65	15
16.	Sb	60	65	5

17.	Tls	55	65	10
18.	Tmi	45	55	10
19.	Umi	65	80	15
20.	Zik	55	60	5
<b>The Total Score (<math>\Sigma</math>)</b>		1125	1400	275
<b>The Mean Score</b>		56.25	70.00	17.35

Based on table 5 above, the highest pre-test score was in the control class 65, and the lowest was 45. While the highest post-test score was in the control class 90 and the lowest was 55. After the researcher collected data on Ms. Excel 2010, the average pre-test score in the control class is 56.25, which means low qualification, and the post-test average score is 70.00, which means good qualification, so that the average value obtained by the control class is 17.35

### *C. Analysis of the Data*

This was used to conduct research on the researcher's question about whether the LRD strategy was effective in reading comprehension of narrative texts in the ninth grade of MTs Palasa. Normality Test, Homogeneity Test, and T-Test were used to answer research questions conducted both in the experimental class and the control class:

#### *1. The Normality Test*

This is one of several requirements that must be met before committing a T-test. It aims to find out whether the data from the two classes are normally distributed or not. The researcher used Kolmogorov-Smirnov and Shapiro-walk to

perform a normality test. IBM SPSS Statistics 25 was used to analyze the data.

Results can be seen as follows:

**Table 6**  
**Normality Test of Pre-test**

		<b>Tests of Normality</b>					
	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
pre-test	experimental	.169	20	.136	.916	20	.082
	Control	.175	20	.109	.907	20	.056

a. Lilliefors Significance Correction

Based on table 6 showed  $p > \alpha$  in which the significance of the experimental class was ( $0.082 > 0.05$ ), and the significance of the controlled class was ( $0.056 > 0.05$ ) which means that the pre-test data in this research was normally distributed. The score of p can be checked through the Sig. In the table of Shapiro-wilk columns.

**Table 7**  
**Normality Test of Post-test**

		<b>Tests of Normality</b>					
	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.

Post-test	experim	.233	20	.006	.890	20	.027
	Control	.181	20	.086	.914	20	.075

a. Lilliefors Significance Correction

While the results of table 7 above show that the significance of the experimental class is ( $0.027 > 0.05$ ) and the significance of the control class is ( $0.075 > 0.05$ ). If the data is higher at significance = 0.05, the data is normally distributed. It can be concluded that the data is normally distributed because the significance of both classes is above 0.05 and the LRD strategy is effective in teaching reading comprehension of narrative texts.

After conducting the normality test, the researcher conducted a homogeneity test which aims to show that two or more groups of sample data that have been taken come from the same population.

## 2. The Homogeneity Test

The homogeneity test in this research used the Levene statistical method in SPSS 25. The researcher analyzed the homogeneity of the pre-test with a significance level of 0.05. The results of the homogeneity test of the pre-test data are presented as follows:

**Table 8**

### **Homogeneity Test of Pre-test**

#### **Test of Homogeneity of Variances**

Levene			
Statistic	df1	df2	Sig.

Pre-test	Based on Mean	.269	1	38	.607
	Based on Median	.340	1	38	.563
	Based on Median and with adjusted df	.340	1	37.376	.563
	Based on trimmed mean	.259	1	38	.614

The pre-test homogeneity test in Table 8 shows that the significance of the pre-test was 0.607. Therefore, it can be concluded that the distribution of pre-test data in the experimental class and control class is homogeneous because the significance level is higher than the significance level. other words  $0.607 > 0.05$ .

**Table 9**

### **Homogeneity Test of Post-test**

#### **Test of Homogeneity of Variances**

		Levene Statistic	df1	df2	Sig.
Post-test	Based on Mean	.406	1	38	.528
	Based on Median	.059	1	38	.810
	Based on Median and with adjusted df	.059	1	27.212	.810
	Based on trimmed mean	.380	1	38	.541

From table 9 above, it can be seen that the significance of post-test homogeneity in the experimental class and control class was 0.528 and the degree of significance was 0.05. This means that the distribution of the post-test in the experimental class and control class is homogeneous because the post-test significance is higher than the significance level in other words  $0.528 > 0.05$ .



### 3. The Hypothesis Test

Based on the prerequisite test, statistical analysis showed that the data were normally and homogeneously distributed. Then, the data were analyzed using the T-test. This test aims to determine whether there is a significant effect on the difference in the results of students' reading comprehension scores on the post-test between the experimental class and the control class after being given treatment held. This test was carried out with SPSS 25. To calculate the data, the formulation used the average value of the experimental class and the control class. Then, 0.05 was determined as the significance value or alpha ( $\alpha$ ). As for the names in the calculation table, there is an experimental class and a control class. Furthermore, the results of the t-test with SPSS are presented in the table as follows:

**Table 10**

#### **The Result of T-test Calculation**

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Post-test	Post-test experimental	20	70.00	10.531	2.351
	Post-test control	20	58.50	8.599	1.923

Table 10 shows the results of the post-test statistics of the two experiments class and the controlled class. In each class, there are 20 students involved in the test. The table also shows the average score for each class taken of the post-test scores. The average value between the two classes is different, where the average

score of the experimental class is 70.00 while the mean score of the control class is 58.50

**Table 10**  
**The Independent Sample Test of Post-Test**

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Differen ce	Std. Error Differ ence	95% Confidence Interval of the Difference	
									Lower	Upper
Post- test	Equal varianc es assume d	.406	.528	3.787	38	.001	11.500	3.037	17.648	17.648

Equal variances not assumed			3.787	36.6	.001	11.500	.037	5.344	17.656
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The data of the Independent Sample Test as depicted in Table 10 above showed the statistical hypothesis of this research. The data of the population was distributed normally, the count of the Equal variances assumed was 3.787 with the Sig. (2-tailed) was 0.001. It meant that the score was lower than the determined significance value of 0.05. As the result, it can be seen that  $0.001 < 0.05$  which meant that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. As the result, there is an effect of using the Listen-Read-Discuss strategy on students' reading comprehension of narrative text.

#### ***D. Discussion***

This research was conducted at MTs Palasa which is located on Palasa village, Kec. Palasa Kab. Parigi Moutong, Sulawesi Tengah. From April 18 to April 28, 2022. With the permission of the principal, the researcher made the ninth grade as the research sample because the ninth-grade students were just waiting for graduation while the seventh and eighth grades were carrying out a final semester grade promotion examination so they could not be used as research samples.

This research was conducted for 8 consecutive weeks for 8 meetings, 2 meetings for pre-test and post-test, 6 meetings in the experimental class, and 3 meetings in the control class. The researcher used three narrative texts as teaching

materials. experimental class using the LRD strategy. Each material is divided into two meetings so that one material is in two meetings because this strategy cannot be carried out in one meeting as stated by Rusy Rusyidah in chapter two. The disadvantage of the LRD strategy is that it is difficult to used in basic daily life because developing material and prior knowledge of students is time-intensive or time-consuming. while in the control class, there are three meetings because each material can be completed in one meeting. This research uses two variables, namely LRD (X) and Reading Comprehension (Y), using two classes with a quasi-experimental design in the form of a non-equivalent control group design.

Based on the results of data analysis with the help of SPSS 25, the average pre-test score of the experimental class students was 56.25, while the post-test average value was 70.00 so the score obtained in the experimental class was 17.35. The pre-test score in the control class was 48.50 and the average post-test score in the control class was 58.50, so the score obtained in the control class was 7.75. From the post-test scores of the two classes, the results of the t-test showed 0.002 which was  $<$  the degree of significance (0.05) meaning that there was a difference in reading comprehension of the experimental class and control class students.

Researchers can find that the results of this research support the idea of Listen-Read-Discuss strategies in narrative texts that affect students' reading comprehension after learning and the process of learning reading comprehension in high school students. To measure their understanding, the researchers used narrative texts because the texts are telling, meaning that when they tell stories,

they must understand the text so that they can provide information to listeners so that they can know their reading comprehension. As Anderson said, narrative text is the part of the text that tells a story and in doing so, entertains or informs the reader or listener. That is, the narrative text tells a story in the form of an important text and provides information to readers and listeners.

At the listening stage, the researcher uses Audio/Youtube which displays folklore in the material. The purpose of this stage is to build students' initial knowledge about the material provided by the researcher so that students become active and can make sentences from their own thoughts. Therefore, students who cannot read the entire text alone can gain at least a surface level of understanding from the reading. Students who have no prior knowledge of learning acquire it during the listening stage, enabling them to more easily understand the text during the reading and discussion stages. This is in line with Manzo's opinion, that listening-read-discussion strategies can help students to understand the material presented orally, build students' prior knowledge before they read the text, and also involve readers who have difficulty. in class discussions.

At the reading stage, the researcher distributes the narrative text, then the students read and determine the parts that have been taught at the listening stage. This stage aims to make it easier for students to understand the contents of the reading text. This is in line with Richardson's opinion, he states that the listening-read-discussion strategy is the right strategy for teaching reading because this strategy will make students more active by synthesizing the author's thoughts with

their own words so as to increase their understanding of what they have learned read.

At the discussion stage, the researcher divided the students into two groups so that they could easily express their ideas because they exchanged ideas and made them confident so that the learning process became more effective, this is in line with Harahap's opinion, he stated that listening to reading discussions is an effective strategy to be applied in teaching reading comprehension because these strategies can make students more confident when they share ideas with their friends and understand texts easily.

This is supported by Purwanti and Anggraini's previous research which found that there was a good influence or increase in students' reading comprehension in the teaching and learning process using the Listen-Read-Discuss strategy.

From the discussion above, it can be said that the Listen-Read-Discuss Strategy has an effect on increasing students' reading comprehension. This is because the LRD strategy is a strategy that can help understand the reading text both before reading and after reading. This is in accordance with the opinions of experts written by researchers in the previous chapter, one of which is According to Manzo and Casale, the LRD strategy is one of the teaching strategies for teachers and learning strategies so that students are more active in understanding the material. This means that listening-reading-discussion can help students to understand the text and students exchange ideas with their friends in small groups.

In other words, LRD is a strategy to help students understand the text both before and after reading.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### ***A. Conclusion***

The results of this research indicate that the used of the Listen-Read-Discuss strategy is effective for students' reading comprehension of narrative texts. It can be seen from the findings and discussion in chapter four that the average value of post-test control class students is 58.50 which is higher than the average The post-test score of the experimental class students was 70.00. This is also supported by statistical calculations showing Sig. (2-tailed) ( $p$ ) is 0.001 while Sig. alpha ( $\alpha$ ) is 0.05. In short,  $p >$ , means the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

Thus, the results of this research indicate that the listening-read-discussion strategy is effective for improving students' reading comprehension in narrative texts of class ninth grade MTs Palasa in the 2021/2022 academic year.

#### ***B. Suggestion***

This research has proven the effectiveness of using the listen-read-discuss strategy on students' reading comprehension of narrative text with some strengths and weaknesses revealed. Therefore, the writer would like to give some suggestions to teachers, students, or other researchers who wish to implement a

complete or some part of this research or perform further related research. Some suggestions that may be important to be considered are:

### ***1. For teacher***

After conducting the research and getting the result, the researchers would like to suggest the teacher use the listen-read-discuss strategy in teaching reading comprehension because the strategy activates students' prior knowledge before they read about the material. Therefore, this strategy can increase the students' reading comprehension. Listen-read-discuss strategy also has a pleasant learning condition, in order that the students feel more motivated and interested in learning reading comprehension.

### ***2. For students***

After doing research, the researcher suggests that students, especially in English lessons, especially reading both at school and at home, can apply the LRD strategy (Listen to Read Discussion) because students have to learn to translate the contents of the text in the book to improve vocabulary and grammar in English. Therefore, students can understand the content of the text to be read and answer some questions on the text.

### ***3. For the Researchers***

After doing the results and getting the results, the researcher would like to suggest ordered researchers to develop this research with new innovations such as the use of LRD strategies with different materials or sequences to improve



students' reading skills. In addition, hopefully, the results of this research can be used as a reference.

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## 1. Thesis Supervisor Decision Letter

**KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN  
INSTITUT AGAMA ISLAM NEGERI PALU  
NOMOR : 13/KP.07.6/01/2018 TAHUN 2021**

**TENTANG  
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU  
DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

**Menimbang** :

- a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
- c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.

**Mengingat** :

- 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
- 2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
- 3. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
- 4. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
- 5. Peraturan Menteri Agama Nomor 23 Tahun 2015 tentang Statuta Institut Agama Islam Negeri Palu;
- 6. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
- 7. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 49/In.13/KP.07.6/01/2018 masa jabatan 2020-2021

**MEMUTUSKAN**

**Menetapkan** : KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

**KESATU** :

Menetapkan saudara :

- 1. Andi Muhammad Dakhalan, S.Pd.I., M.Pd
- 2. Dzakiah, M.Pd

sebagai Pembimbing I dan II bagi Mahasiswa :

Nama : Cindy

NIM : 18.1.16.0098

Program Studi : Tadris Bahasa Inggris

Judul Skripsi : THE USE OF LRD STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION IN ENGLISH NARRATIVE TEXT AT THE THIRD GRADE OF MTS PALASA KEC. PALASA KAB. PARIGI MOUTONG


**KEDUA** : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

**KETIGA** : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA IAIN Palu Tahun Anggaran 2021


**KEEMPAT** : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya

**KELIMA** : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu  
Pada Tanggal : 6 September 2021  
Dekan,

  
**Dr. Hamdan, M.Ag**  
NIP. 198906061998031002

## 2. Research Permit

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU**  
جامعة داتوكاراما الإسلامية الحكومية بالو  
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU  
Jl. Diponegoro No. 23 Palu Telp. 0451-480798 Fax. 0451-480165  
Website : [www.uinadatokarama.ac.id](http://www.uinadatokarama.ac.id) email : [humas@uinadatokarama.ac.id](mailto:humas@uinadatokarama.ac.id)

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Nomor : 1601 /Un.24/F.I/PP.00.9/4/2022  
Lampiran :  
Hal : Izin Penelitian Untuk Menyusun Skripsi

Palu, 12 April 2022

Yth. Kepala MTs Palasa Kec. Palasa Kab. Parigi Moutong

Di Tempat

Assalamualaikum wr.wb.


Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama : Cindy  
NIM : 181160098  
Tempat Tanggal Lahir : Ongka, 20 November 1999  
Semester : VIII (Delapan)  
Program Studi : Tadris Bahasa Inggris  
Alamat : Lagarutu Block C No. 5  
Judul Skripsi : The Effect Of Using IRD Strategy On The Improvement Of Student's Reading Comprehension In English Narrative Text At The Ninth Grade Of MTs Palasa  
No. HP : 085340161902


Dosen Pembimbing :  
1. Andi Muh. Dakhlan, S.Pd., M.Pd.  
2. Dzakiah, M.Pd.

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikian, atas perkenannya diucapkan terima kasih.

  
Wassalam,  
Dokar,  
[Signature]  
Dokar, M.Pd.  
NIP. 196705211993031005

### 3. Statement Letter for Conducting Research

**YAYASAN JABAL KHAIR KECAMATAN PALASA**  
**MADRASAH TSANAWIYAH PALASA**  
**KABUPATEN PARIGI MOUTONG**  
*Alamat : Jl. Jabal Khair No.11 Desa Palasa Kec. Palasa ( 94477 )*

---

**KETERANGAN PENELITIAN**  
Nomor : 035 /MTs.S/PLS/PP.00.5/V/2022


Memperhatikan Surat Universitas Islam Negeri (UIN) Datokarama Palu, nomor: 1601/Un.24/F.I/PP.00.9/4/2022 tanggal, 12 April 2022 tentang Izin Penelitian Untuk Menyusun Skripsi, maka Kepala Madrasah Tsanawiyah (MTs) Palasa, menerangkan kepada:

No.	Nama	NIM	Fakultas	Program Studi	Ket.
1.	Cindy	181160098	Tarbiyah	Tadris Bahasa Inggris	

Bahwa benar yang bersangkutan telah mengadakan penelitian Di MTs Palasa mulai tanggal 13 April s.d 28 Mei 2022, dalam rangka penyelesaian Skripsi dengan judul:

**“ The Effect of Using IRD Strategy on The Improvement of Student's Reading Comprehension In English Narrative Text At The Ninth Grade of MTs Palasa “**

Demikian surat keterangan penelitian ini dibuat untuk digunakan seperlunya.

  
Palasa, 30 Mei 2022  
Kepala Madrasah  
**JUFRI RAHL, S.Ag**  
NIP. 19720508 201411 1 003

#### 4. Lesson Plan

### RENCANA PEMBELAJARAN KELAS EKSPERIMEN

Nama Sekolah : MTs Palasa  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/Genap  
Tema : The Legend of Prambanan Temple  
Alokasi Waktu : 2x40 Menit  
Pertemuan : Pertama

#### ➤ Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.1. Memahami makna dari text yang diberikan	3.1.1. Mengidentifikasi main idea, specific information, finding referensi, identifying inference, vocabulary.

#### ➤ Tujuan pembelajaran

Diakhir pembelajaran siswa di harapkan mampu mengidentifikasi main idea, specific information, finding referensi, identifying inference, vocabulary.

#### ➤ Media, Alat Dan Sumber Belajar.

- Media : Teks narrative ( print out), video animasi narrative
- Alat : Buku, kamus.
- Sumber : Laptop, internet/youtobe, buku paket Bahasa inggris.

#### ➤ Materi Ajar

### The Legend of Prambanan Temple

A long time ago in Prambanan palace lived a king named Baka with his beautiful daughter Roro Jonggrang. Many rulers wanted to marry Roro Jongrang, so they competed for her. When Bandung Bondowoso concuered Prambanan, he killed King Baka in a battle.



Bandung Bondowoso let Roro Jongrang live, but she was supposed to marry Bandung. She refused, making Bandung humiliated and offended. Roro Jongrang struggled to escape, but it was in vain.

Finally Roro Jongrang agreed to marry Bandung, but on one condition, Bandung had to present a big wonderful palace with one thousand sculptures in it. And he had to finish it before the sun rose he agreed.

Bandung immediately called his invisible friends to help. They did what their master ordered. Knowing it, Roro jongrang was worried . It appeared they would finish the work before morning, and would not stop.

What I can do? Roro Jongrang thought in a panic. Suddenly she had an idea. She awoke her maids and nannies, and asked them to do their daily routines as if morning had come. They also made shadow as if there was a sun in the sky.

Bandung was surprised. The sky was red, the rooster crowed, and the people pounded rice. Meanwhile the job had not been finished. The evil spirits disappeared because they were scared of light.

Bandung was there alone. When he found out that Roro Jongrang had used tricks, he cursed her. He turned her into a stone, which completed the temples. Even today, the statue of Roro Jongrang remains the temple.

#### ➤ **Kegiatan Pembelajaran**

##### **1. Kegiatan pendahuluan (10 menit)**

- Mengucapkan salam dan berdo'a
- Mengecek kehadiran siswa
- Mempersiapkan siswa untuk belajar
- Guru menyampaikan tujuan materi
- Guru memberikan intruksi tentang materi pembelajaran

##### **2. Kegiatan inti (60 menit)**

- Guru memberikan pengertian narrative text
- Siswa mendengarkan dan mengamati tayangan video cerita rakyat yang berjudul *The Legend of Prambanan Temple*
- Guru menjelaskan tentang cerita yang di tayangkan secara singkat
- Siswa membaca,dan mengartikan text yang di bagikan

### 3. Kegiatan penutup ( 10 menit )

- Guru menanyakan tentang materi yang belum di pahami siswa
- Guru menjawab pertanyaan siswa jika ada
- Guru memberitahukan materi selanjutnya
- Guru menutup pembelajaran dengan berdoa bersama

Palasa, 14 April 2022

Mengetahui,



Guru

Bahasa



inggris

Moh. Syafi'I S.pd  
Nip.

Cindy  
Nim.181160098

## RENCANA PEMBELAJARAN KELAS EKSPERIMEN

Nama Sekolah : MTs Palasa  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/Genap  
Tema : The Legend of Prambanan Temple  
Alokasi Waktu : 2x40 Menit  
Pertemuan : Kedua

### A. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.1. Memahami makna dari text yang diberikan	3.1.1. Mengidentifikasi main idea, specific information, finding referensi, identifying inference, vocabulary.

### B. Tujuan pembelajaran

Diakhir pembelajaran siswa di harapkan mampu mengidentifikasi main idea, specific information, finding referensi, identifying inference, vocabulary.

### C. Media, Alat Dan Sumber Belajar.

- Media : Teks narrative ( print out), video animasi narrative
- Alat : Buku, kamus.
- Sumber : Laptop, internet/youtobe, buku paket Bahasa inggris

### D. Materi Ajar

#### The Legend of Prambanan Temple

A long time ago in Prambanan palace lived a king named Baka with his beautiful daughter Roro Jonggrang. Many rrulers wanted to marry Roro Jongrang, so they competed for her. When Bandung Bondowoso concuered Prambanan, he killed King Baka in a battle.

Bandung Bondowoso let Roro Jongrang live, but she was supposed to marry Bandung. She refused, making Bandung humiliated and offended. Roro Jongrang struggled to escape, but it was in vain.

Finally, Roro Jongrang agreed to marry Bandung, but on one condition, Bandung had to present a big wonderful palace with one thousand sculptures in it. And he had to finish it before the sun rose he agreed.

Bandung immediately called his invisible friends to help. They did what their master ordered. Knowing it, Roro jongrang was worried. It appeared they would finish the work before morning, and would not stop.

What I can do? Roro Jongrang thought in a panic. Suddenly she had an idea. She awoke her maids and nannies and asked them to do their daily routines as if the morning had come. They also shadow as if there was a sun in the sky.

Bandung was surprised. The sky was red, the rooster crowed, and the people pounded rice. Meanwhile, the job had not been finished. The evil spirits disappeared because they were scared of light.

Bandung was there alone. When he found out that Roro Jongrang had used tricks, he cursed her. He turned her into a stone, which completed the temples. Even today, the statue of Roro Jongrang remains in the temple.

#### **E. Kegiatan Pembelajaran**

##### **1. Kegiatan pendahuluan (10 menit)**

- Mengucapkan salam dan berdo'a
- Mengecek kehadiran siswa
- Mempersiapkan siswa untuk belajar
- Guru menyampaikan tujuan materi
- Guru memberikan intruksi tentang materi pembelajaran

##### **2. Kegiatan inti (60 menit)**

- Guru membagi siswa dalam beberapa kelompok
- Guru memberikan teks bacaan untuk semua kelompok
- Guru memberikan arahan tentang hal-hal yang di diskusikan kepada siswa
- Siswa melakukan diskusi dengan kelompok masing-masing
- Guru mengontrol pekerjaan siswa

- Siswa membacakan hasil diskusi mereka
- Guru memberikan penjelasan tentang materi yang di berikan

### 3. Kegiatan penutup ( 10 menit )

- Guru menanyakan tentang materi yang belum di pahami siswa
- Guru menjawab pertanyaan siswa jika ada
- Guru memberitahukan materi selanjutnya
- Guru menutup pembelajaran dengan berdoa Bersama

Palasa, 14 April 2022



Mengetahui,  
Guru Bahasa inggris



Mahasiswa

Moh. Syafi'I S.pd  
Nip.

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## RENCANA PEMBELAJARAN KELAS EKSPERIMEN

Nama Sekolah : MTs Palasa  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/Genap  
Tema : The Fly and The Bull  
Alokasi Waktu : 2x40 Menit  
Pertemuan : Ketiga

### A. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.1. Memahami makna dari text yang diberikan	3.1.1. Mengidentifikasi main idea, specific information, finding referensi, identifying inference, vocabulary.

### B. Tujuan pembelajaran

Diakhir pembelajaran siswa di harapkan mampu mengidentifikasi main idea, specific information, finding referensi, identifying inference, vocabulary.

### C. Media, Alat Dan Sumber Belajar.

- Media : Teks narrative ( print out), video animasi narrative
- Alat : Buku, kamus.
- Sumber : Laptop, internet/youtube, buku paket Bahasa inggris.

### D. Materi Ajar

#### The Fly and The Bull

There was one a little fly who thought he was very important. He felt proud of himself. One sunny morning, he flew around looking for someone to talk to. He saw a bull grazing in a field. He decided to down to talk to bull's head. The bull

did not bother him. The little fly flew down and buzzed around the He went on chewing grass. bull continued chewing grass. bulls the fly then buzzed right inside the bull's ear. The of the the fly thought, 'What a stupid animal'.

Now the fly decided to land on one the bull kept horns to make the bull notice him. He waited for the bull to say something, but the fly then shouted angrily. "Oh, Bull, if you find that I am too heavy for you, let me quiet. know and I 'l fly away". you stay or leave, you are so that the bull laughed and said, "Little fly,I don't care if quiet and leave me alone. your weight does not make any difference to me, so please be quiet and leave me alone.

#### **E. Kegiatan Pembelajaran**

##### **1. Kegiatan pendahuluan (10 menit)**

- Mengucapkan salam dan berdo'a
- Mengecek kehadiran siswa
- Mempersiapkan siswa untuk belajar
- Guru menyampaikan tujuan materi
- Guru memberikan intruksi tentang materi pembelajaran

##### **2. Kegiatan inti (60 menit)**

- Guru memberikan pengertian narrative text
- Siswa mendengarkan dan mengamati tayangan video cerita rakyat yang berjudul *The Fly and The Bull*
- Guru menjelaskan tentang cerita yang di tayangkan secara singkat
- Siswa membaca,dan mengartikan text yang di bagikan

##### **3. Kegiatan penutup ( 10 menit )**

- Guru menanyakan tentang materi yang belum di pahami siswa
- Guru menjawab pertanyaan siswa jika ada
- Guru memberitahukan materi selanjutnya
- Guru menutup pembelajaran dengan berdoa bersama

Palasa, 14 April 2022

**Mengetahui,**

**Guru Bahasa Inggris**

**Mahasiswa**

**Moh. Syafi’I S.pd**  
**Nip.**

**Cindy**  
**Nim.181160098**

### **RENCANA PEMBELAJARAN KELAS EKSPERIMEN**

Nama Sekolah : MTs Palasa  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/Genap  
Tema : *The Fly and The Bull*  
Alokasi Waktu : 2x40 Menit  
Pertemuan : Keempat

#### **A. Kompetensi Dasar dan Indikator**

Kompetensi Dasar	Indikator
3.1. Memahami makna dari text yang diberikan	3.1.1. Mengidentifikasi main idea, specific information, finding referensi, identifying inference, vocabulary.



#### **B. Tujuan pembelajaran**

Diakhir

pembelajaran siswa di harapkan mampu mengidentifikasi main idea, specific information, finding referensi, identifying inference, vocabulary.



#### **C. Media, Alat Dan Sumber Belajar.**

- Media : Teks narrative ( print out), video animasi narrative



- Alat : Buku, kamus.
- Sumber : Laptop, internet/youtube, buku paket Bahasa Inggris.

#### **D. Materi Ajar**

##### **The Fly and The Bull**

There was one a little fly who thought he was very important. He felt proud of himself. One sunny morning, he flew around looking for someone to talk to. He saw a bull grazing in a field. He decided to down to talk to bull's head. The bull did not bother him. The little fly flew down and buzzed around the He went on chewing grass. bull continued chewing grass. bulls the fly then buzzed right inside the bull's ear. The of the the fly thought, 'What a stupid animal'.

Now the fly decided to land on one the bull kept horns to make the bull notice him. He waited for the bull to say something, but the fly then shouted angrily. "Oh, Bull, if you find that I am too heavy for you, let me quiet. know and l 'l fly away". you stay or leave, you are so that the bull laughed and said, "Little fly, I don't care if quiet and leave me alone. your weight does not make any difference to me, so please be quiet and leave me alone.

#### **E. Kegiatan Pembelajaran**

##### **1. Kegiatan pendahuluan (10 menit)**

- Mengucapkan salam dan berdo'a
- Mengecek kehadiran siswa
- Mempersiapkan siswa untuk belajar
- Guru menyampaikan tujuan materi
- Guru memberikan intruksi tentang materi pembelajaran

##### **2. Kegiatan inti (60 menit)**

- Guru membagi siswa dalam beberapa kelompok
- Guru memberikan teks bacaan untuk semua kelompok
- Guru memberikan arahan tentang hal-hal yang di diskusikan kepada siswa
- Siswa melakukan diskusi dengan kelompok masing-masing
- Guru mengontrol pekerjaan siswa
- Siswa membacakan hasil diskusi mereka
- Guru memberikan penjelasan tentang materi yang di berikan

##### **3. Kegiatan penutup ( 10 menit )**

- Guru menanyakan tentang materi yang belum di pahami siswa
- Guru menjawab pertanyaan siswa jika ada
- Guru memberitahukan materi selanjutnya
- Guru menutup pembelajaran dengan berdoa Bersama



Palasa, 14 April 2022

**Mengetahui,  
Guru Bahasa Inggris**

**Mahasiswa**

**Moh. Syafi'i S.pd  
Nip.**

**Cindy  
Nim.181160098**

## RENCANA PEMBELAJARAN KELAS EKSPERIMEN

Nama Sekolah : MTs Palasa  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/Genap  
Tema : Malin Kundang the Son of Disobedience  
Alokasi Waktu : 2x40 Menit  
Pertemuan : Kelima

### A. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.1. Memahami makna dari text yang diberikan	3.1.1. Mengidentifikasi main idea, specific information, finding referensi, identifying inference, vocabulary.

### B. Tujuan pembelajaran

Diakhir pembelajaran siswa di harapkan mampu mengidentifikasi main idea, specific information, finding referensi, identifying inference, vocabulary.

### C. Media, Alat Dan Sumber Belajar.

- Media : Teks narrative ( print out), video animasi narrative
- Alat : Buku, kamus.
- Sumber : Laptop, internet/youtobe, buku paket Bahasa inggris.

#### **D. Materi Ajar**

##### **Malin Kundang The Son of Disobedience**

Once upon a time, a poor family consisting of a mother named Mande Rubayah and her son named Malin Kundang. Because his father had left him, the mother must work hard to be able to raise a family. Malin was the son of the wise but a little bit naughty. When he was about to go up, Malin felt sorry for his mother who always worked hard to live it. Then Malin ask permission for going about looking for a job in the big city.

The next day, Malin went to the big city with used a ship. After several years of hard work, he succeeded in another city. Malin is now a wealthy man who even had a number of merchant ships. And Malin had married a beautiful woman there. The news about Malin who became a wealthy man that heard by his mother. The mother was very happy to hear it. She is always waiting at the beach every day, hoping his son back home and raised his mother but Malin never came.

One day Malin's wife asked about her mother and wanted to meet her. Malin was not able to withstand the desire of his beloved wife. The journey to Malin village is very far so using a private boat is quite large. Finally, they arrived at Malin's village. Hear the arrival of Malin, the mother felt very excited. She even ran to the beach to immediately see her son. "Malin Kundang, my son, why are you going so long without sending the news?" She said while hugging Malin Kundang.

Malin's wife who was surprised at the fact that the old lady, smelly, filthy who embraced her husband and said "So, the smell of old lady, this is the mother you filthy, Malin" "I don't know her. She just claims to be my mother. "Malin continued. Hearing the words of her children like that, the mother felt sad and angry. "Oh God, if he is not my son then I will accept it but if he is my real son, I beg you to doom him" the prayer of his mother's wrath. Shortly thereafter the wind and Thunder rumbles hit and destroy ships Malin Kundang. After that, the body of Malin Kundang is stiff and then into the rock with coral.

## **E. Kegiatan Pembelajaran**

### **1. Kegiatan pendahuluan (10 menit)**

- Mengucapkan salam dan berdo'a
- Mengecek kehadiran siswa
- Mempersiapkan siswa untuk belajar
- Guru menyampaikan tujuan materi
- Guru memberikan intruksi tentang materi pembelajaran

### **2. Kegiatan inti (60 menit)**

- Guru memberikan pengertian narrative text
- Siswa mendengarkan dan mengamati tayangan video cerita rakyat yang berjudul *Malin Kundang the Son of Disobedience*
- Guru menjelaskan tentang cerita yang di tayangkan secara singkat
- Siswa membaca, dan mengartikan text yang di bagikan

### **3. Kegiatan penutup ( 10 menit )**

- Guru menanyakan tentang materi yang belum di pahami siswa
- Guru menjawab pertanyaan siswa jika ada
- Guru memberitahukan materi selanjutnya
- Guru menutup pembelajaran dengan berdoa bersama



Palasa, 14 April 2022

**Mengetahui,**

**Guru Bahasa Inggris**

**Mahasiswa**

**Moh. Svafi'I S.pd**  
**Nip.**

**Cindy**  
**Nim.181160098**

## RENCANA PEMBELAJARAN KELAS EKSPERIMEN

Nama Sekolah : MTs Palasa  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/Genap  
Tema : Malin Kundang the Son of Disobedience  
Alokasi Waktu : 2x40 Menit  
Pertemuan : Keenam

### A. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.1. Memahami makna dari text yang diberikan	3.1.1. Mengidentifikasi main idea, specific information, finding referensi, identifying inference, vocabulary.

### B. Tujuan pembelajaran

Diakhir pembelajaran siswa di harapkan mampu mengidentifikasi main idea, specific information, finding referensi, identifying inference, vocabulary.

### C. Media, Alat Dan Sumber Belajar.

- Media : Teks narrative ( print out), video animasi narrative
- Alat : Buku, kamus.

➤ Sumber : Laptop, internet/youtobe, buku paket Bahasa Inggris.

#### **D. Materi Ajar**

##### **Malin Kundang The Son of Disobedience**

Once upon a time, that a poor family consisting of a mother named Mande Rubayah and her son named Malin Kundang. Because his father had left him, the mother must work hard to be able to raise a family. Malin was the son of the wise but a little bit naughty. When he was about to go up, Malin felt sorry for his mother who always worked hard to live it. Then Malin ask permission for going about looking for a job in the big city.

The next day, Malin went to the big city with used a ship. After several years of hard work, he succeeded in another city. Malin is now a wealthy man who even had a number of merchant ships. And Malin had married a beautiful woman there. The news about Malin who became a wealthy man that heard by his mother. The mother was very happy to hear it. She is always waiting at the beach every day, hoping his son back home and raised his mother but Malin never came.

One day Malin's wife asked about her mother and wanted to meet her. Malin was not able to withstand the desire of his beloved wife. The journey to Malin village is very far so using a private boat is quite large. Finally, they arrived at Malin's village. Hear the arrival of Malin, the mother felt very excited. She even ran to the beach to immediately see her son. "Malin Kundang, my son, why are you going so long without sending the news?" She said while hugging Malin Kundang.

Malin's wife who was surprised at the fact that the old lady, smelly, filthy who embraced her husband and said "So, the smell of old lady, this is the mother you filthy, Malin "I don't know her. She just claims to be my mother. "Malin continued. Hearing the words of her children like that, the mother felt sad and angry. "Oh God, if he is not my son then I will accept it but if he is my real son, I beg you to doom him" the prayer of his mother's wrath. Shortly thereafter the

wind and Thunder rumbles hit and destroy ships Malin Kundang. After that, the body of Malin Kundang is stiff and then into the rock with coral.

## **F. Kegiatan Pembelajaran**

### **1. Kegiatan pendahuluan (10 menit)**



- Mengucapkan salam dan berdoa'a
- Mengecek kehadiran siswa
- Mempersiapkan siswa untuk belajar
- Guru menyampaikan tujuan materi
- Guru memberikan intruksi tentang materi pembelajaran

### **2. Kegiatan inti (60 menit)**

- Guru membagi siswa dalam beberapa kelompok
- Guru memberikan teks bacaan untuk semua kelompok
- Guru memberikan arahan tentang hal-hal yang di diskusikan kepada siswa
- Siswa melakukan diskusi dengan kelompok masing-masing
- Guru mengontrol pekerjaan siswa
- Siswa membacakan hasil diskusi mereka
- Guru memberikan penjelasan tentang materi yang di berikan

### **3. Kegiatan penutup ( 10 menit )**

- Guru menanyakan tentang materi yang belum di pahami siswa

	➤ Guru		siswa
	menjawab pertanyaan		
	jika ada		
	➤ Guru		
	memberitahukan		materi
	selanjutnya		

- Guru menutup pembelajaran dengan berdoa Bersama

Palasa, 14 April 2022

Mengetahui,

Guru Bahasa Inggris

Mahasiswa



**Moh. Syafi'I S.pd**  
**Nip.**

**Cindy**  
**Nim.181160098**

### **RENCANA PEMBELAJARAN KELAS KONTROL**

Nama Sekolah : MTs Palasa  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/Genap  
Tema : The Legend of Prambanan Temple  
Alokasi Waktu : 2x40 Menit  
Pertemuan ke : Pertama

#### **A. Kompetensi Dasar dan Indikator**

Kompetensi Dasar	Indikator
3.1. Memahami makna dari text yang diberikan	3.1.1. Mengidentifikasi main idea, specific information, finding referensi, identifying inference, vocabulary.

## **B. Tujuan pembelajaran**

Diakhir pembelajaran siswa di harapkan mampu mengidentifikasi main idea, specific information, finding referensi, identifying inference, vocabulary.

## **C. Media, Alat Dan Sumber Belajar.**

- Media : Buku paket
- Alat : Buku, kamus
- Sumber : Internet, buku paket Bahasa Inggris, dan sumber lainnya yang relevan

## **D. Materi Ajar**

### **The Legend of Prambanan Temple**

long time ago in Prambanan palace lived a king named Baka with his beautiful daughter Roro Jonggrang . Many ruler wanted to marry Roro Jongrang, so they competed for her. When Bandung Bondowoso concuered Prambanan, he killed King Baka in a battle.

Bandung Bondowoso let Roro Jongrang live, but she was supposed to marry Bandung. She refused, making Bandung humiliated and offended. Roro Jongrang struggled to escape, but it was in vain.

Finally Roro Jongrang agreed to marry Bandung, but on one condition, Bandung had to present a big wonderful palace with one thousand sculptures in it. And he had to finish it before the sun rose he agreed.

Bandung immediately called his invisible friends to help. They did what their master ordered. Knowing it, Roro jongrang was worried . It appeared they would finish the work before morning, and would not stop.

What I can do? Roro Jongrang thought in a panic. Suddenly she had an idea. She awoke her maids and nannies, and asked them to do their daily routines as if the morning had come. They also made shadow as if there was a sun in the sky. Bandung was surprised. The sky was red, the rooster crowed, and the people pounded rice. Meanwhile, the job had not been finished.

Bandung was there alone. When he found out that Roro Jongrang had used tricks, he cursed her. He turned her into a stone, which completed the temples.

Even today, the statue of Roro Jongrang remains the temple.

## **E Kegiatan Pembelajaran**

### **1. Kegiatan pendahuluan (10 menit)**

- Mengucapkan salam dan berdo'a
- Mengecek kehadiran siswa
- Mempersiapkan siswa untuk belajar
- Guru menyampaikan tujuan materi
- Guru memberikan intruksi tentang materi pembelajaran

### **2. Kegiatan inti (60 menit)**

- Guru membagikan buku paket
- Guru membaca dan menjelaskan tentang teks naratif
- Siswa di minta untuk menartikan teks naratif yang ada di buku
- Guru menerjemahkan kata-kata yang sulit

➤ Siswa

menjawab pertanyaan

➤ Siswa

mengumpulkan lembar



jawaban

### **3. Kegiatan penutup (10 menit)**

- Guru menanyakan materi yang belum di pahami ke pada siswa
- Guru menjawab pertanyaan jika ada
- Guru memberikan arahan untuk pertemuan berikutnya
- Guru menutup pembelajaran dengan berdoa bersama

Palasa, 14 April 2022

**Mengetahui,**

**Guru Bahasa Inggris**

**Mahasiswa**

**Moh. Svafi'I S.pd**  
**Nip.**

**Cindy**  
**Nim.181160098**

### **RENCANA PEMBELAJARAN KELAS KONTROL**

Nama Sekolah : MTs Palasa  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/Genap  
Tema : Fly in The Bull  
Alokasi Waktu : 2x40 Menit  
Pertemuan ke : Kedua

#### **A. Kompetensi Dasar dan Indikator**

Kompetensi Dasar	Indikator
3.1. Memahami makna dari text yang	3.1.1. Mengidentifikasi main idea, specific information, finding referensi,

diberikan	identifying inference, vocabulary.
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## **B. Tujuan pembelajaran**

Diakhir pembelajaran siswa di harapkan mampu mengidentifikasi main idea, specific information, finding referensi, identifying inference, vocabulary.

## **C. Media, Alat Dan Sumber Belajar.**

- Media : Buku paket
- Alat : Buku, kamus
- Sumber : Internet, buku paket Bahasa inggris, dan sumber lainnya yang relavan

## **D. Materi Ajar**

### **The Fly and The Bull**

There was once a little fly who taught he was very important. He felt proud of himself. One sunny morning, he flew around looking for someone to talk to. He saw a bull grazing in a field. He decided to fly down to talk to him. The little fly flew down and buzzed around the bull's head. The bull did not bother him. He went on chewing grass. The fly then buzzed right inside the bull's ear.

The bull continued chewing grass. The fly thought, "What a stupid animal!" Now the fly decided to land on one of the bull's horns to make the bull notice him. He wanted for the bull to say something, but the bull kept quiet. The fly then shouted angrily, "Oh, Bull, if you find that I am too heavy for you, let me know and I'll fly away!" The bull laughed and said, "Little fly, I don't care if you stay or leave. You are so tiny that your weight does not make any difference to me, so please be quiet and leave me alone."

## **E. Kegiatan Pembelajaran**



### **1. Kegiatan pendahuluan (10 menit)**

- Mengucapkan salam dan berdo'a
- Mengecek kehadiran siswa
- Mempersiapkan siswa untuk belajar

- Guru menyampaikan tujuan materi
- Guru memberikan intruksi tentang materi pembelajaran

## 2. Kegiatan inti (60 menit)

1. Guru membagikan buku paket
2. Guru membaca dan menjelaskan tentang teks naratif
3. Siswa di minta untuk menartikan teks naratif yang ada di buku

- |   |  |  |      |
|---|--|--|------|
|  | <ol style="list-style-type: none"> <li>4. Guru menerjemahkan kata-kata yang sulit</li> <li>5. Siswa menjawab pertanyaan</li> <li>6. Siswa mengumpulkan lembar jawaban</li> </ol> |  | kata |
|---|--|--|------|

## 3. Kegiatan penutup ( 10 menit )

- Guru menanyakan materi yang belum di pahami ke pada siswa
- Guru menjawab pertanyaan jika ada
- Guru memberikan arahan untuk pertemuan berikutnya
- Guru menutup pembelajaran dengan berdoa Bersama

Palasa, 14 April 2022

**Mengetahui,**

**Guru Bahasa inggris**

**Mahasiswa**

**Moh. Svafi'I S.pd**  
**Nip.**

**Cindy**  
**Nim.181160098**

### **RENCANA PEMBELAJARAN KELAS KONTROL**

Nama Sekolah : MTs Palasa  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/Genap  
Tema : Malin Kundang The Son of Disobedience  
Alokasi Waktu : 2x40 Menit  
Pertemuan ke : Ketiga

### A. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.1. Memahami makna dari text yang diberikan	3.1.1. Mengidentifikasi main idea, specific information, finding referensi, identifying inference, vocabulary.

### B. Tujuan pembelajaran

Diakhir pembelajaran siswa di harapkan mampu mengidentifikasi main idea, specific information, finding referensi, identifying inference, vocabulary.

### C. Media, Alat Dan Sumber Belajar.

- Media : Buku paket
- Alat : Buku, kamus
- Sumber : Internet, buku paket Bahasa Inggris, dan sumber lainnya yang relevan

### D. Materi Ajar

#### Malin Kundang The Son of Disobedience

Once upon a time, that a poor family consisting of a mother named Mande Rubayah and her son named Malin Kundang. Because his father had left him, the mother must work hard to be able to raise a family. Malin was the son of the wise but a little bit naughty. When he was about to go up, Malin felt sorry for his mother who always worked hard to live it. Then Malin ask permission for going about looking for a job in the big city. The next day, Malin went to the big city with used a ship. After several years of hard work, he succeeded in another city. Malin is now a wealthy man who even had a number of merchant ships. And Malin had married a beautiful woman there. The news about Malin who became a wealthy man that heard by his mother. The mother was very happy to hear it. She is always waiting at the beach every day, hoping his son back home and raised his mother but Malin never came.



One day Malin's wife asked about her mother and wanted to meet her. Malin was not able to withstand the desire of his beloved wife. The journey to Malin village is very far so using a private boat is quite large. Finally they arrived at Malin's village. Hear the arrival of Malin, the mother felt very excited. She even ran to the beach to immediately see her son. "Malin Kundang, my son, why are you going so long without sending the news?" She said while hugging Malin Kundang. Malin's wife who was surprised at the fact that the old lady, smelly, filthy who embraced her husband and said "So, the smell of old lady, this is the mother you filthy, Malin" "I don't know her. She just claims to be my mother. "Malin continued.

Hearing the words of her children like that, the mother felt sad and angry. "Oh God, if he is not my son then I will accept it but if he is my real son, I beg you to doom him" the prayer of his mother's wrath. Shortly thereafter the wind and Thunder rumbles hit and destroy ships Malin Kundang. After that, the body of Malin Kundang is stiff and then into the rock with coral.

## **E. Kegiatan Pembelajaran**

### **1. Kegiatan pendahuluan (10 menit)**

- Mengucapkan salam dan berdo'a
- Mengecek kehadiran siswa
- Mempersiapkan siswa untuk belajar
- Guru menyampaikan tujuan materi
- Guru memberikan intruksi tentang materi pembelajaran

### **2. Kegiatan inti (60 menit)**

- Guru membagikan buku paket
- Guru membaca dan menjelaskan tentang teks naratif
- Siswa di minta untuk menartikan teks naratif yang ada di buku
- Guru menerjemahkan kata-kata yang sulit
- Siswa menjawab pertanyaan
- Siswa mengumpulkan lembar jawaban

### **3 Kegiatan penutup (10 menit)**

- Guru menanyakan materi yang belum di pahami ke pada siswa
- Guru menjawab pertanyaan jika ada
- Guru memberikan arahan untuk pertemuan berikutnya
- Guru menutup pembelajaran dengan berdoa bersama

Palasa, 14 April 2022

**Mengetahui,**  
**Guru Bahasa inggris**

**Mahasiswa**

**Moh. Syafi'I S.pd**  
**Nip.**

**Cindy**  
**Nim.181160098**




## 5. Questions Pre-test Post-test

### **Pre-test Question**

Read the text below to answer questions 1-8!

### **The Legend of Prambanan Temple**

Once upon a time, there was a beautiful Javanese princess whose name was Roro Jonggrang. She whose beauty was very famous in the land was the daughter of Prabu Baka the evil King. One day, a handsome young man with

supernatural power named Bandung Bondowoso defeated and killed Prabu Baka. On seeing Princess Roro Jonggrang's beauty, he fell in love with her and wanted to marry her. Meanwhile, Princess Roro Jonggrang felt sad due to her death father. She did not want to marry Bandung because he had killed her father but she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift" requested Roro Jonggrang. Bandung Bondowoso agreed with the condition. Helped by the spirit of the demons, Bandung Bondowoso started building the temples. Approaching midnight, the work would nearly be done. Roro Jonggrang knew and thought, "What shall I do? Bandung Bondowoso is smarter than I. I would lose against Bandung."

Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the rooster thought had already been dawn. Bandung Bondowoso got frustrated because he failed to complete the thousandth temple. "The Princess has deceived me!" Following his anger, he cursed Roro Jonggrang, "You have been cheated. Now, the thousandth temple is you!". At once, the Princess turned into a statue. knowing this, Bandung Bondowoso regretted and he went away into a farm land. From then people called the temple as Prambanan Temple and the Princess statue as Roro Jonggrang statue.

1. What is the main idea from the last paragraph?

- a. King Baka's death
- b. A beautiful princess named Roro jongrang
- c. Make 1000 temples
- d. Roro Jonggrang becomes a stone statue

2. Who is the main actor from the text above?

- |                      |                   |
|----------------------|-------------------|
| a. Bandung Bondowoso | c. Roro Jonggrang |
| b. Prabu Baka        | d. Giant          |

3. "The..... has deceived me!". The blank space in the text, refers to?

- |                      |                   |
|----------------------|-------------------|
| a. Bandung Bondowoso | c. Roro Jonggrang |
| b. Prabu Baka        | d. Giant          |

4. The text above tells about?

- |                            |                                   |
|----------------------------|-----------------------------------|
| a. King Baka's death       | c. Roro Jonggrang becomes a stone |
| b. Pengging kingdom defeat | d. Make 1000 temples              |
5. What is the meaning of temple?
- |         |          |
|---------|----------|
| a. Kaca | c. Pasir |
| b. Batu | d. Candi |
6. Where the story comes from?
- |              |                 |
|--------------|-----------------|
| a. West java | c. Central java |
| b. Eats java | d. Wes sumatera |
7. What is the name of the tample?
- Borobudur temple
  - Jonggrang temple
  - Budhist temple
  - west java temple
8. "A beautiful Javanese princess...(paragraph 1)" What is the meaning of *beautiful* in the text?
- Indah
  - Cantik
  - Anggun
  - Jelek

Read the text bellow to answer questions 11-15!

### **The Fly and The Bull**

There was one a little fly who thought he was very important. He felt proud of himself. One sunny morning, he flew around looking for someone to talk to. He saw a bull grazing in a field. He decided to down to talk to bull's head. The bull did not bother him. The little fly flew down and buzzed around the He went on chewing grass. bull continued chewing grass. bulls the fly then buzzed right inside the bull's ear. The fly thought, "What a stupid animal".

Now the fly decided to land on one of the bull-kept horns to make the bull notice him. He waited for the bull to say something, but the fly then shouted angrily. "Oh, Bull, if you find that I am too heavy for you, let me quiet. know and l 'l fly away". you stay or leave, you are so that the bull laughed and said, "Little fly, l don't care if quiet and leave me alone. your weight does not make any difference to me, so please be quiet and leave me alone.

9. What is main idea of the text above?

- a. A fly that thinks itself very important
  - b. The fight between the fly and the bull
  - c. A fly that is proud of the bull
  - d. The fight between play and bull
10. The fly....to the bull?
- a. Grazing in a field
  - b. Chewing grass
  - c. Flew down, buzzed around the bull's, head, and landed on one of the bull's
  - d. Laughed
11. "What a stupid animal". What is the meaning of stupid in the text?
- a. Pintar
  - b. Bodoh
  - c. Cerdas
  - d. Ceroboh
12. What is the main idea in the two-paragraphs?
- a. The bull says something to the fly
  - b. A fly that is arrogant and naughty
  - c. The bull laughs at the fly that bothers him
  - d. Angry fly and leave the bull
13. The story happened?
- a. On sunny morning
  - b. On evening
  - c. On brightly afternoon
  - d. On cloudy morning
14. "Oh, Bull, if you find that I am too heavy for you, let me quiet. know and I'll fly away ..... ( paragraph 2)" I am in the text refers to?
- a. Bull
  - b. Speed
  - c. Grass
  - d. flies and bull
15. What happened to the bull? The answer is...
- a. The bull was angry
  - b. The bull didn't care to fly's attitude
  - c. The bull was bothered
  - d. The bull felt sad to fly's attitude

Read the text bellow to answer questions 16-20!

### **Malin Kundang The Son of Disobedience**

Once upon a time, that a poor family consisting of a mother named Mande Rubayah and her son named Malin Kundang. Because his father had left him, the

mother must work hard to be able to raise a family. Malin was the son of the wise but a little bit naughty. When he was about to go up, Malin felt sorry for his mother who always worked hard to live it. Then Malin ask permission for going about looking for a job in the big city.

The next day, Malin went to the big city with used a ship. After several years of hard work, he succeeded in another city. Malin is now a wealthy man who even had a number of merchant ships. And Malin had married a beautiful woman there. The news about Malin who became a wealthy man that heard by his mother. The mother was very happy to hear it. She is always waiting at the beach every day, hoping his son back home and raised his mother but Malin never came.

One day Malin's wife asked about her mother and wanted to meet her. Malin was not able to withstand the desire of his beloved wife. The journey to Malin village is very far so using a private boat is quite large. Finally they arrived at Malin's village. Hear the arrival of Malin, the mother felt very excited. She even ran to the beach to immediately see her son. "Malin Kundang, my son, why are you going so long without sending the news?" She said while hugging Malin Kundang.

Malin's wife who was surprised at the fact that the old lady, smelly, filthy who embraced her husband and said "So, the smell of old lady, this is the mother you filthy, Malin"

"I don't know her. She just claims to be my mother." Malin continued. Hearing the words of her children like that, the mother felt sad and angry.

"Oh God, if he is not my son then I will accept it but if he is my real son, I beg you to doom him" the prayer of his mother's wrath.

Shortly thereafter the wind and Thunder rumbles hit and destroy ships Malin Kundang. After that, the body of Malin Kundang is stiff and then into the rock with coral.

16. What is the main idea in the second paragraph?

- a. Malin married a beautiful woman
  - b. Malin became a rich man and married a beautiful woman
  - c. A mother waiting for her child to come home
  - d. A proud child who doesn't recognize his mother
17. Where malin meets his mother?
- a. In his home
  - b. in a beach
  - c. In cafe
  - d. in a station
18. One day Malin's wife asked about her mother and wanted to meet her. The word her... Underline in the text, refer to?
- a. Malin
  - b. Malin's wife
  - c. Malin's mother
  - d. Malin's society
19. How many actors in the story of Malin Kundang?
- a. Three actors
  - b. Two actors
  - c. One actor
  - d. Nothing
20. What is the meaning of Ship?
- a. Kapal
  - b. Perahu
  - c. Selancar
  - d. Dayung

### Post-test Questions

Read the text below to answer questions 1-10!

#### The Legend of Prambanan Temple

Once upon a time, there was a beautiful Javanese princess whose name was Roro Jonggrang. She whose beauty was very famous in the land was the daughter of Prabu Baka the evil King. One day, a handsome young man with supernatural power named Bandung Bondowoso defeated and killed Prabu Baka. On seeing Princess Roro Jonggrang's beauty, he fell in love with her and wanted to marry her. Meanwhile, Princess Roro Jonggrang felt sad due to her death father. She did not want to marry Bandung because he had killed her father but she was

also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift" requested Roro Jonggrang. Bandung Bondowoso agreed with the condition. Helped by the spirit of the demons, Bandung Bondowoso started building the temples. Approaching midnight, the work would nearly be done. Roro Jonggrang knew and thought, "What shall I do? Bandung Bondowoso is smarter than I. I would lose against Bandung."

Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the rooster thought had already been dawn. Bandung Bondowoso got frustrated because he failed completing the thousandth temple. "The Princess has deceived me!" Following his anger, he cursed Roro Jonggrang, "You have been cheated. Now, the thousandth temple is you!"

At once, the Princess turned into a statue. knowing this, Bandung Bondowoso regretted and he went away into a farm land. From then people called the temple as Prambanan Temple and the Princess statue as Roro Jonggrang statue.

1. What is the main idea from the third paragraph?

- a. King Baka's death
- b. Bandung Bondowoso cursed Roro Jonggrang a thousand
- c. Make 1000 temples
- d. Roro Jonggrang becomes a stone statue

2. Who is Prabu Baka?

- a. Roro Jonggrang's father
- b. Neighbours
- c. His friends
- d. Delicate creatures

3. "The defeat made Bandung Bondowoso control the kingdom of Baka. There he saw Roro Jonggrang" the word *he* in the text refer to ?

- a. Bandung Bondowoso
- b. Prabu Baka
- c. Roro Jonggrang
- d. Giant

4. The text above tells about?



- |                            |                           |
|----------------------------|---------------------------|
| a. King Baka's death stone | c. Roro Jonggrang becomes |
| b. Pengging kingdom defeat | d. Make 1000 temples      |
5. What is the meaning of *genies*?
- |         |          |
|---------|----------|
| a. Kaca | c. Jin   |
| b. Batu | d. Candi |
6. What is the main idea of the text above?
- |                      |   |
|----------------------|---|
| a. King Baka's death | b. Bandung Bondowoso cursed Roro Jonggrang a thousand |
| c. Make 1000 temples | d. Roro Jonggrang becomes a stone statue              |
7. Who is the daughter of prabu baka?
- |                  |                  |
|------------------|------------------|
| c. Old frog      | c. Flower petals |
| d. Roro jongrang | d. Walnut skin   |
8. "You have been cheated. Now, the thousandth temple is you!".the word *you* in the text beside refers to?
- |                  |           |
|------------------|-----------|
| a. Roro jongrang | c. Beetle |
| b. Thumbelina    | d. Mouse  |
9. What is the ending of the story above?
- |   |  |
|---|--|
| a. The Roro jongrang turned into a statue | b. Thumbelina lives happily with her parents |
| c. Thumbelina lives happily with mouse    | d. Thumbelina live happily with the king     |
10. What is the meaning of temple?
- |           |          |
|-----------|----------|
| a. Tanah  | c. Candi |
| b. Gedung | d. Batu  |

Read the text bellow to answer questions 11-20!

### The Fly and The Bull

There was one a little fly who thought he was very important. He felt proud of himself. One sunny morning, he flew around looking for someone to talk to. He saw a bull grazing in a field. He decided to down to talk to bull's head. The bull did not bother him. The little fly flew down and buzzed around the He went on chewing grass. bull continued chewing grass. bulls the fly then buzzed right inside the bull's ear. The of the the fly thought, 'What a stupid animal'.

Now the fly decided to land on one the bull kept horns to make the bull notice him. He waited for the bull to say something, but the fly then shouted angrily. "Oh, Bull, if you find that I am too heavy for you, let me quiet. know and l 'l fly away". you stay or leave, you are so that the bull laughed and said, "Little fly, I don't care if quiet and leave me alone. your weight does not make any difference to me, so please be quiet and leave me alone.

11. What is main idea of the text above?
  - a. A fly that thinks itself very important
  - b. The fight between the fly and the bull
  - c. A fly that is proud of the bull
  - d. The fight between play and bull
12. Where is the background of the story above?
  - a. A river
  - b. A find
  - c. A field
  - d. A mountain
13. "Oh, Bull, if you find that I am too heavy for you, let me quiet. Grazing in a field"

The word you in the text revers to?

- e. Field
- f. Bull
- g. Alone
- h. I am
14. What problem did the fly have?
  - a. The fly bothered the bull
  - b. The fly didn't have heavy body
  - c. The fly thought that its body was too heavy and he was important for all animals
  - d. The fly didn't like with the bull
15. What is the synonym of stupid?
  - e. Clever
  - f. Idiot
  - g. Intelligent
  - h. Dumb
16. What is the main idea of the text above?
  - e. A fly that likes to disturb

- f. Flies and bulls get along very well
  - g. A cocky fly harasses a bull
  - h. A fly that likes to annoy the bull which eating grass
17. Who is the main actor of the story above?
- a. The fly and the bull
  - b. Little fly
  - c. A bull
  - d. Flies disturb the bull
18. , "Little fly, I don't care if quiet and leave me alone". *me* in the text refers to?
- e. I am
  - f. The bull
  - g. You
  - h. The fly
19. Who is called a stupid *animal*?
- a. The fly
  - b. The bull
  - c. The fly and the Bull
  - d. Little fly
20. What is the mean of *angry* ?
- a. Marah
  - b. Gila
  - c. Lapar
  - d. Kenyang

21. Answer Key

a. Pre-test	b. Post-test
1. C	1. C
2. A	2. A
3. A	3. A
4. D	4. D
5. C	5. C
6. D	6. C

7. A	7. B
8. B	8. A
9. B	9. A
10. C	10. C
11. B	11. B
12. A	12. C
13. D	13. B
14. D	14. A
15. B	15. C
16. A	16. A
17. A	17. A
18. C	18. B
19. B	19. B
20. A	20. A

## 22. Documentation



Figure 1. Self-introduction with the principal



Figure 2. Giving Pre-Test in the Control Class and Experimental Class





Figure 2. Giving Treatment in the experimental class





Figure 3. Giving lessons in the Control Class



Figure 5. Giving Post-test in the Control Class and the Experimental Class



Figure 7. Photo with principal of MTs Palasa



Figure 8. Taking Photos with Students and Teachers of English Subjects



## CURRICULUM VITAE

### A. Researcher Identity

Name : Cindy  
Place and Date of Birth : Ongka, 22<sup>th</sup> November 1999  
Gender : Female  
Religion : Islam  
Major : English Tadris Department  
Faculty : Teacher Training and Tarbiyah Faculty  
Number of Student : 18.1.16.0098  
Address : Jl. Lagarutu, Kelurahan Talise Valanguni,  
Kecamatan Palu Timur, Palu, Sulawesi Tengah



### B. Parent Identity

#### 1. Father

Name : Mardan  
Religion : Islam  
Profession : Farmer  
Address : Ongka, Kecamatan Malino, Kabupaten Parigi  
Moutong

#### 2. Mother

Name : Gamar  
Religion : Islam  
Profession : Entrepreneurship  
Address : Bantaya, Kecamatan Parigi, Kabupaten Parigi  
Moutong

### C. Educational Details

1. SD Negeri 1 Ongka Finished in 2011
2. Mts Alkhairaat Ongka Finished in 2014
3. SMA Negeri 1 Ongka Finished in 2017
4. Continue The Studies at The State Islamic University, Majoring in English Tadris Department, Teacher Training, and Tarbiyah Faculty in 2018