THE EFFECT OF USING LISTEN-READ-DISCUSS (LRD) STRATEGY ON STUDENTS’ READING COMPREHENSION OF NARRATIVE TEXT

(A Quasi-experimental Research at Tenth Grade of SMAN 04 Pondok Ranji, Kota Tangerang Selatan in Academic Year 2019/2020)

A Skripsi

Presented to the Faculty of Educational Sciences in Partial Fulfillment of Requirements for the Degree of S.Pd. (Strata 1) in English Language Education

By:
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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATIONAL SCIENCES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY JAKARTA
2019
APPROVAL SHEET

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ENDORSEMENT SHEET

The examination committee of the Faculty of Educational Sciences certifies that the "skripsi" (Scientific Paper) entitled THE EFFECT OF USING LISTEN-READ-DISCUSS STRATEGY ON STUDENTS’ READING COMPREHENSION OF NARRATIVE TEXT (A Quasi-experimental Research at Tenth Grade of SMAN 04 Kota Tangerang Selatan in Academic Year 2019/2020) written by Nurmila Fitria Atasyah, student’s registration number: 11150140000001, was examined by the committee on October 3rd, 2019. The "skripsi" has been accepted and declared to have fulfilled one of the requirements for degree of “S.Pd.” in the Department of English Education.

Jakarta, October 3rd, 2019

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Pernyataan ini dibuat sebagai salah satu syarat menempuh Ujian Munaqashah.

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ABSTRACT


Advisor I: Dr. Farida Hamid, M.Pd.
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The objective of this research was to get empirical evidence of the effectiveness using listen-read-discuss strategy on students’ reading comprehension of narrative text. The population of this study was the tenth grade students of SMAN 04 Pondok Ranji, Kota Tangerang Selatan which total of the sample was 60 students that chosen through purposive sampling technique, which classified into two classes, experimental class and controlled class. The method used in this research was a quantitative method. The design was a quasi-experimental study and the primary instrument of this study was test. The data from both pre-test and post-test scores were analyzed by using t-test which conducted in the SPSS 20. The result of the research showed a significant difference between the two classes in the mean score of post-test of the experimental class was 72.83, while the post-test means score of the controlled class was 69.33. The test of hypothesis showed that sig. 2 tailed (p) was 0.020 while alpha (α) was 0.05, means that 0.020 < 0.05. It can be stated that the H₀ (Null Hypothesis) was rejected and Hₐ (Alternative Hypothesis) was accepted. Therefore, it can be concluded that the use of Listen-Read-Discuss strategy was effectiveness on the students’ reading comprehension of narrative text of tenth grade at SMAN 04 Pondok Ranji, Kota Tangerang Selatan in academic year 2019/2020.

Keywords: Listen-Read-Discuss Strategy, Narrative Text, Reading Comprehension.
ABSTRAK


Dosen Pembimbing I: Dr. Farida Hamid, M.Pd. Dosen Pembimbing II : Atik Yuliyani, M.A. TESOL.

Penelitian ini bertujuan mendapatkan bukti empiris tentang pengaruh penggunaan strategi mendengar-membaca-berdiskusi terhadap pemahaman membaca siswa teks naratif siswa. Populasi penelitian ini adalah siswa kelas X SMAN 04 Pondok Ranji, Kota Tangerang Selatan, dengan sampel berjumlah 60 siswa yang dipilih menggunakan teknik sampel purposive, yang diklasifikasikan menjadi dua kelas, yaitu kelas eksperimen and kelas kontrol. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif. Desain penelitian yang digunakan adalah kuasi-eksperimen dan instrumen utama dalam penelitian ini adalah tes. Data dari nilai awal dan nilai akhir dianalisis dengan menggunakan uji t yang dilakukan di SPSS 20. Hasil dari penelitian ini menunjukkan perbedaan nilai rata-rata akhir yang signifikan diantara kelas kelas, dari kelas eksperimen adalah 72.83, sedangkan nilai rata-rata akhir kelas kontrol adalah 69.33. Tes hipotesis menunjukkan bahwa sig. 2 tailed (p) adalah 0.020 dengan alpha (α) adalah 0.05, sehingga 0.020 < 0.05. Hal ini dapat dinyatakan bahwa H₀ (Hipotesis Null) telah ditolak dan H₁ (Hipotesis Alternatif) telah diterima. Oleh karena itu, hal ini dapat disimpulkan bahwa penggunaan strategi mendengar-membaca-berdiskusi berpengaruh terhadap pemahaman membaca siswa kelas X di SMAN 04 Pondok Ranji, Kota Tangerang Selatan, terhadap teks naratif pada tahun akademik 2019/2020.

Kata Kunci: Strategi Mendengar-Membaca-Berdiskusi, Teks Naratif, Pemahaman Membaca.
In the name of Allah, the Beneficent and the Merciful

All praise be to Allah the Lord of the world, who gives blessing and mercy upon the writer completing this skripsi. Peace and blessing from Allah always be upon to His messenger, Prophet Muhammad, his families, his relatives and his followers.

The writer has finished her skripsi entitled “The Effect of Using Listen-Read-Discuss Strategy on Students’ Reading Comprehension of Narrative Text (A Quasi-Experimental Research at Tenth Grade of SMAN 04 Kota Tangerang Selatan, Ciputat in Academic Year 2019/2020)”. It is presented to the Department of English Education, Faculty of Educational Sciences, State Islamic University Syarif Hidayatullah Jakarta in partial fulfillment the requirements for the degree of “S.Pd” in English Education.

In this opportunity, the writer would like to express her greatest appreciation, honor, and gratitude to her beloved parents, Nurkhalis, S.H. and Fitriani, S.Ag. who always give support, prays, and motivation to finish the writer’s study. Also her beloved sister Nurafidah Fitria Atasyah who always support her, and she gives many thank you.

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Finally the writer hopes that this skripsi will be useful for the readers and developing in education.

Jakarta, September 18th 2019

Nurmilah Fitria Atasyah
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A. Background of the Research

Reading is an essential factor that influences one’s activity in communication. In this era, people consider reading as an important activity, so that people usually say that reading is the way to open the world. Reading is an interesting activity because by reading people can get some information widely. One of the main activities in the process of learning and teaching in schools is reading. Through reading activities students can gain knowledge and various views from an author through written text. Therefore, students need good reading skills to be able to follow all developments, both technology, and information.

Reading always presents 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.\(^1\) 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. 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 of an idea in written text.

In the 2013 curriculum of teaching English requires students to be more active in understanding existing texts, so it can open up students' insights related to environmental, social, cultural, historical and folklore that are fictional or non-fiction through text. The students of Senior High School are given material about

\(^{1}\text{Donna M. Scanlon, Kimberly L. Anderson and Joan M. Sweeney, } \textit{Early Intervention for Reading Difficulties,}\ (\text{Landon: The Guildford Press, 2010), p. 276.}\)
genres in reading the text. One type of genre that is taught in Senior High School is narrative text. A Narrative is generally imaginative, although there are also factual. A Narrative can be folklore, fairytales, mysteries, science fiction, romance, and also horror stories. According to Anderson in Herlina, he explained that the narrative text is the logical and chronological events that happened in the past then told in words. The events are sequential, not random. The story always involves an arrangement in time, place, condition, characters, theme, events and how they related.\textsuperscript{2} A straightforward movement from the first event to the last constitutes the simplest chronology. It means narrative as a story, so it should have the element that can make the story more interesting to the reader such as conflict and conclusion of the story.

Based on the writer’s experience in teaching English at the Tenth grade of SMAN 04 Pondok Ranji, Kota Tangerang Selatan, the writer found that students’ capability in mastering English, especially about their reading comprehension were still low. Many students complained when they had difficulties in comprehending English reading text. Actually, the teacher did not use various teaching strategies so the students felt bored or unmotivated. The school still used the old method and do the assignment from the students’ book. Students were given the task to read, then answered the questions from their book, without analyzing the text, especially in reading comprehension. Besides that, most of the students said that they were difficult to comprehend a text because they did not have many vocabularies. So, it made students confused and less motivated in reading a text.

Based on these problems, the writer has to used a teaching strategy at the tenth grade of SMAN 04 Pondok Ranji. Many researcher had implemented a listen-read-discuss as a teaching strategy to improve students’ reading comprehension of reading text especially in English text, because this strategy could make students understand correctly what they read, could attract students’ attention and made it easier for students to understand the reading text. Therefore,

the writer used the Listen-Discuss-Discuss (LRD) strategy. Richardson in Robby stated that LRD is the strategy that builds students’ background knowledge in comprehending the text. Teacher can use this strategy before, during and after reading text within a small group. The students have to listen to the teacher’s short lecture, reading a text, and discuss in a small group.³ This strategy can help the students analyze the author’s thought in their own word, thus influence their comprehension so as to enable learning and remembering what they read. According to Harahap, she stated that listen-read-discuss strategy is effective to be implemented in teaching reading comprehension, because the strategy can make the students more confident when they share their idea with their friends and comprehend the text easily.⁴

From the explanation above, the researcher was interested to conduct a research by using Listen Read Discuss (LRD) strategy to see its effect on students’ reading comprehension. The focus of this research at Tenth Grade of SMAN 04 Pondok Ranji, Kota Tangerang Selatan. So, this research entitled The Effect of Using Listen-Read-Discuss (LRD) Strategy on Students’ Reading Comprehension of Narrative Text.

B. Identification of the Problem

Based on the background of the problem above, it is very clear that most of the students at SMAN 04 Pondok Ranji, Kota Tangerang Selatan still get some problems in their reading comprehension. To make it clearer, the writer identifies the problems as follows:

1. The teacher did not use various strategy in teaching reading, so the students felt bored or unmotivated.

2. The students had lack vocabularies in comprehending text.

3. The students had low motivation.

³Ibrahim Robby, *The Use of Listen Read Discuss Strategy and Reading Motivation toward the students’ reading comprehension*, ELT-Lectura: Jurnal Pendidikan, (Pekanbaru: Lancang Kuning University, 2017), Vol. 4, No. 2. p. 27.

C. Limitation of the Problem

In this research, the writer will focus on the effectiveness of using listen-read-discuss strategy on students’ reading comprehension of narrative text of the Tenth grade of SMAN 04 Pondok Ranji, Kota Tangerang Selatan.

D. Formulation of the Problem

The problems are formulated in this research as follows:

- Is there any effect of using Listen-Read-Discuss (LRD) strategy on students’ reading comprehension of narrative text of the tenth grade of SMAN 04 Pondok Ranji, Kota Tangerang Selatan?
- To what extent the effectiveness of using Listen-Read-Discuss (LRD) strategy on students’ reading comprehension of narrative text?

E. Objective of the Research

The purpose of this research is to find out the effect of using LRD (Listen-Read-Discuss) strategy on students' reading comprehension of narrative text of the tenth grade of SMAN 04 Pondok Ranji, Kota Tangerang Selatan.

F. Significance of the Research

a. For the students

The students are expected to increase reading as good as possible by using LRD strategy and to motivate students to learn English especially in reading comprehension.

b. For the teacher

The teacher can apply this strategy in the framework of improving teaching ability and increasing the students’ reading ability, and the output of this study will be useful and to give contribution of developing English teaching especially in reading.

c. For the researcher

The researcher can develop her knowledge and experience in teaching reading comprehension by using LRD strategy, and also as a source of another researcher who want to compile a thesis as a reference or related study.
CHAPTER II
THEORETICAL FRAMEWORK

A. General Concept of Reading Comprehension

1. The Nature 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. According to Jennifer defined reading as the process of thinking, understanding and making meaning from written texts. It means that the readers need to interact with texts as they try to extract meaning in that text. So, it is needed significant skills that have received the 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 informations. Therefore reading is an interactive process between the reader and the text which results in smooth reading. From all of the opinion about reading, it can be concluded that reading is a process of interaction between reader and the written material in transferring, understanding and comprehending about 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. According to 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. It means that comprehension is a process in which

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readers make meaning by interacting with text through the combination of prior 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 which constructs reasoning and extracting of meaning through interaction with written language simultaneously. 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 interesting to the text, their strategy in reading the text. All of that interact with one another in comprehending a text. When interference appears in those interactions, the readers find difficulties in their reading comprehension. 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.

In 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. Reading comprehension can increase the students’ thinking, reasoning, and problem solving. Brown defined that reading comprehension is affected by schema and background knowledge. Both schema and background knowledge belong to the readers in which they involve the life experience about the world. They include knowledge of the world, culture, subject-matter and linguistic knowledge. Every reader has a different

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4Catherine Snow, *Reading For Understanding Toward R&D Program in Reading Comprehension*, (Pittsburgh: RAND Published, 2002), p. 11.
schema and background knowledge. Therefore, the interpretation of the text will vary among the readers. It means that reading comprehension is to understand what has been read, it is an active process that depends on comprehension skill, student’s experiences and also prior knowledge to organize the idea, the author’s purpose, evaluate the written text.

2. The Purposes of Reading

Reading process of a book, novel, newspaper are likely to be different when people read a sentence on the billboard on the street, these different skills frequently depend on what we are reading, for in this case the purpose is reading for pleasure. It is different when we read a textbook or a recipe. We read it because we need information. In this case, our reading is to get information. According to William Grabe and Fredricka L. Stoller stated that some of the reading purposes are reading to search for simple information, reading to learn from texts, reading to integrate information, write, and critique texts, and reading for general comprehension.

According to Anderson in Tarigan, he suggested that there are 7 objectives of reading. The seven objectives are as follows:

a. Obtain details or facts.
b. Get the main ideas.
c. Knowing the order or arrangement, the organization of a story.
d. Reading aims to conclude the content contained in the reading.
e. Group or classify types of reading.
f. Assess or evaluate the contents of the discourse or reading.
g. Compare or contrast the contents of reading with real life.

The various purposes of reading mentioned above are specific objectives. The purpose of reading in general is to obtain information, include content, and

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understand the meaning contained in reading material. By reading, one can expand insight and knowledge.

3. **The Strategies in Reading**

Before start to read, there are some reading strategies which should be learnt by the readers. The first is context clues strategies, it may help the readers to determine meaning. It means that the readers may guessing the meaning of unfamiliar word by looking at the previous and the next word. Besides, the readers can also guessing the meaning by interpreting the context. The second is comprehension strategies, it may used to get information from a piece of text. It means that the readers may use some techniques. For instance; skimming technique or scanning technique to help them to understand the text easily.9

4. **The Reading Stages**

In reading learning, the teacher should encourage students to be able to understand various reading materials. According to Alyousef emphasizes the importance of learning reading by dividing it into three big parts of the process of tasking.10

1. **Pre-reading activities**

Pre-reading activities are teaching activities carried out before students carry out reading activities. The focus of learning activities at the pre-reading stage is to raise students’ schemes about the topic or material so that students can use their knowledge and experience. Schemata is the background of the knowledge and experience students have about information or concepts about something. Skemata describes a group of concepts that are arranged in a person that is related to objects, places, actions, or events.

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2. Whilst-reading

After doing pre-reading activities, the next stage is the stage at reading (during reading). The strategy that can be used at this stage is to use a metacognitive strategy. The use of metacognitive strategies effectively has a positive effect on understanding. In this stage, the purpose of reading activities is to develop the students’ ability in breaking down the text through developing their linguistic and schematic knowledge.\(^{11}\)

3. Post-reading

After doing pre-reading and reading activities, the next step that must be done is the post-reading stage. Post-reading activities are used to help students integrate the new information they read into their schemata so that a higher level of understanding is obtained. Post-reading activities can be developed in several ways, namely (1) students are given the opportunity to find further information about the topic, (2) students are given a number of questions about the contents of the reading, (3) students are given the opportunity to organize the material to be presented, and (4) students are given the opportunity to work on tasks to improve understanding reading.

5. The Concept of Teaching Reading

Teachers have a main role in teaching in the classroom, as well as in developing the skills of students. The ability to read good students is important to know the contents of the reading. Through reading can provide students with many opportunities to study languages, such as vocabulary, grammar, punctuation, find out the topic of a text, and the way constructs sentences, paragraph, and texts. According to Harmer, to get maximum benefit in students reading comprehension, the teacher has to encourage the students to choose what they read and to do so for their pleasure. It is designed to develop their receptive skills, such as reading for gist or general understanding (skimming), reading for specific information

(scanning), reading for detailed comprehension (what is "behind" the words in the text), and attitude.\textsuperscript{12}

Harmer also stated that the teacher has some principles in teaching reading. The principles of teaching reading are:

1. The teacher needs to understand that reading is not a passive skill.
2. The students need to be engaged with what they are reading and their prior knowledge.
3. The teacher should encourage the students to respond to the content of a reading text such as the specific information, not just to the language.
4. The students make a prediction is a major factor in reading.
5. Match the task to the topic of the reading, and good teacher exploits reading texts to the full.\textsuperscript{13}

Based on the two explanations above regarding the teaching of reading skills it can be concluded that, teaching reading skills is an activity that teachers can do to improve the ability of students in reading skills by introducing vocabulary with the structure of the language and luring students to associate the reading or new information with the students’ prior knowledge or information, so students can understand the contents of the reading well and complex.

B. General Concept of Narrative Text

1. The Definition of Narrative Text

A narrative comes from the word “to narrate” which means telling stories. The stories have a series of chronological events that are connected, both facts and fiction. According to Pratyasto, narrative text is a type of text that deals with actual, various experience in different ways, and imaginative story. A narrative text also deals with problematic events which lead to a crisis, which in turn find a resolution.\textsuperscript{14} It means that narrative text is a description of a series of events,


\textsuperscript{13}Ibid., p. 70.

\textsuperscript{14}Joko Priyana and Anita Prasetyo, \textit{Interlangauge: Science and Social Study Programme}. (Jakarta: PT Grasindo, 2008), p. 94.
either real or imaginary, that is written or told in order to entertain the readers. This type of text structurally organizes the action, thought, and interactions of its characters into a pattern of a plot.

The characteristics of narrative text among others:

a. It tells us about a story or event or events.

b. The events are usually arranged in chronological order- that is, in the order in which they occurred in time.

c. The narrator has a purpose in mind in telling the story. There are some points the narrator wishes to make or some impression he or she wishes to convey to thereader. Therefore, the details of that narrative are carefully selected for the purpose.

The main purpose of the text narrative is to entertain, educate, inform, convey a reflection about the author's experience or the unusual of events, and develop the imagination of the reader or listener. Therefore, narrative text is a kind of which make the reader enjoy and interest with the story and to teach or inform the reader about the story so the readers more than enjoy to read kinds of the story that make them feel amuse and make them laughing.

2. The Genres of Narrative Text

Here are the genres that fit the narrative text structure, they are:

1. Folktales is a very old traditional story from a particular place that was originally passed on to people in a spoken form, such as Abu Nawas story.

2. Wonder tales is a story tells about something amazing, human’s imaginations, such as Harry Potter.

3. Fables are traditional short stories that teach a moral lesson, especially one with animals as characters. These stories are considered as one group of animal stories, such as Winnie the Pooh.

4. Legend is a story from ancient times about people and events that may or may not be true.

\[Ibid.\]
5. Myth is a story from ancient times, especially one that was told to explain
natural events or to describe the early history of a place or people, such as
Tangkuban Perahu.
6. Mystery is a story about something that is difficult to understand or to
explain which crimes and strange events are only explained at the end.
7. Science fiction is a story that science-oriented. It is not really happened in
real life, such as Time Machine.
8. Fantasy is a story about a pleasant situation that people imagine but it is
unlikely to happen, such as Alice in Wonderland.
9. Historical fiction is a story about people and events that is in or connected
to the past, such as Bumi Manusia.

3. The Generic Structures of Narrative Text
   According to Joko and Anita, they stated that there are five generic structures
of a narrative text\textsuperscript{16}, those are :
   a) Orientation
      The readers are introduced to the main characters and possibly some minor
characters. Some indication is generally given of where the action is located and
when it is taking place.
   b) Complication
      The complication is pushed along by a serious of events, during which we
usually expect some short of complication or problem to arise. It just would not be
so interesting if something unexpected did not happen.
   c) Resolution
      In this part, the implication may be resolved for better or worse, but it is
rarely left completely unresolved (although this is possible in certain types of
narrative which leaves us wondering “how did it end”).

\textsuperscript{16}Ibid., p. 94.
d) Coda

Coda is an optional structure in a narrative. In this part, the narrator includes a coda if there is to be a moral value or message advice or teaching from the writer from the story.

Based on the descriptions that in making a narrative text, we have to know the generic structure of the text. The generic structure is used in making narrative text to guide and make a good text. There are some generic structures of narrative text, they are, orientation, complication, sequence of events, resolution and coda. In this research, the writer applied orientation, complication, resolution and coda in making narrative text because it appropriated with textbook in the school. The following is concept or the example of narrative text:

**True Friends**

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.
4. **The Language Features of Narrative Text**

Language features that are usually found in narrative, there are using past tense, specific characters, time words that connect events to tell when they occur, verb to show the actions that occur in the story, descriptive words to portray the character and setting. Gerot and Peter states that language features of narrative text. They are:

1. Using action verb, such as said, told, promised, killed, and drunk.
2. Using Past Tense (S+V2+O).
3. Using relational processes and mental processes, such as; everything was so so weird, the tigress was unhappy.
4. Using metaphoric verbs.

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5. Focus on a specific and usually individualized participant, such as Aladdin, Shifu.

6. Using rhythm and repetition

7. Using temporal conjunctions and temporal circumstance, such as; a few years ago, sometimes, once upon a time.

All of these knowledge must convey to the students by the teacher, because it’s important for the students to be a good writer in the narrative text. So that they can express their idea and feeling in good composition.

C. General Concept of Listen-Read-Discuss (LRD) Strategy

1. The Definition of LRD Strategy

Strategy is a plan, method or series of stratagems or way for 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 Listen-Read-Discuss strategy. According to Michael, Listen-Read-Discuss is a reading lesson strategy is designed for the readers that struggling or difficulty in understanding the content of a text. Its strategy has three important stages, namely listening as the first stage, reading as the second stage and discussing as the last stage.\(^{18}\) This strategy is markedly different from the Directed Reading-Thinking Activity, however, because of its first and last step. During the listen phase of the lesson, the teacher completely presents the content of the text, almost as though there was to be no reading at all on the part of the students. Doing so this to get prior knowledge to a very high level, making the reading itself much easier.

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

1. **Listening stage:** The teacher gives the informational or the content of the reading thoroughly to the students about the text that they will be read 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 lead a classroom discussion of the material that was reading based on the purpose-setting activity teacher provided.

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 on the teacher's answer.¹⁹

Listen-Read-Discuss may not sound like the most exciting instructional approach ever devised. But its capacity builds background knowledge of the students more than alternative approaches or Directed Reading-Thinking by a teacher. Reading is almost like a review since new concepts and ideas have already been thoroughly introduced in listen stage of LRD strategy. Decoding is also facilitated since new terms are heard and read must be written on the piece of paper. It is supported by Dewi Sri Murni in her journal stated that the teacher can use this strategy before and during reading and within a small group in a whole-class setting.²⁰ It means that listen-read-discuss strategy is to help students share an idea with a discussion about the materials or presented orally. So, this strategy can help students to increase knowledge in reading the text.

Listen Read Discuss (LRD) is a strategy designed for students learning. The LRD strategy is suitable for understanding a reading because the LRD strategy consists of innovative steps that help students better understand the purpose of reading. Besides that, Khairunnisa also stated that the students who have good

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¹⁹Ibid.
knowledge of vocabulary and grammar are needed in the reading process because the students will more easy to understand the reading text.\textsuperscript{21}

According to Richardson in Ibrahim, he stated that 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 thought in their own word thus it can improve their comprehension about what they have read.\textsuperscript{22} In addition, for the struggling students to improve their reading comprehension and have difficulty reading proficiency, getting 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 to discuss what they read with each other to deepen their understanding.\textsuperscript{23} 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 which has effectiveness, meets the needs in teaching and learning reading comprehension and can be a powerful means to the students for improving their reading comprehension, because Listen-Read-Discuss strategy can make students easier in comprehending about text and students can exchange ideas with his/her friends in small group or large group when they discuss together.

From the explanation above, it can be seen that Listen-Read-Discuss is a powerful tool for engaging struggling readers in classroom discussions. Since the content is initially covered orally, students unable to read the entire text on their own are able to gain at least a surface level of understanding about the reading. Those students lacking prior knowledge about the content gain it during the listening stage, allowing them to more easily comprehend the text during the reading stage and discuss.

\textsuperscript{21} 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.

\textsuperscript{22} 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), Vol. 4, No. 2, p. 27.

\textsuperscript{23}Ibid.
2. The Implementation of Listen-Read-Discuss Strategy in the class:\textsuperscript{24}

\begin{itemize}
  \item \textbf{Listen}:
    \begin{itemize}
      \item The teacher delivers the theme or title of the reading text.
      \item The teacher gives a lecture or audio recording about the text that they will be read. It tries to activate the students' prior knowledge.
    \end{itemize}
  \item \textbf{Read}:
    \begin{itemize}
      \item The teacher asks students to read the reading text.
      \item The students mark the important things that are found in the reading.
    \end{itemize}
  \item \textbf{Discuss}:
    \begin{itemize}
      \item The students are divided into groups of each group consisting of six or seven students.
      \item The students discuss the main points or ideas of the reading text.
      \item The teacher asks for volunteers to present the result of their discussion aloud in front of the class.
      \item The teacher asks other students about the right answer about the main ideas of each paragraph.
    \end{itemize}
\end{itemize}


Figure 2.2: The Implementation of LRD Strategy
3. The Advantages and Disadvantage of Listen-Read-Discuss Strategy

According to Rusy Rusyidah in Elfa’s journal, she stated that there are ten advantages of using this strategy:

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 understanding about the reading.
3. More easy to use this strategy, because it needs little preparation, such as a reading text is the most important thing that must be there.
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 learners who are difficulting 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.25

Those are the advantages of LRD strategy. In addition, there is also the disadvantage of LRD strategy is difficult to use in a daily basis because developing the material and the students’ prior knowledge is needed time-

intensive or much time. If it is not applied the students will be confusion and difficulties in comprehending the text and you must be selective in choosing the specific text you feel your students interest about the text that you choose before, so it needs more support with as your LRD text.\(^{26}\)

**D. Teaching Reading Comprehension on Narrative Text Using LRD Strategy**

There are some steps or procedures of teaching reading comprehension by using listen-read-discuss strategy, are follow as:

1. The teacher prepares the material about narrative text.
2. The teacher also prepares about how to deliver the material through ask about the students’ background knowledge of the material.
3. The teacher gives a lecture or an audio recording about 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 a small group. Each group consists of 5-6 students.
6. The teacher and the students discuss about the material of narrative text.
7. Then, it meets about teacher explanation and the students’ comprehension about narrative text that they have read.
8. The last, in discussion groups the students also discuss about their difficulties that they found in read a narrative text the form a story.\(^{27}\)

Based on those explanation, the researcher concluded that listen-read-discuss strategy is a simple strategy, to help students for comprehend the material about reading text into a small group. Beside that, in discussion students are not difficulties for understand the content, and meaning of the reading text.

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\(^{26}\)Ibid.  
E. The Previous Study

In the area of teaching and learning language especially English, there have been some researchers conducted to increase the learning and teaching process, especially using LRD strategy in teaching English process. To see whether there are relevant researches related to the title discussed, there are several related studies about the variables used in this study:

First, Elfa Yusanti conducted a research entitled *The Influence of Using Listen-Read-Discuss (LRD) Strategy Towards Students’ Reading Comprehension on Narrative Text at The First Semester of The Eleventh Grade of SMA Perintis 1 Bandar Lampung in 2017/2018 Academic Year*. This research used quantitative research, the design of this research was an quasi experimental research design. The sample of this research was 2 classes that consisted of 25 students of experimental class and 25 students of controlled class. In collecting the data, the researcher used instrument in the form of multiple choice question. The instrument was given in pretest and posttest after validity test to another class. The researcher used narrative text as genre text of her research. She found that listen-read-discuss strategy was a strategy that builds students’ background knowledge before reading a text by teacher guide through brief explanation orally, and help them comprehend the text by reading to compare the students’ explanation and their understanding about the text. \(^{28}\)

Second, Putri Khairunnisa that the title of her research is *The Implementation of LRD (Listen-Read-Discuss) Strategy on The Students’ Ability in Mastering Reading Comprehension at MAS YP Raudhatul Akmal Batang Kuis*. The study was conducted on the second grade IPS class of MAS YP Raudhatul Akmal Batang Kuis, it consisted of 34 students as the subjects. The researcher took report text as the genre text of her research, and the design of this research is classroom action research design. The technique of analyzed the data applied in this research were qualitative and quantitative research. The qualitative data were taken from observation sheet, interview sheet, and diary note. The quantitative data were taken from the test which were carried out in two cycles, and the two cycles conducted in

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\(^{28}\) Elfa., *loc. cit.*
six meetings. The tests were given to the students in the form of pretest, posttest 1 in the first cycle, and posttest 2 in the second cycle. The result of this research is LRD (Listen Read Discuss) is appropriate in teaching reading comprehension of the eighth grade students of the school because there was an improvement on the students’ ability in mastering reading comprehension from each cycle.²⁹

Third, Ismatun Ni’mah conducted a research entitled *The Use of Listen-Read-Discuss Strategy to Improve Students’ Reading Comprehension*. It was conducted on the second grade of SMK Pancasila Salatiga in Academic Year 2017/208, that consisting of 21 students as the subjects. The genre text of this study was report text. This research used a classroom action research (CAR), there were 2 cycles, each cycle comprised of planning, acting, observing, and reflecting. The technique of collecting data were observation, test, and documentation. The result of this study were the application of this strategy gives a good effect or improvement of the students’ reading comprehension.³⁰

From the three previous study above, there are several differences compared with this study. The first different thing is the sample, all the sample are from the elevent or second grade of high school students, while in this study the sample is the tenth grade of senior high school students. The second different thing is the target passage that the students want to improve their comprehension by using listen-read-discuss strategy.

F. Thinking Framework

Reading is readers activity in order to get information and comprehend from printed text using eyes and brain to understand what the writer thinks in his/her writing. It can be understood that reading is very important skill for students. It needs thoughts in the ability in making sense of the text that is being read. Reader’s background knowledge of the world will influence their achievement in

reading comprehension. Thus, it requires a significant ability to focus on reading students in the reading text, so that the information provided by the author to the reader can be conveyed accurately.

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. The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers’ previous knowledge. Students reading comprehension in this study is defined as the process of getting message from the author written text. The message may be an idea, a fact, a feeling, an argument etc, with the criteria commonly used to measure reading comprehension like grammatical features, expressions/idiom/phrases in context, supporting idea, detail, main idea, inference, excluding fact not written and vocabulary in context.

Listen-Read-Discuss is simple strategy, to help students to comprehend the read a text into a small group. In discussion students not difficulties for understand the content, meaning, and answer the question the read a text. Listen-Read-Discuss is one strategy which has effectiveness, meets the needs in teaching and learning reading comprehension and can be a powerful means to the students for improving their reading comprehension. This strategy is an excellent tool for engaging struggling readers in classroom discussion. It makes students to have responsibility to teach each other. It means that students becomes for their teammates.

G. Research Hypothesis

Based on those the problem and theory that had been mentioned, the hypothesis will be stated as follows:

Ha : Listen-read-discuss strategy is effective towards students’ reading comprehension at the Tenth grade of SMAN 04 Pondok Ranji, Kota Tangerang Selatan.

Ho : Listen-read-discuss is not effective towards students’ reading comprehension at the Tenth grade of SMAN 04 Pondok Ranji, Kota Tangerang Selatan.
CHAPTER III
RESEARCH METHODOLOGY

A. Place and Time of the Research

This research was conducted at SMAN 04 Pondok Ranji, Kota Tangerang Selatan, which is located at WR. Supratman Street, No. 01 Pondok Ranji, Kota Tangerang Selatan, Banten. This research conducted at Tenth Grade of SMAN 04 Pondok Ranji on July 18th until August 6th 2019 at the first semester in 2019/2020 of academic year. The writer gave treatment to the students through this activity in four meetings. Then, the writer analyzed the data after giving the treatment to the students.

Table 3.1
The Schedules of Research

<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Wednesday, 1 May 2019</td>
<td></td>
<td>Asking permission to do this research to the headmaster of SMAN 04 Kota Tangerang Selatan, Ciputat.</td>
</tr>
<tr>
<td>2.</td>
<td>Thursday, 2 May 2019</td>
<td>80'</td>
<td>Pretest before validity at X IPA 4</td>
</tr>
<tr>
<td>3.</td>
<td>Friday, 3 May 2019</td>
<td>80'</td>
<td>Posttest before validity at X IPA 5</td>
</tr>
<tr>
<td>4.</td>
<td>Thursday, 18 July 2019</td>
<td>40'</td>
<td>- Pretest after validity at X IPA 2 (experimental class)</td>
</tr>
<tr>
<td>5.</td>
<td>Thursday, 18 July 2019</td>
<td>40'</td>
<td>- Pretest after validity at X IPA 3 (controlled class)</td>
</tr>
<tr>
<td>6.</td>
<td>Tuesday, 23 July 2019</td>
<td>80'</td>
<td>- 1st meeting at X IPA 2 (experimental class)</td>
</tr>
<tr>
<td>No.</td>
<td>Date</td>
<td>Time</td>
<td>Activity</td>
</tr>
<tr>
<td>-----</td>
<td>------------------------</td>
<td>------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>7.</td>
<td>Tuesday, 23 July 2019</td>
<td>80’</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; meeting at X IPA 3 (controlled class)</td>
</tr>
<tr>
<td>8.</td>
<td>Thursday, 25 July 2019</td>
<td>80’</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; meeting at X IPA 2 (experimental class)</td>
</tr>
<tr>
<td>9.</td>
<td>Thursday, 25 July 2019</td>
<td>80’</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; meeting at X IPA 3 (controlled class)</td>
</tr>
<tr>
<td>10.</td>
<td>Tuesday, 30 July 2019</td>
<td>80’</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; meeting at X IPA 2 (experimental class)</td>
</tr>
<tr>
<td>11.</td>
<td>Tuesday, 30 July 2019</td>
<td>80’</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; meeting at X IPA 3 (controlled class)</td>
</tr>
<tr>
<td>12.</td>
<td>Thursday, 1 August 2019</td>
<td>80’</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; meeting at X IPA 2 (experimental class)</td>
</tr>
<tr>
<td>13.</td>
<td>Thursday, 1 August 2019</td>
<td>80’</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; meeting at X IPA 3 (controlled class)</td>
</tr>
<tr>
<td>14.</td>
<td>Thursday, 6 August 2019</td>
<td>40’</td>
<td>Posttest after validity at X IPA 2 (experimental class)</td>
</tr>
<tr>
<td>15.</td>
<td>Thursday, 6 August 2019</td>
<td>40’</td>
<td>Posttest after validity at X IPA 3 (controlled class)</td>
</tr>
</tbody>
</table>

B. Method and Research Design

The method of this research was a quantitative research method, and the design in this study is quasi-experimental research design. Experimental is a procedure for testing a hypothesis by setting up a situation in which the strength of the relationship between variables can be tasted. According to Ary, experimental design is a procedure for carrying out a research with an active independent variable.<sup>1</sup> It is important because it determines the study’s internal validity, which is the ability to reach a valid conclusion, therefore can establish a possible cause and effect between independent and dependent variables. It means

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that experimental design is a research design that is used to find the influence of one variable to another.

The writer used experimental research as the design of this research to see the effect of using listen-read-discuss strategy on students’ reading comprehension of narrative text. The writer used quasi-experiment research because the writer employed two classes, which are experimental and controlled class, which was not randomly assigned of participant to the group. Experimental class used listen-read-discuss strategy as a treatment while controlled class used a conventional method by using lecturing and giving assignment as a learning process.

The researcher used pre-test and post-test group design. The pretest was given to both classes before treatment of listen-read-discuss strategy was applied in the experimental class and posttest is given after both classes passed 4 meetings. The research design can be presented in the Table 1.2:

```
<table>
<thead>
<tr>
<th>Select Control Group</th>
<th>Pre-Test</th>
<th>No Treatment</th>
<th>Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Experimental Group</td>
<td>Post-Test</td>
<td>Experimental Treatment</td>
<td>Post-Test</td>
</tr>
</tbody>
</table>
```

C. Population, Sample and Sampling Technique

The population of this research is all of the students of the tenth grade at SMAN 04 Kota Tangerang Selatan Ciputat, which consists of nine classes are five of IPA classes and four of IPS classes. The total of the tenth grade students were 280 students.

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The researcher took two classes as sample in this research. They were experimental class and controlled class. X IPA 2 class as the experimental class and X IPA 3 as the controlled class. Each class consisted of 30 students.

In this research, the writer used *Purposive Sampling* technique because the sample is taken with any considerations. In purposive sampling technique, the writer is selecting the sample from the population tries to make the sample representative or informative, depending on the opinion or purposes of the study.³ The researcher took the sample by interviewing the English teacher in order to know which class that have the same ability in English lesson.

D. **Instrument of the Research**

1. **Conceptual Definition of Instrument**

   An instrument is a tool to measure the variable in a research and to measure the quantitative data. The data that collected was for answering the research formulation. The researcher used a reading test to be the instrument in this research. The test consisted of 40 multiple choices questions which has been categorized as pre-test and post-test. The researcher created a pre-test to measure students’ reading comprehension on narrative text. Then, after got the result, the researcher taught the material about narrative text using LRD strategy to the students in experimental class. After that the students were given post-test to know whether LRD strategy give an effect or not toward students’ reading comprehension of narrative text.

2. **Operational Definition of the Instrument**

   The instrument of this research was adapted the language assessment book by Douglas Brown. Brown stated that there are several important features to be included to test reading comprehension:⁴

   a. Main idea (topic)

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b. Expressions/idioms/phrases in context  
c. Inference (implied detail)  
d. Grammatical features  
e. Detail (scanning for a specifically stated detail)  
f. Excluding facts not written (unstated details)  
g. Supporting ideas  
h. Vocabulary in context.

Based on the explanation above, the researcher used test for multiple choice questions about the main idea, information (expression and detail), generic structures, language features/grammatical features of the text (using simple past tense), pronoun and meaning of a word or a sentence from narrative text (vocabulary in context).

E. Technique of Data Collection

In collecting data, the researcher used a reading comprehension test. The test is used to known of students' achievement in reading comprehension of narrative text using listen-read-discuss strategy before and after the treatment. The test was applied in experimental and controlled class. The score of the test used as comparison between experiment and controlled class. The test conducted two times for both classes. The first was pretest and the second was posttest. Pretest was used to find out students' achievement in reading comprehension of narrative text before the research was conducted. The writer gave the treatment to one class and did not give the treatment to another class. Then, after four meetings of the treatment, the writer gave posttest to both of the classes. Posttest was used to find out the effect of using listen-read-discuss strategy after conducting the treatment. In collecting the data, the writer used the following steps that were taken in this research:

1. Chose the experimental class and controlled class based on the English teacher's recommendation then preparing the instrument.
2. Gave pretest to both classes at the second week 18\textsuperscript{th} July 2019. The purpose of the research is to take the student's score which will be calculated with posttest score.

3. Taught to both classes about narrative text in four meetings. Gave treatment for experimental class and no treatment for controlled class. Experimental class was taught to read narrative text by using listen-read-discuss strategy.

4. Gave the posttest to both classes. Posttest was conducted to know whether the use of listen-read-discuss strategy is effective on students' reading comprehension of narrative text.

5. Analyzed the data using T-test. The researcher calculated and compared the scores from pretest and posttest to find out the effect of using listen-read-discuss strategy on students' reading comprehension of narrative text.

F. Technique of Data Analysis

After collecting the data, the writer used statistical calculation to find out the differences between students' achievement in the experimental class (X IPA 2) which was taught by using Listen-Read-Discuss strategy with students' achievement in the controlled class (X IPA 3) which was taught by using other technique. In this research, there are four tests which were calculated; normality test, homogeneity test, hypothesis test, and effect size test.

a. Normality Test

Normality test was conducted in both classes; experimental class and controlled class. It used to know whether the data from the sample group which was examined comes from the population of normal distribution or not. The analysis of normality test in this study will use Kolmogrov Smirnov and Shapiro Wilk by using SPSS v.20 software. Then, if the normality score is more than 0.05, it can said that the data distribution are normal. On the contrary, if the score of
The normality test shows less than 0.05, it can be said that the data distribution are not normal. The steps to check the normality test as follows:

1. Open the SPSS version 20 software program.
2. Click variable view and complete these columns:
   a. Name: write class in the first row. This is to indicate and difference between the experimental class and controlled class. Write score in the second row
   b. Type column is numeric
   c. Width column is filled with 8
   d. Decimal is changed from 2 to 0
   e. Label column is left blank Value column is none
   f. Missing column is none
   g. Column is filled with 8
   h. Align column is right
   i. Measure column is unknown
   j. Role column is filled with input
3. Click data view, in score column, compute “1” as representing experimental class and “2” representing the controlled class.
4. In score column, compute score of each class.
5. Click analyze >> Descriptive Statistics >> Explore
6. Fill in the dependent list with pre-test score and then fill in the factor list of class.
7. Click plots >> checklist normality plot with test, histogram, power estimation >> continue >> oke.

b. Homogeneity Test

After normality test gave indication that data was distributed normally, so it needed to homogeneity test. It used to know the similarity of two conditions or populations. The writer will calculate the homogeneity test use Levene Statistic

---

Technique by SPSS v.20 software with $\alpha = 0.05$. The data can be said homogenous if the homogeneity score is more than 0.05. The steps to check the homogeneity test as follows:\(^6\)

1. Open the SPSS version 20 software program
2. Input the data to the data view
3. Click Analyze $\gg$ Descriptive Statistic $\gg$ Explore
4. Then, fill in the dependent list with the variable to be tested for normality (pre-test and post-test).
5. Fill in the factor list with sample group (experimental class and controlled class).
6. Click plots $\gg$ checklist histogram, power estimation $\gg$ continue $\gg$  oke.

c. T-test

T-test is the main data analysis process that is purposed to test if any significant different 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 study 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 that sig $\alpha = 5\%$ (0.05), then the null hypothesis is rejected. On the contrary, if p-valuesig (2-tailed) is lower than sig $\alpha = 5\%$ (0.05), then the alternative hypothesis is accepted.

d. Effect Size

Effect size was a way to measure the size of the difference between two groups. It was important for quantifying the effectivenes of particular intervention. It facilitated us to find a more extended result in a research, like to find how well a strategy works in a research does.

In calculating size effect, the researcher used Cohen’s $d$ with the manual formula:\(^7\)


\(^7\)Cohen’s $d$.
$$d = \frac{\text{Mean of group 1} - \text{Mean of group 2}}{\text{pooled Standard Deviation (SDpooled)}}$$

To get the pooled Standard Deviation, the formula is:\(^8\)

$$\text{SD}_{\text{pooled}} = \sqrt{\frac{\text{SD}_{\text{group 1}}^2 + \text{SD}_{\text{group 2}}^2}{2}}$$

Explanation:

\(d = \text{Cohen's d effect size}\)

\(M_1 = \text{Mean post-test score of experiment group}\)

\(M_2 = \text{Mean post-test score of control group}\)

\(\text{SD}_1 = \text{Standard Deviation post-test score of experimental group}\)

\(\text{SD}_2 = \text{Standard Deviation post-test score of controlled group}\)

\(\text{SD}_{\text{pooled}} = \text{The average standard deviation score of the two scores from the two groups.}\)

The standard criteria of \textit{Cohen’s d effect size were:}^9

\(< 0,1 = \text{trivial effect}\)

\(0,1 – 0,3 = \text{small effect}\)

\(0,3 – 0,5 = \text{moderate effect}\)

\(> 0,5 = \text{large difference effect}\)

The other Cohen’s d effect size interpretation was:^10

\(0,2 = \text{small or low effect}\)

\(0,5 = \text{medium or moderate effect}\)

\(0,8 = \text{large or high effect}\)

---


Ibid.


^10 Lee A. Becker, [http://web.uccs.edu/Ibecker/Psy590/es.htm](http://web.uccs.edu/Ibecker/Psy590/es.htm) (retrieved on August 22\(^{nd}\) 2019).
G. **Statistical Hypothesis**

The statistical hypothesis of this research could be seen as follow:

**Ha** : There is a significant effect of using Listen-Read-Discuss Strategy towards students’ reading comprehension of narrative text of tenth grade of SMAN 04 Kota Tangerang Selatan, Ciputat.

**Ho** : There is no significant effect of using Listen-Read-Discuss Strategy towards students’ reading comprehension of narrative text of tenth grade of SMAN 04 Kota Tangerang Selatan, Ciputat.

\[
\begin{align*}
\text{Ho} : & \mu_1 = \mu_2 \\
\text{Ha} : & \mu_1 \neq \mu_2
\end{align*}
\]

After that, the criteria used as follows:

a. If t-test (t_o) > t-table (t_t), the Null Hypothesis (H_o) is rejected and alternative hypothesis (Ha) is accepted. It means there is a difference between students’ reading comprehension score between students who are taught through listen-read-discuss strategy and students who are taught without listen-read-discuss strategy (\(\mu_1 \neq \mu_2\)).

b. If t-test (t_o) < t-table (t_t), the Null Hypothesis (H_o) is accepted and alternative hypothesis (Ha) is rejected. It means there is no a difference between students’ reading comprehension score between students who are taught through listen-read-discuss strategy and students are taught without listen-read-discuss strategy (\(\mu_1 = \mu_2\)).
CHAPTER IV
FINDING AND INTERPRETATION

A. Finding
1. The Data Description

The data in this study was collected from the students’ pre-test and post-test scores of two classes, they were X IPA 2 as experimental class and X IPA 3 as controlled class. The pre-test was given before the treatment began and the post-test was given after the treatment finished in the experimental class. Meanwhile, in the controlled class was not given the treatment.

The detail of the data was described into two tables. The achievements of students in the experimental class were presented in table 4.1 and the achievements of students in the controlled class were presented in table 4.2.

a. The Students’ Scores of Experimental Class

After conducting the research, the writer obtained two kinds of the data; the pre-test and post-test scores:

<table>
<thead>
<tr>
<th>Number of the Students</th>
<th>Score</th>
<th>Gained Score (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
<td>Post-test</td>
</tr>
<tr>
<td>1</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>50</td>
<td>75</td>
</tr>
<tr>
<td>3</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>65</td>
<td>75</td>
</tr>
<tr>
<td>Number of the Students</td>
<td>Scores</td>
<td>Gained Score (X)</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>Post-test</td>
</tr>
<tr>
<td>6</td>
<td>45</td>
<td>65</td>
</tr>
<tr>
<td>7</td>
<td>50</td>
<td>75</td>
</tr>
<tr>
<td>8</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td>9</td>
<td>55</td>
<td>70</td>
</tr>
<tr>
<td>10</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td>11</td>
<td>55</td>
<td>70</td>
</tr>
<tr>
<td>12</td>
<td>55</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>75</td>
<td>80</td>
</tr>
<tr>
<td>14</td>
<td>65</td>
<td>80</td>
</tr>
<tr>
<td>15</td>
<td>70</td>
<td>90</td>
</tr>
<tr>
<td>16</td>
<td>50</td>
<td>75</td>
</tr>
<tr>
<td>17</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td>18</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>19</td>
<td>50</td>
<td>65</td>
</tr>
<tr>
<td>20</td>
<td>45</td>
<td>60</td>
</tr>
<tr>
<td>21</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td>22</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>23</td>
<td>55</td>
<td>70</td>
</tr>
<tr>
<td>24</td>
<td>50</td>
<td>65</td>
</tr>
<tr>
<td>25</td>
<td>60</td>
<td>80</td>
</tr>
</tbody>
</table>
Based on the Table 4.1 above, the highest pre-test score of the students in the experimental class was 75, and the lowest was 45. Meanwhile, the highest post-test score was 90, and the lowest score in the experimental class was 60. After the writer collected the data in Ms. Excel 2010, the writer got the mean score of pre-test in the experimental class was 56.66 and the mean score of post-test was 72.83.

### b. The Students’ Score of Controlled Class

#### Table 4.2

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

<table>
<thead>
<tr>
<th>Number of the Students</th>
<th>Score</th>
<th>Gained Score (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
<td>Post-test</td>
</tr>
<tr>
<td>1</td>
<td>60</td>
<td>65</td>
</tr>
<tr>
<td>2</td>
<td>55</td>
<td>70</td>
</tr>
<tr>
<td>Number of the Students</td>
<td>Scores</td>
<td>Gained Score (X)</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>Post-test</td>
</tr>
<tr>
<td>3</td>
<td>70</td>
<td>65</td>
</tr>
<tr>
<td>4</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td>5</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>6</td>
<td>70</td>
<td>85</td>
</tr>
<tr>
<td>7</td>
<td>55</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>9</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>10</td>
<td>75</td>
<td>80</td>
</tr>
<tr>
<td>11</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>12</td>
<td>60</td>
<td>65</td>
</tr>
<tr>
<td>13</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>14</td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td>15</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>16</td>
<td>50</td>
<td>65</td>
</tr>
<tr>
<td>17</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>18</td>
<td>55</td>
<td>75</td>
</tr>
<tr>
<td>19</td>
<td>70</td>
<td>85</td>
</tr>
<tr>
<td>20</td>
<td>65</td>
<td>75</td>
</tr>
<tr>
<td>21</td>
<td>60</td>
<td>65</td>
</tr>
<tr>
<td>22</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>Number of the Students</td>
<td>Scores</td>
<td>Gained Score (X)</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>Post-test</td>
</tr>
<tr>
<td>23</td>
<td>60</td>
<td>65</td>
</tr>
<tr>
<td>24</td>
<td>50</td>
<td>55</td>
</tr>
<tr>
<td>25</td>
<td>45</td>
<td>65</td>
</tr>
<tr>
<td>26</td>
<td>50</td>
<td>75</td>
</tr>
<tr>
<td>27</td>
<td>65</td>
<td>80</td>
</tr>
<tr>
<td>28</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>29</td>
<td>55</td>
<td>70</td>
</tr>
<tr>
<td>30</td>
<td>50</td>
<td>75</td>
</tr>
<tr>
<td><strong>The Total Score (∑)</strong></td>
<td>1755</td>
<td>2080</td>
</tr>
<tr>
<td><strong>The Mean Score</strong></td>
<td>58.5</td>
<td>69.33</td>
</tr>
</tbody>
</table>

Based on the Table 4.2 above, the highest pre-test score in the controlled class was 75, and the lowest was 45. Meanwhile, the highest post-test score in the controlled class was 85 and the lowest was 55. After the writer collected the data in Ms. Excel 2010, the mean score of pre-test in the controlled class was 58.5 and the mean score of post-test was 69.33. In addition, the mean gained score in the experimental class was 16.16 and the controlled class was 10.83.
2. The Data Analysis

This is used to do research toward the researcher question whether listen-read-discuss technique is effective on students’ reading comprehension of narrative text at the tenth grade of SMAN 04 Pondok Ranji, Kota Tangerang Selatan. Test of Normality, test Homogeneity, and T-test was used to answer the research question that conducted in both the experimental class and controlled class:

a. The Normality Test

It is one of several requirements that have to be fulfilled before conducting T-test. It purposed to know whether the data from two classes have been normally distributed or not. The writer used Komogrov-Smirnov and Shapiro-walk to do
the normality test. IBM SPSS Statistic 20 was used to analyze the data. The result can be seen as follows:

Table 4.3

Normality Test of Pre-test

<table>
<thead>
<tr>
<th>Group</th>
<th>Kolmogorov-Smirnova</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental Class</td>
<td>0.147 30 0.095</td>
<td>0.944 30 0.116</td>
</tr>
<tr>
<td>Controlled Class</td>
<td>0.166 30 0.034</td>
<td>0.935 30 0.065</td>
</tr>
</tbody>
</table>

a. Lilliefors Significance Correction

Based on Table 4.3 showed p > α in which the significance of experimental class was (0.116 > 0.05), and the significance of controlled class was (0.065 > 0.05) it means that the pretest data in this study was normally distributed. The score of p can be checked through the Sig. In the table of Shapiro-Wilk columns.

Table 4.4

Normality Test of Post-test

<table>
<thead>
<tr>
<th>Group</th>
<th>Kolmogorov-Smirnova</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posttest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental Class</td>
<td>0.165 30 0.037</td>
<td>0.932 30 0.057</td>
</tr>
<tr>
<td>Controlled Class</td>
<td>0.164 30 0.038</td>
<td>0.948 30 0.145</td>
</tr>
</tbody>
</table>

Lilliefors Significance Correction

While the result of the table 4.4 above showed that the significance of the experimental class was (0.057 > 0.05) and the significance of controlled class was (0.145 > 0.05). In other words, the posttest data that was obtained from the research was considered normal. If the data is higher in a significance α = 0.05, the data was normally distributed. It can be concluded that the data is normally distributed because both classes’ significances are above 0.05 and listen-read-discuss strategy is effective in teaching reading comprehension of narrative text.
b. The Homogeneity Test

After calculating normality test, the writer calculated the homogeneity test in each class and each test. The homogeneity test in this research used Levene Statistic method in SPSS 20. The writer analyzed the homogeneity of pre-test with significant level 0.05. The results of pre-test homogeneity test of the data were presented as follows:

Table 4.5
Homogeneity Test of Pre-test

<table>
<thead>
<tr>
<th>Test of Homogeneity of Variance</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest Based on Mean</td>
<td>0.058</td>
<td>1</td>
<td>58</td>
<td>0.811</td>
</tr>
<tr>
<td>Pretest Based on Median</td>
<td>0.019</td>
<td>1</td>
<td>58</td>
<td>0.890</td>
</tr>
<tr>
<td>Pretest Based on Median and with adjusted df</td>
<td>0.019</td>
<td>1</td>
<td>57.993</td>
<td>0.890</td>
</tr>
<tr>
<td>Pretest Based on trimmed mean</td>
<td>0.077</td>
<td>1</td>
<td>58</td>
<td>0.782</td>
</tr>
</tbody>
</table>

The homogeneity test of pre-test in the Table 4.5 showed that the significance of pre-test was 0.811. Therefore, it can be concluded that the distribution data of pre-test in experimental class and controlled class were homogenous because the significance level is higher than the significance level in other words 0.811 > 0.05.

Table 4.6
Homogeneity Test of Post-test

<table>
<thead>
<tr>
<th>Test of Homogeneity of Variance</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posttest Based on Mean</td>
<td>0.059</td>
<td>1</td>
<td>58</td>
<td>0.810</td>
</tr>
<tr>
<td>Posttest Based on Median</td>
<td>0.024</td>
<td>1</td>
<td>58</td>
<td>0.878</td>
</tr>
<tr>
<td>Posttest Based on Median and with adjusted df</td>
<td>0.024</td>
<td>1</td>
<td>54.525</td>
<td>0.878</td>
</tr>
<tr>
<td>Posttest Based on trimmed mean</td>
<td>0.070</td>
<td>1</td>
<td>58</td>
<td>0.793</td>
</tr>
</tbody>
</table>
From the table 4.6 above, it could be seen that the significance of homogeneity of post-test in experimental class and controlled class was 0.810 and the significance degree was 0.05. It means that the distribution of post-test in experimental and controlled class were homogeneous because the significance of post-test is higher than the significance level in other words 0.810 > 0.05.

3. The Hypothesis Test

Based on the pre-requisite test of statistical analysis, it showed that the data were distributed normal and homogenous. Then, the data were analyzed by using T-test. This test is purposed to know whether there were any significant differences result of students’ reading comprehension score on the post-test between experimental class and controlled class after the treatment was implemented. This test was conducted by SPSS v.20. In order to calculate the data, the formulation used the mean scores of experimental class and controlled class. Then, 0.05 was determined as the significance value or alpha (α). As for the name in the calculation of the table, there were experimental class and controlled class. Furthermore, the result of t-test with SPSS are presentes in tables as follows:

Table 4.7
The Result of T-test Calculation

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posttest</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental Class</td>
<td>30</td>
<td>72.83</td>
<td>6.654</td>
<td>1.215</td>
</tr>
<tr>
<td>Controlled Class</td>
<td>30</td>
<td>69.33</td>
<td>7.397</td>
<td>1.350</td>
</tr>
</tbody>
</table>

Table 4.7 showed that the statistical result of post-test of both experimental class and controlled class. In each class, there are 30 students involved in the test. The table also shows the mean of the average score of each class which was taken from the post-test score. The mean scores between the two classes were different, where the mean score of the experimental class was 72.83, while the mean score of the controlled class was 69.33.
Table 4.8
The Independent Sample Test of Post-Test

<table>
<thead>
<tr>
<th>Independent Samples Test</th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Posttest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>.059</td>
<td>.810</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The data of Independet Sample Test as depicted in Table 4.8 above showed that the statistical hypothesis of this study. The data of the population was distributed normally, the t count of the Equal variances assumed was 1.927 with the Sig. (2-tailed) was 0.020. It meant that the score was lower than the determined significance value 0.05. As the result, it can be seen that 0.020 < 0.05 which meant that null hypothesis ($H_0$) was rejected and the alternative hypothesis ($H_a$) was accepted. As the result, there is an effect of using Listen-Read-Discuss strategy on students’ reading comprehension of narrative text.

4. Effect Size

In this section, the writer would calculate the effect size of this study is to find out a more extended result in a research, such as to find how well a strategy works in a research did. The writer used the size effect by Cohen with the manual formula, the calculation as follows:
The formula:

\[ d = \frac{\text{Mean of group 1} - \text{Mean of group 2}}{\text{pooled Standard Deviation (SDpooled)}} \]

Mean post-test score of experiment group \((M_1) = 72.83\)
Mean post-test score of control group \((M_2) = 69.33\)
Standard Deviation post-test score of experimental group \((SD_1) = 6.654\)
Standard Deviation post-test score of controlled group \((SD_2) = 7.397\)

Before calculating the Cohen, firstly the writer calculated the \(SD_{pooled}\).

\[
SD_{pooled} = \sqrt{\frac{SD_{group1}^2 + SD_{group2}^2}{2}}
\]

\[
SD_{pooled} = \sqrt{\frac{6.654^2 + 7.397^2}{2}}
\]

\[
SD_{pooled} = \sqrt{\frac{44.275 + 54.715}{2}}
\]

\[
SD_{pooled} = \sqrt{\frac{98.991}{2}}
\]

\[
SD_{pooled} = 7.03
\]

So, the \(SD_{pooled}\) score was 7.03.

\[
d = \frac{\text{Mean of group 1} - \text{Mean of group 2}}{\text{Pooled Standard Deviation}}
\]

\[
d = \frac{72.83 - 69.33}{7.03}
\]

\[
d = \frac{3.5}{7.03}
\]

\[
d = 0.49
\]

It could be seen that the effect size test in this study was 0.49 in other word the size effect is a moderate effect. Therefore, the result of the effect size meant was there was a moderate effect of students’ reading comprehension on experimental class when using Listen-Read-Discuss strategy compared with the students of controlled class without using listen-read-discuss strategy.
B. Interpretation

According to the result of the data analysis, it was found that there was a moderate effect between the students’ achievement in reading comprehension of narrative text in the experimental class after given Listen-Read-Discuss strategy and the controlled class which was not given the strategy. It could be seen from the students’ pre-test and post-test score in both classes. The pre-test mean score of the students in experimental class was 56.66, while the post-test mean score was 72.83, so the score gained in the experimental class was 16.16. Meanwhile, the pre-test score in the controlled class was 58.5, and the post-test mean score in the controlled class was 69.33, so the score gained in the controlled class was 10.83.

From the post-test score of both classes, the \( t\)-test result showed 0.040 which was < significance degree (0.05) meant that there was a difference between the students’ reading comprehension in the experimental class and the controlled class.

The calculation of Cohen’s Effect Size showed 0.49 which meant that Listen-Read-Discuss strategy had a moderate effect on the students’ reading comprehension of narrative text.

Thus, the results of this study supported the ideas that Listen-Read-Discuss strategy had an effect on the students’ reading comprehension after teaching and learning process for reading comprehension in Senior High School students. Moreover, it was in line with on the previous studies of this research, Ni’mah found that there was a good effect or improvement of students’ reading comprehension in teaching learning process by using Listeb-Read-Discuss strategy. That previous study strengthen and support this research result that Listen-Read-Discuss strategy had effects in enhancing students’ reading comprehension. In other words, it was found that Listen-Read-Discuss strategy was effective to improve the students’ achievement in reading comprehension of narrative text, especially for the students of SMAN 04 Pondok Ranji, Kota Tangerang Selatan in academic year 2019/2020.
A. Conclusion

This study is aimed to obtain empirical evidence about the effect of Listen-Read-Discuss strategy on students’ reading comprehension of narrative text at tenth grade of SMAN 04 Pondok Ranji, Kota Tangerang Selatan. Hence, the result of this study shows that the use of Listen-Read-Discuss strategy was effective for students’ reading comprehension of narrative text. It can be seen from the finding and discussion in the chapter four that the mean scores of students’ post-test of experimental class is 72.83 that was higher than the mean score of students’ post-test of controlled class is 69.33. It is also supported by the statistical calculation which shows Sig. (2-tailed) (p) is 0.020 while Sig. alpha (α) is 0.05. In short, p > α, it means that the null hypothesis (H₀) is rejected and alternative hypothesis (Hₐ) is accepted. In addition, according to the result of the effect size, the score was 0.49. This indicates that there is a moderate effect in the using of Listen-Read-Discuss strategy on students’ reading comprehension of narrative text.

Thus, the result of this study shows that listen-read-discuss strategy is effective to improve students’ achievement in reading comprehension of narrative text at the tenth grade of SMAN 04 Pondok Ranji, Kota Tangerang Selatan in academic year 2019/2020, and also there is a moderate effect of using LRD strategy on teaching reading comprehension of narrative text at the class.

B. Suggestion

This study has proven that the effect of using listen-read-discuss strategy on students’ reading comprehension of narrative text with some strengths and weakness 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 study or perform further related research. Some suggestions that may be important to be considered are:

- **For Teachers**
  After conducting the research and getting the result, the writer would like to suggest the teacher to use listen-read-discuss strategy in teaching reading comprehension, because the strategy activate students’ prior knowledge before they read about the material. Therefore, this strategy can increase the students’ ability in mastering 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.

- **For Students**
  For the students suggested when they studied English subject especially in reading either at school or at home can apply LRD (Listen Read Discuss) strategy because the students must learn to translate the contents of the text in the book to increase vocabulary and grammar in English language. Therefore, the students can understand the contents of the text to be read and answered some questions on the text.

- **For other researchers**
  Other researchers may implement the result of this study with different population or in different place by considering the drawbacks in this research. Furthermore, it is suggested that in the next research of LRD strategy may be implemented in classrooms to help improve students’ reading comprehension. The last, it is important that the implementation of this strategy is started with a clear introduction of using the strategy in order to help students in the entire of the learning process, especially in teaching reading in a classroom.
REFERENCES


APPENDICES
APPENDIX 1

LESSON PLAN

(RPP EXPERIMENTAL CLASS)

Satuan Pendidikan : SMAN 04 Pondok Ranji, Kota Tangerang Selatan.
Mata Pelajaran : Bahasa Inggris
Kelas/semester : X IPA 2 / 1
Materi Pokok : Narrative Text
Alokasi Waktu : 6 x 80 menit
Pertemuan ke : 1-6 (Eksperimenral Class)

A. KOMPETENSI INTI

K1: Menghargai dan menghayati ajaran agama yang dianutnya.

K2: Menunjukan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam, serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

K3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural bedasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebar fenomena dan kejadian serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

K4: Mengolah, menalar, dan menyaji, dalam ranah kongkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.
**B. KOMPETENSI DASAR**

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.1 Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai dalam melaksanakan komunikasi fungsional.

3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk cerita rakyat, sesuai dengan konteks penggunaannya.

4.15 Menangkap makna secara kontekstual terkait teks naratif berbentuk lisan dan tulis.

<table>
<thead>
<tr>
<th>KOMPETENSI DASAR</th>
<th>INDIKATOR</th>
</tr>
</thead>
<tbody>
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<td>3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk cerita rakyat, sesuai dengan konteks penggunaannya.</td>
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<td>3.9.2 Mengklasifikasikan <em>generic structure</em> pada sebuah teks naratif.</td>
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<tr>
<td></td>
<td>3.9.3 Menentukan pesan moral yang terdapat dalam sebuah teks naratif.</td>
</tr>
<tr>
<td></td>
<td>3.9.4 Menemukan masalah/konflik yang pada sebuah teks naratif.</td>
</tr>
<tr>
<td></td>
<td>3.9.5 Menunjukkan penggunaan bentuk kata kerja dalam sebuah teks naratif. (<em>simple past tense, past continuous tense dll</em>)</td>
</tr>
</tbody>
</table>
C. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran setelah melakukan proses listening, reading dan discussing, maka diharapkan siswa dapat:

1. Mengidentifikasi topic dan main idea dalam sebuah teks naratif.
2. Mengklasifikasikan generic structure pada sebuah teks naratif.
3. Menentukan pesan moral yang terdapat dalam sebuah teks naratif.
5. Menunjukkan penggunaan bentuk kata kerja dalam sebuah teks naratif. (simple past tense, past continuous tense dll).
6. Membuat makna dalam cerita pendek berbentuk naratif secara kontekstual.
7. Menceritakan kembali sebuah teks naratif berdasarkan apa yang telah mereka baca serta diskusikan.
8. Merumuskan nilai-nilai yang terdapat pada sebuah teks naratif.

D. METODE PEMBELAJARAN

1. Pendekatan : Scientific Learning
2. Model Pembelajaran: Listen-Read Discuss (LRD)

E. MATERI PEMBELAJARAN

1. Definisi Teks Naratif

Narrative text is one type of English text that aims to tell a story that has a series of chronological events that are connected.

Teks naratif adalah salah satu jenis teks bahasa inggris yang bertujuan untuk menceritakan suatu cerita yang memiliki rangkaian peristiwa kronologis yang saling terhubung.

2. Tujuan Narrative text

The purpose of narrative text is to amuse or to entertain the reader with a story.

3. Generic Structure Narrative text

1) Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

2) Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

3) Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

4) Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

4. Language feature of Narrative text

a. Using simple past tense (killed, drunk, etc).

b. Adverb of time (Once upon a time, one day, etc).

c. Time conjunction (when, then, suddenly, etc).
d. Using the specific character. The character of the story is specific, not general (Cinderella, Snow White, Alibaba, etc).

e. Using action verbs. A verb that shows an action (killed, dug, walked, etc).

f. Direct speech. It is to make the story lively. (Snow White said, “My name is Snow White”). The direct speech uses present tense.

Pertemuan ke-1 : Pre-test
Materi Pertemuan ke-2 :

The Legend of Toba Lake

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life.

One day, while the man was doing fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broke his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and
became Toba Lake. She turned into a fish again and the man became the island of Samosir.

*Materi Pertemuan ke-3:*

**The Spiders**

Spiders are not insects. They are arachnids. Arachnids have four pairs of legs but only two body parts. Insects have three pairs of legs and three body parts. Spiders have two to four pairs of eyes. They can see extremely well.

Spiders eat small insects such as flies and mosquitoes, and sometime bit people. When a spider bites insect, it does not kill the insect immediately. Instead a special poison passes through its fangs, and this poison paralyzed the body to the unlucky insects.

Most spiders make their own homes. They do this with a special substance produced by their bodies. In the corner of some rooms it is possible to find a spider’s web where the spider is waiting for its next dinner guest.

*Materi Pertemuan ke-4:*

**Sura and Baya**

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat “Yummy, this is my lunch,” said Baya. “No way! This is my lunch. You are greedy” said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again. They both hit each
other. Sura bit Baya’s tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

Do not be missed the promise that you have been make and do not be greedy.

**Materi Pertemuan ke-5:**

**True Friends**

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, “Friend, what did the bear whisper into your ears?” The other friend replied, “Just now the bear advised me not to believe a false friend.”

A true friend in need is a friend indeed.

**Pertemuan ke-6 : Post-test**

**F. MEDIA dan ALAT PEMBELAJARAN**

1. **Media**
   - Power point
   - Gambar
   - Teks naratif (print out)

2. **Alat**
- Laptop
- Proyektor

3. **Sumber belajar**
- Buku Bahasa Inggris kelas 10 SMA
- Internet

### G. LANGKAH-LANGKAH PEMBELAJARAN

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi waktu</th>
<th>Model Pembelajaran</th>
</tr>
</thead>
</table>
| Kegiatan awal (10 menit) | 1. *Greetings* dan mengabsen siswa.  
2. *Brain Storming*, dengan cara guru mengajukan pertanyaan kepada siswa tentang:  
   - Apakah murid suka membaca cerita.  
   - Cerita apa yang sering mereka baca.  
   - Apakah mereka suka membaca cerita rakyat atau dogeng.  
3. Guru menjelaskan tentang tujuan pembelajaran hari ini. | 5 menit | |

**Model Pembelajaran**
- **Individu**
- **Kolaboratif**
- **Interaktif**
- **Eksploratif**
- **Kuisioner**
Inti (60 menit)
1. Guru menjelaskan tata bahasa dan generic structures yang digunakan dalam sebuah teks naratif.
2. Guru membimbing siswa untuk menganalisa cerita rakyat apa yang tepat untuk gambar tersebut.
3. Guru membagi siswa menjadi beberapa kelompok (terdiri dari 6-7 orang per kelompok)
4. Kemudian, guru memberikan lembaran teks naratif dari cerita danau toba tersebut kepada masing-masing siswa.
5. Guru membacakan teks naratif dengan suara yang jelas. Lalu, ia menyebutkan main idea (ide utama) dari setiap paragraf.
6. Kemudian, guru meminta siswa untuk membaca dan memahami makna dari teks naratif tersebut.
7. Lalu, siswa diminta...
untuk mendiskusikan main idea dari setiap paragraf tersebut, dan membandingkan antara apa yang mereka telah diskusikan dengan apa yang guru bacakan sebelumnya.

8. Guru mengetes pemahaman siswa dengan meminta perwakilan dari tiap kelompok untuk menceritakan main idea dari setiap paragraf(teks danau toba) didepan kelas.

9. Lalu, guru menanyakan kepada siswa lain apakah jawabannya (dari perwakilan kelompok) itu sama dengan apa yang telah disampaikan oleh guru tadi.
Kegiatan akhir (10 menit)

1. Guru memberikan feedback kepada siswa.
2. Guru menyimpulkan cerita dan pelajaran yang dapat dari cerita rakyat danau toba.
3. Siswa diberikan kesempatan untuk bertanya tentang hal yang belum dipahaminya.

H. PENILAIAN

<table>
<thead>
<tr>
<th>Kinds</th>
<th>Lines</th>
<th>Instrument/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Assignment</td>
<td>Listening, Reading and Discussing about Narrative Text.</td>
</tr>
</tbody>
</table>
| 2.        | Instrument| Tests :  
|           | Tests :   | 1. The pre-test  
|           | Tests :   | 2. The post-test |
|           | Tests :   | Multiple Choice.  
|           | Tests :   | Each of the tests will be provided in the form of multiple choice totaling 20 items. |
I. PEDOMAN PENILAIAN

1. Pre-test terdiri dari 20 Soal
2. Post-test terdiri dari 20 Soal
   a. Nilai maksimal adalah 100
   b. Setiap jawaban siswa yang benar diberi nilai 5
   c. Maka nilai maksimal adalah 5 x 20 = 100

Jakarta, 23 July 2019

Mengetahui,

Guru Pengampu Bahasa Inggris

Nepo Jumiyati, M.Pd

Pengajar

Nurmilah Fitria Atasyah
NIM. 11150140000001
LESSON PLAN
(RPP CONTROLLED CLASS)

Satuan Pendidikan : SMAN 04 Pondok Ranji, Kota Tangerang Selatan.
Mata Pelajaran     : Bahasa Inggris
Kelas/semester     : X IPA 3 / 1
Materi Pokok       : Narrative Text
Alokasi Waktu      : 6 x 80 menit
Pertemuan ke       : 1-6 (Controlled Class)

A. KOMPETENSI INTI

K1: Menghargai dan menghayati ajaran agama yang dianutnya.
K2: Menunjukan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam, serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
K3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural bedasarkan rasa ingin tahuinya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
K4: Mengolah, menalar, dan menyaji, dalam ranah kongkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.
B. KOMPETENSI DASAR

2.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasapengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.1 Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai dalam melaksanakan komunikasi fungsional.

3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk cerita rakyat, sesuai dengan konteks penggunaannya.

4.15 Menangkap makna teks naratif lisan dan tulis berbentuk cerita rakyat sederhana.

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<tr>
<td>4.15 Menangkap makna secara kontekstual terkait teks naratif berbentuk lisan dan tulis.</td>
<td>4.15.1 Menjawab pertanyaan terkait dengan cerita dari sebuah teks naratif.</td>
</tr>
</tbody>
</table>
KOMPETENSI DASAR | INDIKATOR
--- | ---
4.15.2 Menyimpulkan nilai-nilai yang terdapat pada cerita rakyat.

C. TUJUAN PEMBELAJARAN
Pada akhir pembelajaran diharapkan siswa dapat:
1. Menyebutkan karakteristik tokoh dan setting (tempat, waktu) yang terdapat dalam sebuah naratif teks.
2. Mengidentifikasi masalah yang terdapat dalam teks naratif.
3. Menangkap nilai moral yang terdapat dalam teks naratif.
4. Mengklasifikasikan generic structure yang ada pada teks naratif.
5. Menganalisis penggunaan bentuk kata kerja dalam cerita. (*simple past tense*).
7. Menyimpulkan nilai-nilai yang terdapat pada cerita rakyat.

D. METODE PEMBELAJARAN
Model pembelajaran: Scientific Learning
Metode pembelajaran: Discovery Learning
Metode Pembelajaran: Ceramah dan Diskusi

E. MATERI PEMBELAJARAN
   a. *Definisi Teks Naratif*
   
   Narrative text is one type of english text that aims to tell a story that has a series of chronological events that are connected.

   Teks naratif adalah salah satu jenis teks bahasa inggris yang bertujuan untuk menceritakan suatu cerita yang memiliki rangkaian peristiwa kronologis yang saling terhubung.
b. **Tujuan Narrative text**

The purpose of narrative text is to amuse or to entertain the reader with a story.

c. **Generic structure Narrative text**

1. **Orientation**
   
   Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

2. **Complication**
   
   Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

3. **Resolution**
   
   The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

4. **Re-orientation/Coda**
   
   This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

d. **Language feature of Narrative text**

1. **Using simple past tense** (killed, drunk, etc).

2. **Adverb of time** (Once upon a time, one day, etc).

3. **Time conjunction** (when, then, suddenly, etc).

4. **Using the specific character**. The character of the story is specific, not general (Cinderella, Snow White, Alibaba, etc).

5. **Using action verbs**. A verb that shows an action (killed, dug, walked, etc).

6. **Direct speech**. It is to make the story lively. (Snow White said, “My name is Snow White”). The direct speech uses present tense.
Pertemuan ke-1 : Pre-test
Materi Pertemuan ke-2:

The Legend of Toba Lake

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life.

One day, while the man was doing fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broke his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

Materi Pertemuan ke-3:

The Spiders

Spiders are not insects. They are arachnids. Arachnids have four pairs of legs but only two body parts. Insects have three pairs of legs and three body parts. Spiders have two to four pairs of eyes. They can see extremely well.
Spiders eat small insects such as flies and mosquitoes, and sometime bite people. When a spider bites an insect, it does not kill the insect immediately. Instead, a special poison passes through its fangs, and this poison paralyzed the body to the unlucky insects.

Most spiders make their own homes. They do this with a special substance produced by their bodies. In the corner of some rooms it is possible to find a spider’s web where the spider is waiting for its next dinner guest.

Materi Pertemuan ke-4:

Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat “Yummy, this is my lunch,” said Baya. “No way! This is my lunch. You are greedy” said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again. They both hit each other. Sura bit Baya’s tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

Do not be missed the promise that you have been make and do not be greedy.

Materi Pertemuan ke-5:

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in
the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, “Friend, what did the bear whisper into your ears?” The other friend replied, “Just now the bear advised me not to believe a false friend.”

A true friend in need is a friend indeed.

Pertemuan ke-6 : Post-test

F. MEDIA dan ALAT PEMBELAJARAN

1. Media
   - Power point
   - Gambar
   - Teks naratif (print out)

2. Alat
   - Laptop
   - Proyektor

3. Sumber belajar
   - Buku Bahasa Inggris kelas 10 SMA
   - Internet
G. LANGKAH-LANGKAH PEMBELAJARAN

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi waktu</th>
<th>Model Pembelajaran</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegiatan awal (10 menit)</td>
<td><strong>Greetings</strong> dan mengabsen siswa.</td>
<td>5 menit</td>
<td></td>
</tr>
</tbody>
</table>
|  | **Brain Storming**, dengan cara guru mengajukan pertanyaan kepada siswa tentang:  
- Apakah murid suka membaca cerita?  
- Cerita apa yang sering mereka baca?  
- Apakah mereka suka membaca cerita rakyat atau dogeng?  
- Guru menyampaikan tujuan pembelajaran. | 5 menit |  |
| Inti (60 menit) | 1. Guru menjelaskan tata bahasa dan generic structure yang digunakan dalam teks naratif tersebut.  
2. Siswa mencatat pengetahuan yang baru mereka dapatkan.  
3. Guru menayangkan gambar danau toba melalui power point. | (communicating) | (associating) |
4. Guru membimbing siswa untuk menganalisa cerita rakyat apa yang tepat untuk gambar tersebut.

5. Guru memberikan sebuah teks naratif kepada masing-masing siswa.

6. Guru membagi siswa menjadi beberapa kelompok dan meminta mereka untuk membaca teks tersebut dan mendiskusikan beberapa pertanyaan terkait teks di power point berupa:
- Siapa karakter utama dalam teks tersebut?
- Bagaimana watak karakter yang terdapat dalam teks tersebut?
- Apa konflik yang terdapat dalam cerita tersebut?
- Apa solusi dari konflik tersebut?
- Nilai moral apa
yang terkadung dalam cerita tersebut?

7. Siswa secara berkelompok menuliskan jawaban yang mereka telah didiskusikan.

8. Guru meminta siswa untuk mengumpulkan hasil kerja kelompok mereka.


---

<table>
<thead>
<tr>
<th>Kegiatan akhir (10 menit)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru memberikan feedback kepada siswa terkait pelajaran hari ini.</td>
<td>5 menit</td>
</tr>
<tr>
<td>2. Siswa diberikan kesempatan untuk bertanya tentang hal yang belum dipahaminya.</td>
<td>3 menit</td>
</tr>
<tr>
<td>3. Guru menutup kelas dengan berdoa dan mengucap salam.</td>
<td>3 menit</td>
</tr>
</tbody>
</table>

---

H. PENILAIAN
<table>
<thead>
<tr>
<th>No.</th>
<th>Kinds</th>
<th>Lines</th>
<th>Instrument/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Assignment</td>
<td>Activity</td>
<td>Observing and Discussing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. The Pre-test</td>
<td>Each of the tests will be</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The Post-test</td>
<td>provided in the form of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>multiple choice totaling 20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>items.</td>
</tr>
</tbody>
</table>

I. PEDOMAN PENILAIAN
1. Pre-test terdiri dari 20 Soal
2. Post-test terdiri dari 20 Soal
   a. Nilai maksimal adalah 100
   b. Setiap jawaban siswa yang benar diberi nilai 5
   c. Maka nilai maksimal adalah 5 x 20 = 100

Jakarta, 23 July 2019

Mengetahui,

Guru Pengampu Bahasa Inggris

Nepo Jumiyati, M.Pd

Nurmilah Fitria Atasyah
NIM. 11150140000001

APPENDIX 2
NAME: 

CLASS: X IPA

TIME: 80 menit

Read the text carefully then answer the questions by giving a cross mark (X) on the correct option (A, B, C, D, and E).

(Question 1-5)

Little Red Riding Hood

One day there was a little girl named little red riding hood. She was asked by her mother to deliver cake to her grandmother. When she was heading for his grandmother’s house, little riding hood met a wolf. “Where are you going, a little girl?” The wolf asked. “I’m willing to give this cake to my grandmother” replied little riding hood.

The wolf had an evil plan that he wanted to eat them both. Then he ran through a shortcut to her grandmother’s house. After arriving to grandmas’ house, he knocked on her door. When Grandma opened the door, the wolf caught her and locked her in a closet. The bad wolf then wore Grandma’s clothes and laid in bed, waiting for Little Red Riding Hood.

When little riding hood arrived, the wolf in disguise told her to come in. Little riding hood did not realize that it was the wolf. Then the wolf ate a little riding hood and her grandmother. After eating them, the wolf fell asleep beside the river. Suddenly, a woodcutter came, he saw a large wolf’s belly and knew what had been done by the wolf. Then he saved them by releasing them out from the belly of the wolf and filled the wolf’s stomach with a big stone. Then he threw the wolf into the river.
1. What is the story about?
   a. A kind wolf who wants to help little riding hood
   b. A little riding hood meet wolf
   c. Grandma asked wolf to take little riding hood
   d. A bad wolf who wants to eat little riding hood and grandma
   e. None of the option is right

2. The first paragraph is called....
   a. Resolution
   b. Orientation
   c. Conclusion
   d. Event
   e. Coda

3. What is the expression of “I’m willing to give this cake to my grandmother”?
   a. Angry
   b. Happy
   c. Sad
   d. Afraid
   e. Proud

4. In the text above, what tenses is used by the writer?
   a. Simple past tense
   b. Simple past continues
   c. Simple present tense
d. Present continues tense

e. Present perfect tense

5. The word “Threw” in line 14 is closest in meaning....

a. Hurl

b. Go ahead

c. Eat

d. Ride

e. Raise

(Question 6-11)

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was doing fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this first turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Few years later, his daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate her father’s lunch. Unfortunately, he found out and got furious, and shouted; “You damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.
6. Which of the following is NOT true about the man?
   a. The man was do fishing and he caught a big golden fish in his trap
   b. The man became the island of Samosir
   c. The man made the deal and they got married, lived happily and had a daughter
   d. The daughter ate her father’s lunch, because she was so hungry
   e. The man did not angry to his daughter

7. The word “Huge” in line 17 is closest in meaning....
   a. Small
   b. Old
   c. Young
   d. Big
   e. Tall

8. In the text above, what tenses is used by the writer?
   a. Past tense
   b. Past continues tense
   c. Present tense
   d. Present continues tense
   e. Present perfect tense

9. He lived in a simple hut in a farming field. (paragraph 1)
   The underline word refers to....
   a. Fish
   b. A man
   c. Beautiful
   d. Daughter
   e. The lake

(Question 10-13)

One day, there was a mouse deer. He was trapped in a hole that had been made by a group of hunters.
The mouse deer screamed for help but no one heard him. It was hopeless for him to escape from the trap. He waited and waited and finally an elephant came. He was happy and asked for help but the elephant was not smart enough to help him. The elephant did not know how to do.

In the end, the mouse deer got a bright idea. He said to the elephant, “Come down here! Come down to this hole so you can help me get out!” Foolishly The elephant agreed and followed the mouse deer’s order. The elephant jumped down to the hole.

Of course the mouse deer quickly hopped on the elephant’s body and then hopped out of the hole. He was free and leaving the elephant trapped in the hole in turn.

Adapted from http://amelsalsabil.blogspot.com/English-Story%202013

10. What is the main idea of the first paragraph?
   a. The hunter trapped in a hole in the forest
   b. The hunter managed to catch the deer
   c. A mouse deer was trapped in a hole that had been made by the hunters
   d. An elephant came and helped the deer quickly
   e. The mouse deer asked an elephant to release the hole

11. What is the main idea of the second paragraph?
   a. The mouse deer got a bright idea
   b. The mouse deer and elephant jumped from the trap together
   c. Mouse deer asked elephant for help him to escape from the trap
   d. The mouse deer was free and leaving the elephant
   e. The elephant helped mouse deer from the jungle

12. “Foolishly the elephant agreed...” (paragraph 3)
   The synonym of the words underline is....
   a. Embarrassed
   b. Clever
   c. Diligent
   d. Lazy
   e. Stupid
13. Which of the following is implied in the passage?
   a. “Come down to this hole so you can help me get out!”
   b. The mouse deer screamed for help but no one heard him
   c. The elephant jumped down to the hole
   d. The elephant agreed and followed the mouse deer’s order
   e. The elephant felt sad when he was left by the deer in the hole

   (Question 14-16)

   A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

   One day, a farmer’s young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said “it is getting dark. Let my son, Ah Tim go with you though the forest.”

   So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, “please eat my own son instead.” Then, she put her baby son on the ground in front of the wolves and took her nephew away.

   Everyone understood that this was because the woman was very good and kind. She had offered her own son’s life to save her nephew.

   They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman’s baby the wolves were playing with him.

   Adapted From: http://mahir-msoffice.blogspot.co.id/2016/03/contoh-soal-narrative-text-pilihan.html
14. The best title of this passage is......
   a. A farmer and a woman
   b. Ah Tim and farmer
   c. A wolves and woman
   d. A woman and a wolves
   e. A wolves and farmer

15. Which is of the following is NOT true about fox?
   a. She had offered her own son’s life to save her nephew
   b. The farmer’s young wife went to the next village to visit her mother
   c. Ah Tim go with you though the forest
   d. She saw a group wolves in the home
   e. Ah Tim kicked against a stone and fell down

16. What is the expression of “Please eat my own son instead”. (paragraph 3)
   a. Sad
   b. Happy
   c. Angry
   d. Proud
   e. Nervous

A Stupid Man and His Cows

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

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

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

Adapted from http://www.pitt.edu

17. What tense is used by the writer in the text above?
   a. Simple present tense
   b. Simple past tense
   c. Simple perfect tense
   d. Past continues tense
   e. Simple future tense

18. What does the word “them” in paragraph 1 line 3 refer to...
   a. The other
   b. The man
   c. The lost cows
   d. The cows
   e. The home

19. The last paragraph is called?
   a. Resolution
   b. Event
   c. Orientation
   d. Complication
   e. Reorientation

20. Which of the following words is the synonym of “stupid”?
   a. Dilligent
   b. Unlucky
   c. Dull
   d. Smart
   e. Clever
(Question 21-25)

Once upon a time, there was a king who ruled in Teberu Lombok, who had a beautiful daughter called Puteri Mandalika. Because of her beauty, princes and kings from other kingdom around Teberu wished that she would be their wife. Six of them came to Teberu and ask for her hand of marriage. They were Prince Bumbang, Prince Aryo Johor, Prince Singa Trasak, Prince Daria Loka, Prince Gunung Piring and Prince Bungsu. Each prince wanted to win the hearth of Puteri Mandalika.

Her father, the king of Teberu, was very confused and did not know what to do. If he chose one prince instead of another then it would create jealousy and there could be war against his kingdom. All the princes were handsome and powerful and so the king allowed his daughter to make her own choice. But Puteri Mandalika was confused too and she also knew the dangerous risk that her kingdom and people would get, if she chose either one of the princes.

After several days of serious thinking, Puteri Mandalika met her parents and asked her permission to announce her decision in front of all the princes and the people of Teberu the next day in the beach. Early next morning, everybody gathered on the beach. There was a gentle breeze with small waves breaking softly across the shore. Everybody was looking at Puteri Mandalika, waiting for her announcement.

Meanwhile, the six princes prayed in their heart that he would be the chosen one. Then in a loud and clear voice, Puteri Mandalika said, "Oh my beloved mother and father, all the princes and especially the people of Teberu Kingdom. Today I would like to announce that I will not give myself to any one of the princes, but rather to all people of Teberu and my own kingdom.” Then Puteri Mandalika threw herself into the sea from the top of a hill and disappeared. Everybody desperately search for her but she could not be found and people believed she was transformed into flowing sea worms called “nyale”.

Adapted from http://abidtinfaz.blogspot.com/2015/01/soal-bahasa-inggris-narrative-text-dan.html
21. The second paragraph is called....
   a. Orientation
   b. Complication
   c. Resolution
   d. Identification
   e. Conclusion

22. Six of them came to Teberu and ask for her hand of marriage.” (Paragraph 1).
   The underlined phrase can be replaced by....
   a. Promise
   b. Accompany
   c. Admit
   d. Propose
   e. Intend

23. Why was it hard for the princess to choose one of the princes?
   a. Her father permitted her to marry
   b. She loved all the princes
   c. All the princes were powerful
   d. All the princes were handsome
   e. She was afraid of the dangerous risk

24. What is the purpose of the text?
   a. To persuade the readers that something should or should not be the case
   b. To present at least three points of view about some events
c. To inform the readers about the events of the day which are considered newsworthy

d. To describe something that happen in the text

e. To communicate between the writer and the readers clearly about the text

25. From the text we may conclude that....

   a. The war happened against the kingdom due to the princess’ decision
   b. Putri Mandalika sacrificed herself to the sea for the sake of her people
   c. The people of Teberu kingdom hated the princess
   d. One of the princes won the heart of Putri Mandalika
   e. Putri Mandalika was a selfish princess

(Question 26-29)

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, “How many crocodiles are there in the river?” The boss of crocodile answered, “We are twenty here.” “Where are they?” the rabbit asked for the second time. “What is it for?” the boss of crocodile asked.

“All of you are good, nice, gentle and kind, so I want to make a line in order later I will know how kind you are,” said the rabbit. Then, the boss of the crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another: one ... two ... three ... four ... until twenty, and finally, he thanked all crocodiles because he had crossed the river.

Adapted from http://understandingtext.blogspot.com

26. The story mainly tells us about...

   a. Twenty crocodiles
   b. The rabbit
   c. The boss of the crocodile
   d. A rabbit and twenty crocodiles
e. A rabbit and the boss of crocodile

27. We know from the first paragraph that the rabbit actually wanted...
   a. To meet the boss of crocodile
   b. To cross the river
   c. To know where the crocodiles are
   d. To jumped one crocodile to another crocodile
   e. To swim across the river

28. The word “crossed” in line 10 is closest in meaning to....
   a. Passed
   b. Swam
   c. Jumped
   d. Caught
   e. Got

29. What is the purpose of the text?
   a. To explain something
   b. To persuade the readers that something should or should not be the case
   c. To present at least two points of view about an issue
   d. To inform the readers about the events of the day which are considered
      newsworthy
   e. To entertain or amuse the readers about the story

(Question 30-38)

A Man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. “you are a stupid bird! Why can’t you say the word? Say Catano, or I will kill you!” but the parrot not say it. Then the man got so angry that the shouted over and over, “Say Catano, or I’ll kill you!” but bird wouldn’t talk.
One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will eat you, too.” In the chicken house there are four old chickens. They were for Sunday’s dinner. The man put parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, “Say Catano, or I’ll kill you!”.

Adapted From: (sumber: detik-detik UN bahasa inggris; 2005/2006; IntanPariwara)

30. The best title for passage is....
   a. The smartest parrot
   b. The stupid parrot
   c. The good parrot
   d. The naughty parrot
   e. A wonderful parrot

31. In the text above, what tense is used by the writer?
   a. Simple present continues
   b. Simple future tense
   c. Simple past tense
   d. Simple present tense
   e. Simple perfect tense

32. The sentence “You are a stupid bird!” in line 5 expresses....
   a. Shock
   b. Sad
   c. Happy
   d. Excited
   e. Angry
33. Which statement is TRUE according to the text?
   a. The man tried to teach the parrot to say Catano
   b. The man never got angry at the parrot
   c. The parrot would say Catano
   d. The man was screaming at the fourth chicken
   e. Catano was the name of the parrot

34. “It was very, very smart.” (paragraph 1)
   The underline word refers to.....
   a. Puerto rico
   b. The man
   c. The chicken
   d. The bird
   e. The snack

35. Which of the following is NOT TRUE about the man?
   a. The man put parrot in the chicken house and left
   b. The man threw the bird into the chicken house
   c. The man was very angry to the bird
   d. The man taught the bird to say Catano
   e. The man never got angry to his bird

36. “The parrot was screaming at the fourth chickens”.
   What does the underline word mean?
   a. Crying
   b. Laugh
   c. Nervous
   d. Shouting
   e. Annoying

37. What is the purpose of the text?
   a. To entertain the readers about the text
   b. To explain something
   c. To persuade the readers that something should or should not be the case
   d. To present at least two points of view about an issue
e. To inform the readers about the events of the day which are considered newsworthy

38. “The parrot was very, very smart”.

The word “Smart” means.....

a. Stubborn
b. Beautiful
c. Stupid
d. Naughty
e. Clever

(Question 39-40)

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and even all the temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

Adapted From: http://kumpulan-soal-blogspot.co.id/2013/08/kumpulan-contoh-soal-cerita-narrative.html
39. So, they came together to plan steps to oppose this powerful gian.

The word “oppose” in paragraph 3 is closest in meaning to.....

a. Receive
b. Turn againts
c. Defied
d. Beat
e. Support

40. In the text above, what tense is used by the writer?

a. Simple present
b. Simple future
c. Simple past
d. Past perfect tense
e. Future perfect tense
APPENDIX 3

THE BLUE PRINT QUESTIONS OF PRE-TEST AFTER VALIDITY

Nama Sekolah : SMA Negeri 04 Pondok Ranji, Kota Tangerang Selatan

Kelas : X (Sepuluh)

Mata Pelajaran : Bahasa Inggris

Standar Inti : Mengolah, menalar, dan menyaji, dalam ranah kongkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

<table>
<thead>
<tr>
<th>Materi</th>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
<th>Jenis Butir Soal</th>
<th>Nomor Soal</th>
<th>Jumlah</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative Text</td>
<td>Membedakan dan menangkap makna terkait fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis sederhana berbentuk cerita pendek, sesuai dengan konteks penggunaannya.</td>
<td>1. Mengidentifikasi main idea dari sebuah teks naratif.</td>
<td></td>
<td>3,5,14</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Mengidentifikasi informasi dalam sebuah teks naratif.</td>
<td></td>
<td>1,4,5,12</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Mengklasifikasikan generic structure yang ada pada teks naratif.</td>
<td></td>
<td>9,10,16</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Mengidentifikasi penggunaan pronoun dari sebuah teks naratif.</td>
<td></td>
<td>8,11,18</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Mengidentifikasi makna dari sebuah kosa kata maupun kalimat dalam teks naratif.</td>
<td></td>
<td>2,6,17,19</td>
<td>4</td>
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APPENDIX 4

THE INSTRUMENT OF PRE-TEST AFTER VALIDITY

Test Item for Pretest After Validity

Name : 
Class : X IPA
Time : 40 minutes

Read the text carefully then answer the questions by giving a cross mark (X) on the correct option (A, B, C, D, and E)!

(Question 1-2)

Little Red Riding Hood

One day there was a little girl named little red riding hood. She was asked by her mother to deliver cake to her grandmother. When she was heading for his grandmother’s house, little riding hood met a wolf. “Where are you going, a little girl?” The wolf asked. “I’m willing to give this cake to my grandmother” replied little riding hood.

The wolf had an evil plan that he wanted to eat them both. Then he ran through a shortcut to her grandmother’s house. After arriving to grandmas’ house, he knocked on her door. When Grandma opened the door, the wolf caught her and locked her in a closet. The bad wolf then wore Grandma’s clothes and laid in bed, waiting for Little Red Riding Hood.

When little riding hood arrived, the wolf in disguise told her to come in. Little riding hood did not realize that it was the wolf. Then the wolf ate a little riding hood and her grandmother. After eating them, the wolf fell asleep beside the river. Suddenly, a woodcutter came, he saw a large wolf’s belly and knew what had been done by the wolf. Then he saved them by releasing them out from the belly of the wolf and filled the wolf’s stomach with a big stone. Then he threw the wolf into the river.
1. What is the story about?

   a. A kind wolf who wants to help little riding hood
   b. A little riding hood meet wolf
   c. Grandma asked wolf to take little riding hood
   d. A bad wolf who wants to eat little riding hood and grandma
   e. None of the option is right

2. The word “Threw” in line 14 is closest in meaning....

   a. Hurl
   b. Go ahead
   c. Eat
   d. Ride
   e. Raise

(Question 3)

A Mouse Deer and An Elephant

One day, there was a mouse deer. He was trapped in a hole that had been made by a group of hunters.

The mouse deer screamed for help but no one heard him. It was hopeless for him to escape from the trap. He waited and waited and finally an elephant came. He was happy and asked for help but the elephant was not smart enough to help him. The elephant did not know how to do.

In the end, the mouse deer got a bright idea. He said to the elephant, “Come down here! Come down to this hole so you can help me get out!” Foolishly The elephant agreed and followed the mouse deer’s order. The elephant jumped down to the hole.
Of course the mouse deer quickly hopped on the elephant’s body and then hopped out of the hole. He was free and leaving the elephant trapped in the hole in turn.

Adapted from [http://amelsalsabil.blogspot.com/English-Story%202013](http://amelsalsabil.blogspot.com/English-Story%202013)

3. What is the main idea of the second paragraph?
   a. The mouse deer got a bright idea
   b. The mouse deer and elephant jumped from the trap together
   c. Mouse deer asked to elephant for help him to escape from the trap
   d. The mouse deer was free and leaving the elephant
   e. The elephant helped mouse deer from the jungle

(Question 4-6)

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer’s young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said “it is getting dark. Let my son, Ah Tim go with you though the forest.”

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, “please eat my own son instead.” Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son’s life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman’s baby the wolves were playing with him.
A Stupid Man and His Cows

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

His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was careful.
Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow less. There was one more.

Adapted from http://www.pitt.edu

7. What tense is used by the writer in the text above?
   a. Simple present tense
   b. Simple past tense
   c. Simple perfect tense
   d. Past continues tense
   e. Simple future tense

8. What does the word “them” in paragraph 1 line 3 refer to...
   a. The other
   b. The man
   c. The lost cows
   d. The cows
   e. The home

9. The last paragraph is called?
   a. Resolution
   b. Event
   c. Orientation
   d. Complication
   e. Reorientation

(Question 10-11)

Once upon a time, there was a king who ruled in Teberu Lombok, who had a beautiful daughter called Puteri Mandalika. Because of her beauty, princes and kings from other kingdom around Teberu wished that she would be their wife. Six of them came to Teberu and ask for her hand of marriage. They were Prince Bumbang, Prince Aryo Johor, Prince Singa Trasak, Prince Daria Loka, Prince
Gunung Piring and Prince Bungsu. Each prince wanted to win the hearth of Puteri Mandalika.

Her father, the king of Teberu, was very confused and did not know what to do. If he chose one prince instead of another then it would create jealousy and there could be war against his kingdom. All the princes were handsome and powerful and so the king allowed his daughter to make her own choice. But Puteri Mandalika was confused too and she also knew the dangerous risk that her kingdom and people would get, if she chose either one of the princes.

After several days of serious thinking, Puteri Mandalika met her parents and asked her permission to announce her decision in front of all the princes and the people of Teberu the next day in the beach. Early next morning, everybody gathered on the beach. There was a gentle breeze with small waves breaking softly across the shore. Everybody was looking at Puteri Mandalika, waiting for her announcement.

Meanwhile, the six princes prayed in their heart that he would be the chosen one. Then in a loud and clear voice, Puteri Mandalika Said, "Oh my beloved mother and father, all the princes and especially the people of Teberu Kingdom. Today I would like to announce that I will not give myself to any one of the princes, but rather to all people of Teberu and my own kingdom.” Then Puteri Mandalika threw herself into the sea from the top of a hill and disappeared. Everybody desperately search for her but she could not be found and people believed she was transformed into flowing sea worms called “nyale”.

Adapted from http://abidtinfaz.blogspot.com/2015/01/soal-bahasa-inggris-narrative-text-dan.html

10. The second paragraph is called....
   
a. Orientation
   
b. Complication
   
c. Resolution
   
d. Identification
11. What is the purpose of the text?

a. To persuade the readers that something should or should not be the case  
b. To present at least three points of view about some events  
c. To inform the readers about the events of the day which are considered newsworthy  
d. To describe something that happen in the text  
e. To communicate between the writer and the readers clearly about the text  

(Question 12-13)

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, “How many crocodiles are there in the river?” The boss of crocodile answered, “We are twenty here.” “Where are they?” the rabbit asked for the second time. “What is it for?” the boss of crocodile asked.

“All of you are good, nice, gentle and kind, so I want to make a line in order later I will know how kind you are,” said the rabbit. Then, the boss of the crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another: one ... two ... three ... four ... until twenty, and finally, he thanked all crocodiles because he had crossed the river.

Adapted from http://understandingtext.blogspot.com

12. The story mainly tells us about...

a. Twenty crocodiles  
b. The rabbit  
c. The boss of the crocodile  
d. A rabbit and twenty crocodiles  
e. A rabbit and the boss of crocodile  

13. What is the purpose of the text?

a. To explain something
b. To persuade the readers that something should or should not be the case

c. To present at least two points of view about an issue

d. To inform the readers about the events of the day which are considered newsworthy

e. To entertain or amuse the readers about the story

(Question 14-18)

A Man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word—except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. “you are a stupid bird! Why can’t you say the word? Say Catano, or I will kill you!” but the parrot would not say it. Then the man got so angry that he shouted over and over, “Say Catano, or I’ll kill you!” but bird wouldn’t talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will eat you, too.” In the chicken house there are four old chickens. They were for Sunday’s dinner. The man put parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, “Say Catano, or I’ll kill you!”.

Adapted From: (sumber: detik-detik UN bahasa inggris; 2005/2006; IntanPariwara)

14. The best title for passage is.....

a. The smartest parrot

b. The stupid parrot

c. The good parrot

d. The naughty parrot
e. A wonderful parrot

15. In the text above, what tense is used by the writer?
   a. Simple present continues
   b. Simple future tense
   c. Simple past tense
   d. Simple present tense
   e. Simple perfect tense

16. Which statement is TRUE according to the text?
   a. The man tried to teach the parrot to say Catano
   b. The man never got angry at the parrot
   c. The parrot would say Catano
   d. The man was screaming at the fourth chicken
   e. Catano was the name at the parrot

17. “It was very, very smart”. (paragraph 1)
    The underline word refers to....
    a. Puerto rico
    b. The man
    c. The chicken
    d. The bird
    e. The snack

18. Which of the following is NOT TRUE about the man?
   a. The man put parrot in the chicken house and left
   b. The man threw the bird into the chicken house
   c. The man was very angry to the bird
   d. The man taught the bird to say Catano
   e. The man never got angry to his bird

(Question 19-20)

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.
Difficulties arose when for the first time the barns were almost empty and thenew harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.


19. So, they came together to plan steps to oppose this powerful giant.

The word “oppose” in paragraph 3 is closest in meaning to.....
   a. Receive
   b. Turn against
   c. Defied
   d. Beat
   e. Support

20. In the text above, what tense is used by the writer?
   a. Simple present
   b. Simple future
   c. Simple past
   d. Past perfect tense
   e. Future perfect tense
APPENDIX 5
THE INSTRUMENT OF POST-TEST BEFORE VALIDITY

Test Item for Posttest Before Validity

Name      :

Class     : X

Time      : 80 minutes

Read the text carefully then answer the questions by giving a cross mark (X) on the correct option (A, B, C, D, and E)!

(Question 1-5)

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

Snow White did not want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, “what is your name?” Snow White said, “my name is Snow White”.

Doc said, “If you wish, you may live here with us”. Snow White said, “Oh could I?” Then Snow White told the dwarfs the whole story and Snow White and the 7 dwarfs lived happily ever after.

Adapter from http://amelsalsabil.blogspot.com/English-Story%202013
1. In the text above, what tenses is used by the writer?
   a. Past tense
   b. Past continues tense
   c. Present tense
   d. Present continues tense
   e. Present perfect tense
2. The third paragraph describes in detail...
   a. When Snow White got an accident in the woods
   b. What Snow White did after hearing her uncle’s plan
   c. Whom Snow White met in the woods
   d. Where Snow White’s aunt and uncle had breakfast
   e. How Snow White went into the cottage
3. The dwarf said, “If you wish, you may live here with us.”
   What did the dwarf mean with the words underlined?
   a. He gave Snow White a rose
   b. He wishes to stay with Snow White
   c. He offered Snow White to stay with them
   d. He showed his interest in Snow White
   e. He asked Snow White for permission to stay with her
4. “Snow White didn’t want her uncle and aunt to do this so she decided to run away.” (Paragraph 3).
   The synonym of the underlined word is...
   a. hold
   b. flee
   c. reach
   d. bought
   e. appear
5. The first paragraph is called....
   a. Orientation
   b. Complication
c. Resolution

d. Identification

e. Conclusion

(Question 6-9)

In ancient times, in vast sea there was a frequent fight between a Shark (sura) and a Crocodile (baya). They fought each other to fight for prey in the ocean. They almost had same strength and already fought so many times but no one ever wins or loses. Eventually they both made an agreement that must be followed. The agreement was a division of hunting area. They divided their hunting territory into two where Sura ruled in water and hunted aquatic animals while crocodile ruled on the land and hunted land animals. Their territory bounded by the shoreline in beach. This agreement should not be violated by anyone.

With this agreement, there was no longer fight between Sura and Baya. They both had reconciled and agreed to respect each territory. However, this peace did not last long. Until one day, Sura ran out of prey in the ocean. He began to prowl in rivers and lakes in land. Sura also caught land animals which were drinking at the river. He did this hunt secretly without being known by Baya.

One day Baya wondered why his prey turned less. Then he looked for the cause and he found Sura was hunting in his area. It made Baya became very angry. “Why are you hunting in my territory?” Baya asked in anger. Sura was shocked to hear Baya was angry with him, “I do not hunt in your area, I hunt in waters which are my territory” said Sura. “But you were hunting in river. The river is located on the mainland and you’re also eating land animals that are my prey. You have violated our agreement” said Baya. “It cannot be. all water is my territory, including rivers and lakes that exist in the land!” Sura added. They both argued each other. Because there is no one budged a great battle happened between them.

This fight is very powerful and terrible. Sura and Baya were crashing, pouncing and biting each other. None animals dared to approach or even stop their fight. This fight made all the water around them turned red because blood which
was coming out of their injured. This fight lasted very long. They continued to fight to defend territory without taking a rest at all.

In this battle Sura bite Baya’s tail. Getting a bite from Sura, Baya replied to bite Sura’s tail. Two of them were biting the tail one another without taking it off. This incident lasted very long until Sura was not stand anymore because his tail nearly severed. Then Sura ran to the ocean. Baya satisfied that he had managed to maintain his area. Until this day they both continued hostile and Sura never returned to rivers and lakes anymore.

The fight between shark and crocodile named Sura and Baya was very remarkable and memorable for the local society. Therefore, the area was given the name of Surabaya. And this fight is made as a symbol of Surabaya which is the image of sharks and crocodiles bite their tail each other.

Adapted From: [http://yunitapuspitasari.blogspot.co.id/2016/berlatih-soal-narrative-text.html](http://yunitapuspitasari.blogspot.co.id/2016/berlatih-soal-narrative-text.html)

6. What is the main idea of the passage?
   a. There was no longer fight between Sura and Baya
   b. There was a frequent fight between a Shark (sura) and a Crocodile (baya). They fought each other to fight for prey in the ocean
   c. Baya replied to bite Sura’s knee
   d. Baya wondered why his prey turned less
   e. There are two animals have good relationship

7. The word “Fight” in line 2 is closest in meaning.....
   a. Play
   b. Noisy
   c. Put
   d. Games
   e. Quarrel

8. Which of the following is implied in the passage?
   a. The fight between shark and crocodile named Sura and Baya was very remarkable and memorable for the local society. Therefore, the area was given the name of Surabaya
b. In vast sea there was a frequent fight between a Shark (sura) and a Crocodile (Baya)
c. He did this hunt secretly without being known by Baya
d. This day they both continued hostile and Sura never returned to rivers and lakes anymore
e. Baya didn’t angry to Sura although has broke this promise to Baya

9. He began to prowl in rivers and lakes in land.
The underlined word refers to.....
   a. Crocodile
   b. Sura
   c. Baya
d. Fish
e. Snack

(Question 10-15)
A long time ago, in a dense forest lies the are very much. Among the animals, which live there is a cat arrogant very clean, hairy and smooth white. So many animals who liked it, but she was to proud and arrogant to excess.

One day, the cat wants to live alone without family cat, because she felt it was great to rend for themselves without the help of her family. On her way she’s resting adjacent to the family chickens. Sunny morning, when the cat is angry because her voice has awakened chickens. “hi chicken presumptuous of you to wake coupled with your son, your son is ugly” said the cat. Chicken family very angry, they repel cats, with feeling annoyed cat it.

With feeling so tired cat sleeping in the shoulders of an elephant, When elephant was about to wake up the elephant accidentally dropped the cat “ hi you fool elephant, why you dropped me, you want to kill me?” elephant closer and said “oh you’re so beautiful”. Cat scratches elephant, rampage elephants make that cat darted him.

Cats are very upset and hungry, she tried to look for food on the ground. She met worm “you are a beautiful cat but why did you take my food.” The cat said
“all animals are well aware of my beauty because I was entitled to do as I please”. And worm said “bask cat snob, what you can survive in the soil”. “hahaha it’s the little things” said the cat. They also made a deal.

Eventually, after a day on the ground cat worm group tried to see, but the cat was already dead. Some worm told this to the cat family, but when her family until the cat arrogant who had died, had been in the eating lions. Adapter from [http://amelsalsabil.blogspot.com/English-Story%202013](http://amelsalsabil.blogspot.com/English-Story%202013)

10. What is the main idea of the passage?
   a. There was beautiful cat but she was arrogant
   b. The cat and her family live in the forest
   c. There was kindness cat
   d. There was beautiful cat with smooth fur
   e. The cat upset and hungry

11. The word “Arrogant” in line 2 is closest in meaning to....
   a. Stingy
   b. Loyalty
   c. Honest
   d. Cocky
   e. Easily touched

12. What is the cat wants?
   a. The cat was sleeping in the shoulders of an elephant
   b. The cat was very clean, hairy and smooth white
   c. The wants to eat many food in the forest
   d. The cat was not already dead
   e. The cat wants to live alone without family

13. It can be inferred from the passage that....
   a. The cat was beautiful and goat cat
   b. The cat lived together with her family
   c. The cat asked sorry to her friends
   d. The cat was died because she was arrogant to another
   e. The cat asked her family to leave her
14. “Hi you fool elephant, why you dropped me, you want to kill me?”

The underlined word refers to....

a. Cat
b. Worm
c. Snack
d. Elephant
e. Chicken

15. The sentence “Hahaha it’s the little things” in line 18 expresses....

a. Enjoy
b. Happy
c. Laugh
d. Afraid
e. Sad

(Question 16-22)

Malin Kundang

Once upon a time, there were mother and her young son, namely Malin Kundang, lived in difficult life. They hanged life with something given by the nature. They took woods from the forest and sold them to buy their food. It was not enough to fulfill their daily need normaly. They ate food whatever there was, they wore clothes whatever there was. They were very poor.

One day, Malin Kundang asked for permission to her mother to work. He want to change their life. “Mother, let me go to get work, so we can live in better life. I will come back soon” said Malin Kundang. “Of course, my Dear. May God bless you!” answered his mother.

Malin Kundang went away to try his luck in a big ship. His poor life motivated him to be a good employee. He was very diligent and made his career increased as fast as possible, until he became a rich man. The merchant of a big ship interested in him and wanted him to marry his daughter. Malin Kundang agreed because she was very beautiful.
After Malin Kundang married, one day, his wife invited him to see his mother land. Malin agreed with her. Their ship anchored near the harbor of West Sumatra. Everybody heard their coming. The dweller told about it. “Malin come back! Malin come back! He is a rich man now!” they shouted.

Malin Kundang’s mother came to the harbor and found Malin Kundang with his wife. “Malin! Welcome to your village!” said his mother. Malin Kundang ashamed to his wife when he saw his mother in a bad clothes. He always said to his wife that he was a son of a rich man.

“I am your mother, Malin. You don’t remember me, do you?” said his mother more.

“Go away! I have no mother like you!” shouted Malin Kundang. Malin Kundang’s mother was very sad. She was in believe and un-believe that the man on the ship is his son. She said to God to make sure about it. “God if he is not my son, forgive me that I have felt he is my son, but if he is my son, you are the Justest King”.

In a short time, the sky became dark, the thunder rumbled. No light then after the last thundering sound. After everything in normal condition, there was a big stone of Malin Kundang and his ship.

Adapted from https://brainly.co.id/tugas/5368189

16. What is the main idea of the first paragraph?
   a. Malin Kundang is a man who rebellious to his mother
   b. Malin Kundang became a big stone
   c. Malin Kundang went away to try his luck in a big ship
   d. There were her mother and young son, namely Malin Kundang, lived in difficult life
   e. Malin Kundang is a good children

17. In the text above, what tenses is used by the writer?
   a. Simple future
   b. Simple present
c. Simple perfect

d. Simple perfect continues tense

e. Simple past

18. The sentence “I am your mother, Malin. You don’t remember me, do you?” in line 24 expresses....

   a. Sad
   b. Angry
   c. Ashamed
   d. Happy
   e. Proud

19. After Malin Kundang married, one day, his wife invited him to see his mother land.

   The underline word refers to....

   a. Father
   b. Mother
   c. The writer
   d. Wife
   e. Malin Kundang

20. The word “Ashamed” in line 20 is closest in meaning to....

   a. Embarrassed
   b. Excited
   c. Angry
   d. Happy
   e. Sad

21. The sentence “Go away! I have no mother like you!” in line 25 expresses....

   a. Happy
   b. Angry
   c. Proud
   d. Sad
   e. Afraid

22. The last paragraph is called?
A farmer came across a bird with a broken wing. He picked it up, took it home and looked after it lovingly, even though his wife complained bitterly about his wasting too much time on the creature.

After some time, the wing mended and, because the bird did not want the farmer to have kept on arguing with his wife all the time, it decided to go back to its nest.

When the farmer discovered that the bird was gone, he was so upset that he went out to look for it. Eventually, he found it again, and was greeted happily by the whole family of the bird. As a sign of their thanks for his care and attention, the birds gave him a little box, and told him not to open it until he got home.

To his surprise, the farmer found the box full of precious stones. When his wife saw them, she decided that she too deserved a reward, and she went to see the birds. The birds gave her a little casket; but this one was full of devils. The devils jumped on her as soon as she opened the casket and chased her away.

Left alone, the farmer went to live near his friend, the bird. There he built a hut of perfumed wood; and the birds decorated it with flowers of every kind.


23. The generic structure of the text is......
   a. Orientation – Events – Reorientation
   b. Newsworthy Events – Background Events – Sources
c. Identification – Description

d. Orientation – Complication – Resolution – Reorientation

e. General Classification – Description

24. What do we learn from the text?
   a. Arguing makes you distressed
   b. A good deed deserves a reward
   c. A gift shows kindness
   d. Suffering bring happiness
   e. Having no heart makes you isolated

25. What is the main information discussed in the third paragraph?
   a. The farmer was happy having got a box of precious stones
   b. The farmer got a little casket from the birds
   c. The birds welcomed the farmer
   d. The bird left the farmer
   e. The farmer was so angry and went out to find the bird

26. The word “discovered” in the third paragraph means that....
   a. Found out
   b. Believed
   c. Saw
   d. Proved
   e. Invented

(Question 27-31)

A fox fell into a well and couldn’t get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. “Good,” said the fox, “It’s the best water I’ve tasted in all my life. Come down and try it yourself.”

The goat was thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, “I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I’ll climb on your back, from there. I’ll step on your horns, and I can get out. And when I’m out, I’ll help you out of the well.”
The goat did as he was asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turn to him and said, “if you only had thought carefully about getting out, you wouldn’t have jumped into the well.”

The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat out and thanked the old man.

Adapted from https://brainly.co.id/tugas/5368189

27. The text tells the story of .....  
   a. A fox  
   b. A got  
   c. A fox and a got  
   d. An old man and a fox  
   e. The goat and an old man

28. What do we learn from the text?  
   a. The fox’s idea of how to get out of the well  
   b. How the fox helped the goat  
   c. How both the goat and the fox got out of the well  
   d. Why the fox got into the well  
   e. How the fox got out of the well

29. The first paragraph is called .....  
   a. Orientation  
   b. Complication  
   c. Resolution  
   d. Identification  
   e. Conclusion

30. “The goat did as he was asked ........” (Paragraph 3)  
   What does the above sentence mean?  
   a. The goat drank enough and looked around.
b. The goat came down to the well and drank.
c. The goat called out loudly after the fox got out
d. The goat waited someone who might help him
e. The goat stood on his hind legs and put his forelegs against the side of the well

31. “Come down and try it yourself.” (Paragraph 1).
   The underlined word refers to ......
   a. A well
   b. A fox
   c. Life
   d. Water
   e. A goat

(Question 32-36)

In ancient times, there is a princess in West Java named Dayang Sumbi. She had a son named Sangkuriang. Sangkuriang was a boy who liked to hunt and when hunting, he was always accompanied by his dog named Tumang. Despite a Dog, Tumang actually an incarnation of the god and the father of Sangkuriang.

One day, he got mad at Tumang for not pursuing the animals. Because of so angry, he then expelled Tumang so the dog went into the woods. He then returned to the palace and told the incident to her mother. “You are so naughty sangkuriang, why you do it!!” Dayang Sumbi was so angry and hit his head. Sangkuriang then disappointed and he decided to wander.

After hitting Sangkuriang, Dayang Sumbi felt so sorry and she always prayed and meditated to get forgiveness from God. One day, God gave a gift because she was so diligent in praying. The prize is a timeless beauty that would make Dayang Sumbi becoming young forever. After wandering for a dozen years, Sangkuriang returned home. When he reached the kingdom, all had changed. He did not know what was happening. One day, he met a girl who was so beautiful. The girl was actually a Dayang Sumbi, his own mother.
Sangkurian fell in love with the girl and then proposed her. Because of the handsomeness that was owned by Sangkurian, then Dayang Sumbi also fell in love. One day, Sangkurian want to hunt and he asked Dayang Sumbi to fix the headband. However, Dayang Sumbi surprised that her future husband had a head injury. Dayang Sumbi then realized that was the same injury as her son who wandered away. She then noticed Sangkurian face, and she was more surprised to realize that her husband was Sangkurian, her own son.

After those happenings, she immediately looked for ways to thwart the plan of making a proposal. She then proposed two requirements to Sangkurian. First, Sangkurian should stem the Citarum River. Secondly, she asked Sangkurian to make a big canoe to cross the river. Both of those conditions should be finished before sunrise.

At night, Sangkurian asked for help to spirit creatures to complete all the work. Dayang Sumbi secretly peeked at the job. Once the work was almost complete, Dayang Sumbi ordered his forces to hold a very long red carpet to the east of the city.

The carpet made the light became red and Sangkurian thought that the sun had risen. He stopped his work and was very upset because all could not meet the requirements posed by Dayang Sumbi. Using his strength, Sangkurian broke the dam and the city became flooding. His big canoe then crashed upside down and changed into a mountain named, Tangkuban Perahu.

Adapted From: Buku Kerja Bahasa Inggris Semester II Kelas XI SMA Tahun 2012

32. The best title for the passage is....
   a. Disaster of love
   b. Dayang Sumbi
   c. The beautiful mother and her son
   d. Sangkurian
   e. A river

33. Which statement is TRUE according to the text?
   a. Sangkurian did not ask help to another complete all the work.
b. Dayang Sumbi didn’t order his forces to hold a very long red carpet to the east of the city
c. Sangkuriang was a boy who disliked hunting
d. Dayang Sumbi proposed one requirement to Sangkuriang
e. Dayang Sumbi surprised that her future husband had a head injury

34. The second paragraph is called....
a. Orientation
b. Complication
c. Resolution
d. Identification
e. Conclusion

35. What is the purpose of the text?
a. To persuade the readers that something should or should not be the case
b. To present at least three points of view about some events
c. To inform the readers about the events of the day which are considered newsworthy
d. To describe something that happen in the text
e. To communicate between the writer and the readers clearly about the text

36. One day, God gave a gift because she was so diligent in praying. What does the underlined word mean?
a. Gold
b. Silver
c. Surprise
d. Punishment
e. Prize
Once upon a time there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the housework.

One day an invitation to the ball came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy good mother came and helped her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her then he married her. They lived happily ever after.

Adapted from [http://amelsalsabil.blogspot.com/English-Story%202013](http://amelsalsabil.blogspot.com/English-Story%202013)

37. What is the main idea of the first paragraph?
   a. Cinderella’s mother was very kind to her
   b. There was a beautiful girl called Cinderella, she lived with her stepmother and stepsisters
   c. Cinderella and her stepsisters were very bossy
   d. Cinderella’s stepsister went to the ball with her stepmother
   e. Cinderella and her family lived happily together

38. “They were very bossy.” (Paragraph 1) The word “bossy” means...
   a. Furious
   b. Sensitive
   c. Snnoying
   d. Domineering
   e. Arrogant

39. In the text above, what tense is used by the writer?
   a. Simple present tense
   b. Simple future tense
   c. Simple past tense
   d. Past perfect tense
   e. Future perfect tense
40. What is the purpose of the text?
   a. To present at least two points of view about an issue
   b. To entertain the readers about the story
   c. To explain something
   d. To persuade the readers that something should or should not be the case
   e. To inform the readers about the events of the day which are considered newsworthy
**APPENDIX 6**

**THE BLUE PRINT QUESTIONS OF POST-TEST AFTER VALIDITY**

**Nama Sekolah** : SMA Negeri 04 Pondok Ranji, Kota Tangerang Selatan

**Kelas** : X (Sepuluh)

**Mata Pelajaran** : Bahasa Inggris

**Standar Inti** : Mengolah, menalar, dan menyaji, dalam ranah kongkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

<table>
<thead>
<tr>
<th>Materi</th>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
<th>Jenis Butir Soal</th>
<th>Nomor Soal</th>
<th>Jumlah</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative Text</td>
<td>Membedakan dan menangkap makna terkait fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis sederhana berbentuk cerita pendek, sesuai dengan konteks penggunaannya.</td>
<td>1. Mengidentifikasi main idea dari sebuah teks naratif.</td>
<td>3,6,9</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Mengidentifikasi informasi dalam sebuah teks naratif.</td>
<td></td>
<td>8,13,16</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Mengklasifikasikan <em>generic structure</em> yang ada pada teks naratif.</td>
<td></td>
<td>14,15,17,1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Menganalisis penggunaan bentuk kerja dalam teks naratif (misalnya: <em>simple past tense</em>).</td>
<td></td>
<td>1,10,19</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Mengidentifikasi penggunaan <em>pronoun</em> dari sebuah teks naratif.</td>
<td></td>
<td>5,12,20</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Mengidentifikasi makna dari sebuah kosa kata maupun kalimat dalam teks naratif.</td>
<td></td>
<td>2,4,7,11</td>
<td>4</td>
</tr>
</tbody>
</table>
APPENDIX 7

THE INSTRUMENT OF POST-TEST AFTER VALIDITY

Test Item for Posttest After Validity

Name : 
Class : X IPA
Time : 40 minutes

Read the text carefully then answer the questions by giving a cross mark (X) on the correct option (A, B, C, D, and E)!

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

Snow White did not want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, “what is your name?” Snow White said, “my name is Snow White”.

Doc said, “If you wish, you may live here with us”. Snow White said, “Oh could I?” Then Snow White told the dwarfs the whole story and Snow White and the 7 dwarfs lived happily ever after.

Adapter from http://amelsalsabil.blogspot.com/English-Story%202013

1. In the text above, what tenses is used by the writer?
   a. Past tense
   b. Past continues tense
c. Present tense

d. Present continues tense

e. Present perfect tense

2. “Snow White didn’t want her uncle and aunt to do this so she decided to run away.” (Paragraph 3).
The synonym of the underlined word is....

   a. hold
   b. flee
   c. reach
   d. bought
   e. appear

(Question 3-5)

In ancient times, in vast sea there was a frequent fight between a Shark (sura) and a Crocodile (baya). They fought each other to fight for prey in the ocean. They almost had same strength and already fought so many times but no one ever wins or loses. Eventually they both made an agreement that must be followed. The agreement was a division of hunting area. They divided their hunting territory into two where Sura ruled in water and hunted aquatic animals while crocodile ruled on the land and hunted land animals. Their territory bounded by the shoreline in beach. This agreement should not be violated by anyone.

With this agreement, there was no longer fight between Sura and Baya. They both had reconciled and agreed to respect each territory. However, this peace did not last long. Until one day, Sura ran out of prey in the ocean. He began to prowl in rivers and lakes in land. Sura also caught land animals which were drinking at the river. He did this hunt secretly without being known by Baya.

One day Baya wondered why his prey turned less. Then he looked for the cause and he found Sura was hunting in his area. It made Baya became very angry. “Why are you hunting in my territory?” Baya asked in anger. Sura was shocked to hear Baya was angry with him, “I do not hunt in your area, I hunt in waters which are my territory” said Sura. “But you were hunting in river. The river is located on
the mainland and you’re also eating land animals that are my prey. You have violated our agreement “said Baya. “It cannot be. all water is my territory, including rivers and lakes that exist in the land!” Sura added. They both argued each other. Because there is no one budged a great battle happened between them.

This fight is very powerful and terrible. Sura and Baya were crashing, pouncing and biting each other. None animals dared to approach or even stop their fight. This fight made all the water around them turned red because blood which was coming out of their injured. This fight lasted very long. They continued to fight to defend territory without taking a rest at all.

In this battle Sura bite Baya’s tail. Getting a bite from Sura, Baya replied to bite Sura’s tail. Two of them were biting the tail one another without taking it off. This incident lasted very long until Sura was not stand anymore because his tail nearly severed. Then Sura ran to the ocean. Baya satisfied that he had managed to maintain his area. Until this day they both continued hostile and Sura never returned to rivers and lakes anymore.

The fight between shark and crocodile named Sura and Baya was very remarkable and memorable for the local society. Therefore, the area was given the name of Surabaya. And this fight is made as a symbol of Surabaya which is the image of sharks and crocodiles bite their tail each other.

Adapted From: http://yunitapuspitasari.blogspot.co.id/2016/berlatih-soal-narrative-text.html

3. What is the main idea of the passage?
   a. There was no longer fight between Sura and Baya
   b. There was a frequent fight between a Shark (sura) and a Crocodile (baya). They fought each other to fight for prey in the ocean
   c. Baya replied to bite Sura’s knee
   d. Baya wondered why his prey turned less
   e. There are two animals have good relationship

4. The word “Fight” in line 2 is closest in meaning.....
   a. Play
   b. Noisy
c. Put
d. Games
e. Quarrel

5. **He** began to prowl in rivers and lakes in land.

The underlined word in line 10 refers to.....

a. Crocodile
b. Sura
c. Baya
d. Fish
e. Snack

(Question 6-8)

A long time ago, in a dense forest lies the are very much. Among the animals, which live there is a cat arrogant very clean, hairy and smooth white. So many animals who liked it, but she was to proud and arrogant to excess.

One day, the cat wants to live alone without family cat, because she felt it was great to rend for themselves without the help of her family. On her way she’s resting adjacent to the family chickens. Sunny morning, when the cat is angry because her voice has awakened chickens, “hi chicken presumptuous of you to wake coupled with your son, your son is ugly” said the cat. Chicken family very angry, they repel cats, with feeling annoyed cat it.

With feeling so tired cat sleeping in the shoulders of an elephant. When elephant was about to wake up the elephant accidentally dropped the cat “hi you fool elephant, why you dropped me, you want to kill me?” elephant closer and said “oh you’re so beautiful”. Cat scratches elephant, rampage elephants make that cat darted him.

Cats are very upset and hungry, she tried to look for food on the ground. She met worm “you are a beautiful cat but why did you take my food.” The cat said “all animals are well aware of my beauty because I was entitled to do as I please”. And worm said “bask cat snob, what you can survive in the soil”. “hahaha it’s the little things” said the cat. They also made a deal.
Eventually, after a day on the ground cat worm group tried to see, but the cat was already dead. Some worm told this to the cat family, but when her family until the cat arrogant who had died, had been in the eating lions.

Adapter from http://amelsalsabil.blogspot.com/English-Story%202013

6. What is the main idea of the passage?
   a. There was beautiful cat but she was arrogant
   b. The cat and her family live in the forest
   c. There was kindness cat
   d. There was beautiful cat with smooth fur
   e. The cat upset and hungry

7. The word “Arrogant” in line 2 is closest in meaning to....
   a. Stingy
   b. Loyalty
   c. Honest
   d. Cocky
   e. Easily touched

8. It can be inferred from the passage that....
   a. The cat was beautiful and goat cat
   b. The cat lived together with her family
   c. The cat asked sorry to her friends
   d. The cat was died because she was arrogant to another
   e. The cat asked her family to leave her

(Question 9-12)

Malin Kundang

Once upon a time, there were mother and her young son, namely Malin Kundang, lived in difficult life. They hanged life with something given by the nature. They took woods from the forest and sold them to buy their food. It was not enough to fulfill their daily need normally. They ate food whatever there was, they wore clothes whatever there was. They were very poor.
One day, Malin Kundang asked for permission to her mother to work. He want to change their life. “Mother, let me go to get work, so we can live in better life. I will come back soon” said Malin Kundang. “Of course, my Dear. May God bless you!” answered his mother.

Malin Kundang went away to try his luck in a big ship. His poor life motivated him to be a good employee. He was very diligent and made his career increased as fast as possible, until he became a rich man. The merchant of a big ship interested in him and wanted him to marry his daughter. Malin Kundang agreed because she was very beautiful.

After Malin Kundang married, one day, his wife invited him to see his mother land. Malin agreed with her. Their ship anchored near the harbor of West Sumatra. Everybody heard their coming. The dweller told about it. “Malin come back! Malin come back! He is a rich man now!” they shouted.

Malin Kundang’s mother came to the harbor and found Malin Kundang with his wife. “Malin! Welcome to your village!” said his mother. Malin Kundang ashamed to his wife when he saw his mother in a bad clothes. He always said to his wife that he was a son of a rich man.

“I am your mother, Malin. You don’t remember me, do you?” said his mother more.

“Go away! I have no mother like you!” shouted Malin Kundang. Malin Kundang’s mother was very sad. She was in believe and un-believe that the man on the ship is his son. She said to God to make sure about it. “God if he is not my son, forgive me that I have felt he is my son, but if he is my son, you are the Justest King”.

In a short time, the sky became dark, the thunder rumbled. No light then after the last thundering sound. After everything in normal condition, there was a big stone of Malin Kundang and his ship.

Adapted from https://brainly.co.id/tugas/5368189

9. What is the main idea of the first paragraph?
   a. Malin kundang is man who rebellious to his mother
b. Malin kundang became a big stone

c. Malin kundang went away to try his luck in a big ship

d. There were her mother and young son, namely Malin kundang, lived in
difficult life

e. Malin kundang is a good children

10. In the text above, what tenses is used by the writer?
   a. Simple future
   b. Simple present
   c. Simple perfect
   d. Simple perfect continues tense
   e. Simple past

11. The sentence “I am your mother, Malin. You don’t remember me, do you?” in line 24 expresses....
   a. Sad
   b. Angry
   c. Ashamed
   d. Happy
   e. Proud

12. The word “Ashamed” in line 20 is closest in meaning to....
   a. Embarrassed
   b. Excited
   c. Angry
   d. Happy
   e. Sad

(Question 13-14)

A farmer came across a bird with a broken wing. He picked it up, took it home and looked after it lovingly, even though his wife complained bitterly about his wasting too much time on the creature.
After some time, the wing mended and, because the bird did not want the farmer to have kept on arguing with his wife all the time, it decided to go back to its nest.

When the farmer discovered that the bird was gone, he was so upset that he went out to look for it. Eventually, he found it again, and was greeted happily by the whole family of the bird. As a sign of their thanks for his care and attention, the birds gave him a little box, and told him not to open it until he got home.

To his surprise, the farmer found the box full of precious stones. When his wife saw them, she decided that she too deserved a reward, and she went to see the birds. The birds gave her a little casket; but this one was full of devils. The devils jumped on her as soon as she opened the casket and chased her away.

Left alone, the farmer went to live near his friend, the bird. There he built a hut of perfumed wood; and the birds decorated it with flowers of every kind.

Adapted from http://lenyerlinda.blogspot.com/2013/09/soal-narrative-pilihan-ganda-2.html

13. What do we learn from the text?
   a. Arguing makes you distressed
   b. A good deed deserves a reward
   c. A gift shows kindness
   d. Suffering bring happiness
   e. Having no heart makes you isolated

14. The word “discovered” in the third paragraph means that....
   a. Found out
   b. Believed
   c. Saw
   d. Proved
   e. Invented
(Question 15)

A fox fell into a well and couldn’t get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. “Good,” said the fox, “It’s the best water I’ve tasted in all my life. Come down and try it yourself.”

The goat was thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, “I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I’ll climb on your back, from there. I’ll step on your horns, and I can get out. And when I’m out, I’ll help you out of the well.”

The goat did as he was asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turn to him and said, “if you only had thought carefully about getting out, you wouldn’t have jumped into the well.”

The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat out and thanked the old man.

Adapted from https://brainly.co.id/tugas/5368189

15. “The goat did as he was asked .........” (Paragraph 3)

What does the above sentence mean?

a. The goat drank enough and looked around.
b. The goat came down to the well and drank.
c. The goat called out loudly after the fox got out
d. The goat waited someone who might help him
e. The goat stood on his hind legs and put his forelegs against the side of the well

(Question 16-17)

In ancient times, there is a princess in West Java named Dayang Sumbi. She had a son named Sangkuriang. Sangkuriang was a boy who liked to hunt and when hunting, he was always accompanied by his dog named Tumang. Despite a Dog, Tumang actually an incarnation of the god and the father of Sangkuriang.
One day, he got mad at Tumang for not pursuing the animals. Because of so angry, he then expelled Tumang so the dog went into the woods. He then returned to the palace and told the incident to her mother. “You are so naughty sangkuriang, why you do it!!” Dayang Sumbi was so angry and hit his head. Sangkuriang then disappointed and he decided to wander.

After hitting Sangkuriang, Dayang Sumbi felt so sorry and she always prayed and meditated to get forgiveness from God. One day, God gave a gift because she was so diligent in praying. The prize is a timeless beauty that would make Dayang Sumbi becoming young forever. After wandering for a dozen years, Sangkuriang returned home. When he reached the kingdom, all had changed. He did not know what was happening. One day, he met a girl who was so beautiful. The girl was actually a Dayang Sumbi, his own mother.

Sangkuriang fell in love with the girl and then proposed her. Because of the handsomeness that was owned by Sangkuriang, then Dayang Sumbi also fell in love. One day, Sangkuriang want to hunt and he asked Dayang Sumbi to fix the headband. However, Dayang Sumbi surprised that her future husband had a head injury. Dayang Sumbi then realized that was the same injury as her son who wandered away. She then noticed Sangkuriang face, and she was more surprised to realize that her husband was Sangkuriang, her own son.

After those happenings, she immediately looked for ways to thwart the plan of making a proposal. She then proposed two requirements to Sangkuriang. First, Sangkuriang should stem the Citarum River. Secondly, she asked Sangkuriang to make a big canoe to cross the river. Both of those conditions should be finished before sunrise.

At night, Sangkuriang asked for help to spirit creatures to complete all the work. Dayang Sumbi secretly peeked at the job. Once the work was almost complete, Dayang Sumbi ordered his forces to hold a very long red carpet to the east of the city.

The carpet made the light became red and Sangkuriang thought that the sun had risen. He stopped his work and was very upset because all could not meet the requirements posed by Dayang Sumbi. Using his strength, Sangkuriang broke
the damand the city became flooding. His big canoe then crashed upside down and changed into a mountain named, Tangkuban Perahu.

Adapted From: *Buku Kerja Bahasa Inggris Semester II Kelas XI SMA Tahun 2012*

16. Which statement is TRUE according to the text?
   a. Sangkuriang did not ask help to another complete all the work.
   b. Dayang Sumbi didn’t order his forces to hold a very long red carpet to the east of the city
   c. Sangkuriang was a boy who disliked hunting
   d. Dayang Sumbi proposed one requirement to Sangkuriang
   e. Dayang Sumbi surprised that her future husband had a head injury

17. The second paragraph is called....
   a. Orientation
   b. Complication
   c. Resolution
   d. Identification
   e. Conclusion

(Question 18-20)

Once upon a time there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the house work.

One day an invitation to the ball came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy good mother came and helped her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her then he married her. They lived happily ever after.

Adapted from [http://amelsalsabil.blogspot.com/English-Story%202013](http://amelsalsabil.blogspot.com/English-Story%202013)

18. What is the main idea of the first paragraph?
   a. Cinderella’s mother was very kind to her
b. There was a beautiful girl called Cinderella, she lived with her stepmother and stepsisters.

c. Cinderella and her stepsisters were a very bossy.

d. Cinderella’s stepsister went to the ball with her stepmother.

e. Cinderella and her family lived happy together.

19. In the text above, what tense is used by the writer?
   a. Simple present tense
   b. Simple future tense
   c. Simple past tense
   d. Past perfect tense
   e. Future perfect tense

20. What is the purpose of the text?
   a. To present at least two points of view about an issue
   b. To entertain the readers about the story
   c. To explain something
   d. To persuade the readers that something should or should not be the case
   e. To inform the readers about the events of the day which are considered newsworthy.
APPENDIX 8
ANSWER KEYS OF PRE-TEST AND POST-TEST

THE ANSWER’S KEY

<table>
<thead>
<tr>
<th>Test Item for Pretest After Validity</th>
</tr>
</thead>
</table>
THE ANSWER’S KEY

Test Item for Posttest After Validity

1. A  
2. B  
3. B  
4. E  
5. B  
6. A  
7. D  
8. D  
9. D  
10. E  
11. A  
12. A  
13. B  
14. A  
15. E  
16. E  
17. B  
18. B  
19. C  
20. B
### Pre-test of Experimental Class

<table>
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<th>No.</th>
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<th>3</th>
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<th>18</th>
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<tbody>
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<td>B</td>
<td>D</td>
<td>C</td>
<td>D</td>
<td>C</td>
<td>D</td>
<td>B</td>
<td>B</td>
<td>D</td>
<td>A</td>
<td>D</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>C</td>
<td>B</td>
<td>D</td>
</tr>
</tbody>
</table>

---

**Total Score:** 15
Pre-test of Controlled Class

Nama: Adhieka Malika Harvif
Kelas: XI IPA 2

1. A. ______
2. A. ______
3. A. ______
4. A. ______
5. B. ______
6. C. ______
7. A. ______
8. A. ______
9. A. ______
10. B. ______

B = 9 x 5 = 45

Tiara Sharti Marhur
Post-test of Experimental Class

Gisela Rara Wening-P  
X-1PA-2

<table>
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<th>No.</th>
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</tr>
<tr>
<td>2.</td>
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<td></td>
</tr>
<tr>
<td>3.</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>E</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>E</td>
<td></td>
</tr>
<tr>
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<td>A</td>
<td></td>
</tr>
<tr>
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<tr>
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<td>E</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>E</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>E</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>B</td>
<td></td>
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</tbody>
</table>

B = 18 × 5 = 90

Believe in yourself
Name: Ilhami Putri Ayusmi
Class: X IPA 2

1. b.
2. e.
3. b.
4. e.
5. b.
6. a.
7. a.
8. e.
9. a.
10. a.
11. b.
12. a.
13. b.
14. e.
15. c.
16. e.
17. b.
18. b.
19. c.
20. b.

B = 12 \times 5 = 60
# Post-test of Controlled Class

<p>| | | | | |</p>
<table>
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<tbody>
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<td>a</td>
<td>2.</td>
<td>b</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>e</td>
<td>5.</td>
<td>e</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>d</td>
<td>8.</td>
<td>d</td>
<td>9.</td>
</tr>
<tr>
<td>10.</td>
<td>e</td>
<td>11.</td>
<td>d</td>
<td>12.</td>
</tr>
<tr>
<td>13.</td>
<td>b</td>
<td>14.</td>
<td>d</td>
<td>15.</td>
</tr>
<tr>
<td>16.</td>
<td>e</td>
<td>17.</td>
<td>b</td>
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<tr>
<td>19.</td>
<td>e</td>
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<td></td>
</tr>
</tbody>
</table>

\[ B = 17 \times 5 = 85 \]
<table>
<thead>
<tr>
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<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>B</td>
<td></td>
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</tr>
</tbody>
</table>

B = 11 \times 5 = 55
APPENDIX 10

SURAT PENGESAHAN PROPOSAL SKRIPSI

[Image of the document with the text translated as follows:

**NAMA**
Nyoman Fiska Atmaya

**NIM**
1111111111

**Jurusan**
Pendidikan Bahasa Inggris

**Judul Proposal**
The Effects of Using Listen - Read - Discuss Strategy in Students' Reading Comprehension of Mandarin Texts (A Quasi-Experimental Research of Four Groups of Students on Mandarin Texts, October-December 2017)

**Tanggal Penyampaian**
28 Februari 2019

**Tanggal Pelaksanaan**
23 Maret 2019

**Pengujian**
Dr. Yudha, S.Si., M.Pd.

**Penguji**
Dr. Yudha, S.Si., M.Pd.

**KESIMPULAN**

**UIN**

[Logo UIN]
APPENDIX 11

SURAT BIMBINGAN SKRIPSI

Kepada Yth.,

Dr. Farida Hamid, M.Pd.
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayaturrahman
Jakarta.

Assalamualaikum Wr. & Wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing 1 (materi/teknis) penulisan skripsi mahasiswa:

Nama : Nurmaileh Fariq Attiyah
NIM : 11150140000001
Jurusan : Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Judul Skripsi : The Effect of Using Listen-Read-Discuss Strategy on Students’ Reading Comprehension of Narrative Text


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berceriknya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamualaikum Wr. & Wb.

[Signature]

[Signature]

Ketua Pendidikan Bahasa Inggris
Dekan, M.Pd.
NIP. 19690912200901 1 008

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
SURAT BIMBINGAN SKRIPSI

Nomor : B- 1516 /FI/KM.01.3/Bulan/2019
Lamp. : I
Hal : Bimbingan Skripsi

Kepada Yth.,

Atik Yuliarti, M.A. TESOL
Pembimbing Skripsi
Jakarta

Assalamu’alaikum Wr. Wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing penulisan skripsi mahasiswa:

Nama : Nurmilah Fitri Atasyah
NIM : 11150140000001
Jurusan : Pendidikan Bahasa Inggris
Semester : VII (Delapan)
Judul Skripsi : The Effect of Using Listen-Read-Discuss Strategy on Students’ Reading Comprehension of Narrative Text


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

[Signature]

 dear [Signature]

[Signature]

[Signature]

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.

[Signature]

[Signature]

Dr. A.S., M.Pd.
NIP. 196009122009011008
APPENDIX 12

SURAT IZIN PENELITIAN

KEMENTERIAN AGAMA
UIN JAKARTA
FITK

FORM (FR)
No. Dokumen : FITK-KE-44/01-82
Tgl. Terbit : 1 Maret 2019
No. Revisi : 01
Hal : 1/1

SURAT PERMOHONAN IZIN PENELITIAN

Nomor : B- 1514 /F1/KM.04/3/Bulan 2019
Lampiran : 
Hal : Permohonan Izin Penelitian

Jakarta, 01 Mei 2019

Kepada Yth,

Kepala Sekolah
SMAN 04 Kota Tangerang Selatan
di-
Tempat

Assalamualaikum Wr. Wb.

Dengan hormat kami sampaikan bahwa,

Nama : Nurmiyah Fitria Atasyah
NIM : 11150140000001
Jurusan : Pendidikan Bahasa Inggris
Semester : VIII (Delapan)

Judul Skripsi: The Effect of Using Listen-Read-Discuss Strategy on Students’ Reading Comprehension of Narrative Text

adalah bener mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun Skripsi, dan akan mengadakan penelitian (istilah di istansisiskolah/madrasah yang Saudara pimpin).

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamualaikum Wr. Wb.

A.n. Dekan,
Ketua Pendidikan Bahasa Inggris

Didin N Hidayat, MA, TESOL, Ph.D
NIP. 19600738 200912 1 001

Tembusan:
1. Dekan FITK
2. Wakil Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
APPENDIX 13

SURAT KETERANGAN PENELITIAN DARI SEKOLAH

PEMERINTAH PROVINSI BANTEN
DINAS PENDIDIKAN DAN KEBUDAYAAN
UNIT PELAKSANA TEKNIS
SMA NEGERI 4 KOTA TANGERANG SELATAN

SURAT KETERANGAN
Nomor: 423.4/114/Kurikulum

Yang bertanda tangan di bawah ini Kepala SMA Negeri 4 Kota Tangerang Selatan, merujukkan bahwa:

Nama: Nurmilah Fitria Atasyah
NIM: 11150140000001
Program Studi: Pendidikan Bahasa Inggris
Jenjang Pendidikan: S1 (Strata Satu)
Perguruan Tinggi: Universitas Islam Negeri Syarif Hidayatullah Jakarta


Demikian Surat Keterangan ini dibuat dengan sebenarnya, untuk dipergunakan sebagaimana mestinya.

Surabaya, 16 September 2019

Syukurmin, S.Pd., M.Si.
NIP. 19660822 199001 1 001
APPENDIX 14

DOCUMENTATION

The Documentation of Experimental Class
The Documentation of Controlled Class