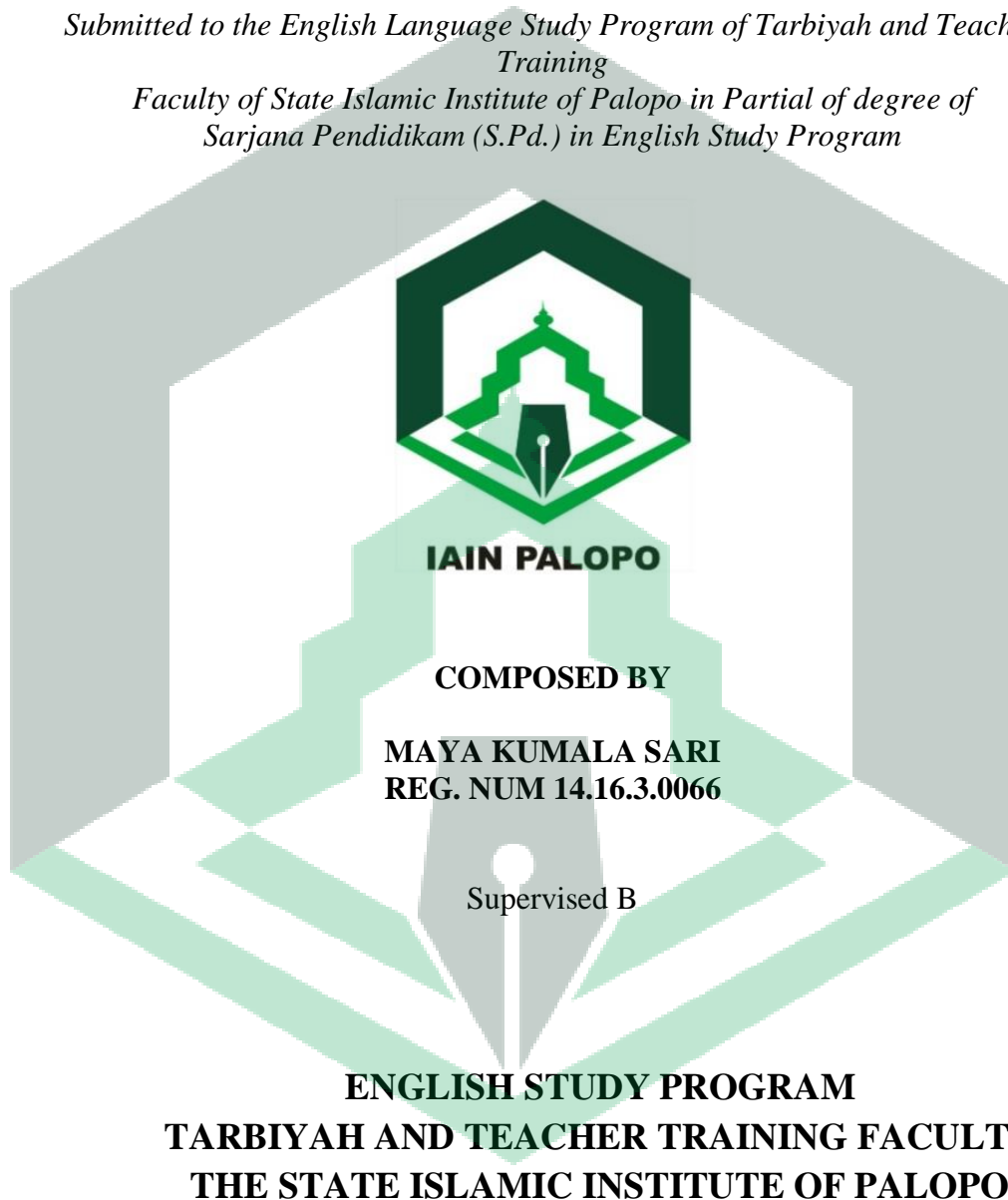


**IMPROVING STUDENTS' READING COMPREHENSION THROUGH
LISTEN, READ, DISCUSS (LRD) STRATEGY OF THE ELEVENTH
GRADE AT MAN PALOPO**

A THESIS

*Submitted to the English Language Study Program of Tarbiyah and Teacher
Training*

*Faculty of State Islamic Institute of Palopo in Partial of degree of
Sarjana Pendidikam (S.Pd.) in English Study Program*



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IAIN PALOPO

BY

Maya kumala sari

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Supervised By:

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- 2. Dewi furwana S.Pd.I., M.Pd**

**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC INSTITUTE OF PALOPO**

2021

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The thesis entitled "IMPROVING STUDENTS READING COMPREHENSION THROUGH LISTEN, READ, DISCUSS (LRD) STRATEGY OF THE ELEVENTH GRADE AT MAN PALOPO" which is written by MAYA KUMALA SARI, REG Number. 14.16.3.0066, English study program of Tarbiyah and Teacher Training Faculty the State Institute for Islamic Studies Palopo. Its has been examined and defended in **Munaqasyah** examination session which is carried out on **Friday, Januaryth 2022**. It is authorized and acceptable as partial fulfilment of requirement for S.pd. degree in English language teaching.

Palopo, January 28th 2022

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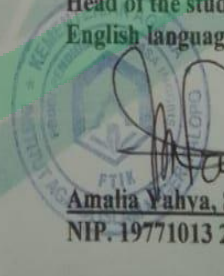
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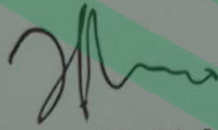
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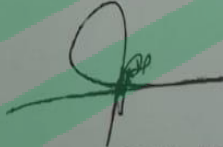
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CONSULTANT APPROVAL


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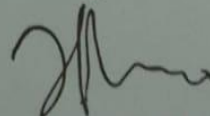
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Dr. Masruddin S.S.,M.Hum

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Pembimbing II



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الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَ بِهِ نَسْتَعِينُ عَلَى أُمُورِ الدُّنْيَا وَ الدِّينِ . الصَّلَاةُ وَ

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أَمَّا بَعْدُ .

Alhamdulillah Rabbil Alamin, praise and thanks to the Almighty God, Allah SWT, without His blessing and mercy, the researcher would have never been able to start and finish this thesis as the requirement for degree of Sarjana Pendidikan (S.Pd) at the State Islamic Institute (IAIN) Palopo on the title “IMPROVING STUDENT READING COMPREHENSION THROUGH LISTEN, READ, DISCUSS (LRD) STRATEGY OF NARRATIVE TEXT AT THE ELEVENTH YEARS STUDENT OF MAN PALOPO (A experiment Study for Senior High School Teachers in kota palopo)”. To our beloved prophet, the chosen one Muhammad SAW shalawat and salam be upon him.

The researcher realizes that the existence of this thesis was by receiving much advice, guidance, encouragements and comments from many people. Therefore, the writer would like to express thankful to:

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8. Headmaster of MAN PALOPO, along with Teachers and Staff, who have provided permission and assistance in conducting research.

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10. Specially for my best friends Raodah, Rosmawati, Hasrah, Nurhidayah, Nurindah, Nurwahidah, and Nur asiah, give jokes and smiles to the writer in every place and every situation, You are the Awesome Buddy.

Finally, the writer pray to the God, Allah SWT gives regard to all the people who have helped the writer, and the writer hopes this thesis can be useful and give positive contribution for the readers and the others.

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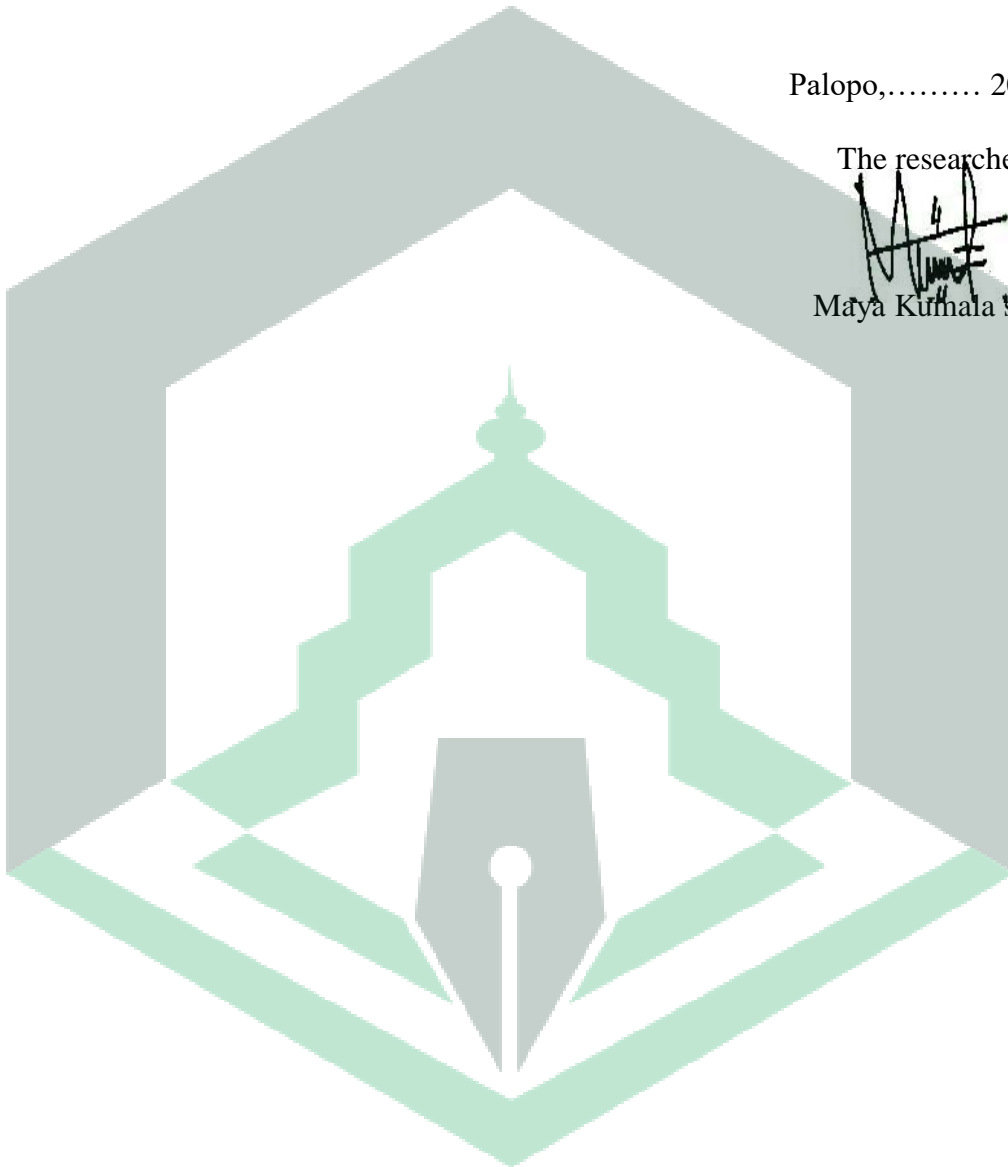


TABLE OF CONTENT

CHAPTER I INTRODUCTION

A. Background	4
B. Research question	7
C. Objective Of The Research	8
D. Significance Of The Research.....	8
E. Scofe Of The Research	8

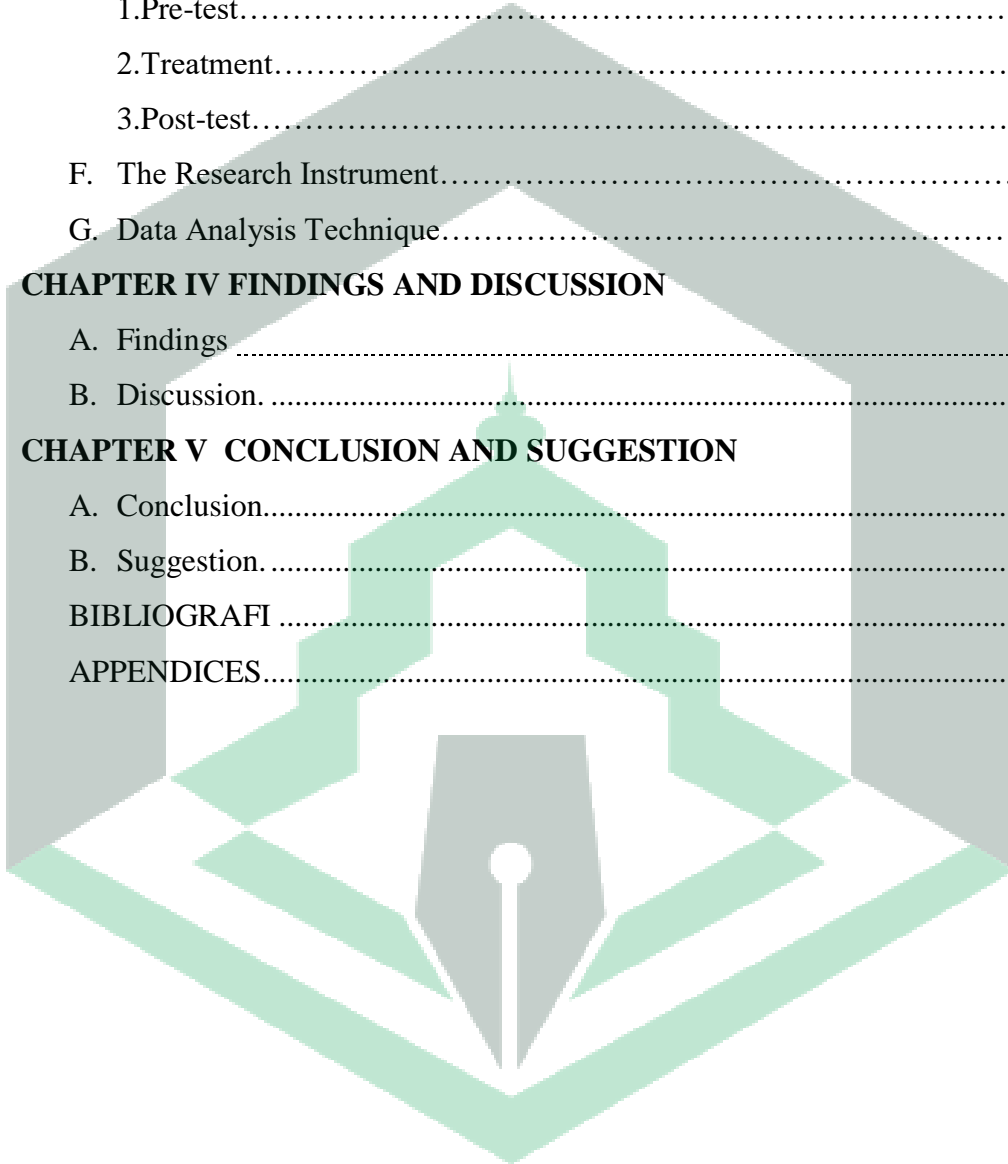
CHAPTER II REVIEW OF RELATED LITERATURE

A. Previous Study	10
B. Some Pertinent Ideas.....	12
1. The natural of reading comprehension.....	12
2. The porpose of reading.....	16
3. The strategies and reading.....	17
4. The concept of reading teaching	18
5. Aspeck Of the Reading	19
C. General concept of narrative text	21
1. The definition of narrative text.....	21
2. Narrative text generick structure.....	23
D. The general concept of listen, read, discuss (LRD) Strategy.....	24
1. Definition of listen, read, discuss	25
2. Types of listen.....	26
3. Types of read.....	27
4. Types of discuss	29
5. Teaching reading by using listen, read, discuss (LD) strategy	30
E. Conceptual listen, read, discuss.....	32
F. Hypothesis.....	32

CHAPTER III RESEARCH METHODOLOGY

A. Method Of The Research	34
B. Research Time And Location.....	35
C. Terms Defenition	36

1. Reading	36
2. Reading comprehension	36
D. Population and sample	37
E. The Procedure Of Collecting Data	38
1.Pre-test.....	39
2.Treatment.....	39
3.Post-test.....	39
F. The Research Instrument.....	39
G. Data Analysis Technique.....	39
CHAPTER IV FINDINGS AND DISCUSSION	
A. Findings	46
B. Discussion.....	46
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	
B. Suggestion.....	
BIBLIOGRAFI	iii
APPENDICES.....	iii



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Research

Maya Kumala Sari

14.16.3.0066

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Palopo, 02 des 2021

The researcher

Maya Kumala Sari



ABSTRACT

Maya kumala sari, 2021 “Improving students reading comprehension through listening, read, discuss (LRD) strategy of the eleventh grade at MAN Palopo“. Thesis English Study Program Educational Department in the State Islamic Studies Palopo Supervised by Dr. Masruddin S.S., M.Hum and Dewi Furwana S.Pd.I., M.Pd.

This thesis focuses on using listening, reading, and discussing strategies At MAN PALOPO, students used reading comprehension skills to better understand an eleventh-grade literature. The goal of this research is to see if using LRD is beneficial. effective in improving students' reading comprehension. and it turned out that my study approach was inefficient due to a number of This study used a pre-experimental strategy to address these difficulties. The findings of this investigation show that my technique was inefficient and far from ideal. The sample in my research was in the eleventh grade of MIA 3, namely 30 students, and only 15 students participated. This is the reason why my research is not effective and perfect.

Keyword: listen, read, discuss (LRD) strategy & reading comprehension

CHAPTER I

INTRODUCTION

A. Background

Reading is an important aspect that influences one's communication activities. People nowadays regard reading to be a vital pastime, and they often claim that reading is the means to open the world. Reading is a fascinating hobby since it allows people to gain access to a wealth of information. Reading is one of the most important activities in the learning and teaching process in schools. Students might receive knowledge and different perspectives from an author through reading activities. As a result, students must have strong reading abilities to keep up with all technological and informational changes.

Reading is always a part of any learning course. You must have excellent reading comprehension to fully comprehend the contents of a book. Comprehension is an active and constructive process that involves the reader's knowledge and experience that is relevant to the reading's contents in order to get meaning in a text.¹ It may be inferred that reading comprehension is achieved by integrating the reader's prior knowledge with new information received while reading in order to maximize the comprehending process. The value of reading is a requirement for anyone who claims to be an intellectual. Reading is a must for communication for cultured and educated people. It suggests that reading abilities are an important activity that can be used to obtain a better understanding.

¹ Donna M. Scanlon, Kimberly L. Anderson, and Joan M. Sweeney, *Early Intervention for Reading Difficulties*, (Landon: The Guildford Press, 2010), p. 276.

Because this practice allows people to draw conclusions from a written content. Students must be more active in interpreting existing texts as part of the 2013 English curriculum, which can broaden students' perspectives on environmental, social, cultural, historical, and fictional folklore or non-fiction through text. In order to read the text, Senior High School learners are given information regarding genres. In Senior High School, one type that is taught is narrative text. Although there are some factual elements in a narrative, it is mainly fictional. Folklore, fairytales, mysteries, science fiction, romance, and horror stories are all examples of narratives. According to Anderson in Herlina, a narrative text is a collection of logical and chronological occurrences from the past that are then presented in words. The sequence of events is not random. Time, place, condition, characters, theme, events, and how they are related are all arranged in the story.² The simplest chronology is made up of a straight line from the first to the last event. It refers to a story, thus it should have elements that make the story more engaging for the reader, such as conflict and a satisfying finish.

Based on the research experience in teaching English at the eleven grade of MAN Palopo, the research found that students' capability in mastering English, especially about their reading comprehension was still low. Many students complained when they had difficulties in comprehending English reading text. 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' books. Students were given the task to read, then answered the questions from their book, without analyzing the text, especially

²Herlina, *Developing Reading Narrative Text Materials for Eighth Graders of Junior High School Implemented With Character Building*, English Education Journal, (Universitas Negeri Semarang, 2012), Vol. 2 No. 2, p. 149.

in reading comprehension. Besides that, most of the students said that they were difficult to comprehend a text because they did not have much vocabulary. So, it made students confused and less motivated in reading at ext.

Based on these problems, the research has to use a teaching strategy at the eleven grade of MAN Palopo. Many researchers 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 the reading content easier to comprehend for children. The writer then employed the LRD (Listen-Discuss-Discuss) technique. Richardson in Robby stated that LRD is the strategy that builds students' background knowledge in comprehending the text. Teachers 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, read a text, and discuss in a small group.³ This strategy can help the students analyze the author's thoughts in their own words, thus influencing their comprehension 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

³ Ibrahim 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.

text easily.⁴

According to the explanation above, the researcher was interested in studying the influence of the Listen Read Discuss (LRD) technique on students' reading comprehension. The subject of this study was MAN Palopo's eleventh grade. So, this research entitled **Improving Students' Reading Strategy of The Eleventh Grade at MAN Palopo. Comprehension through Listen, Read, Discuss (LDR)**

B. Research Question

The problem in this study can be formulated using the background information: Is the Listen, Read, Discuss (LRD) method efficient in enhancing reading comprehension among MAN Palopo eleventh-grade students?

C. Objective Of The research

The study's goal is to determine whether or whether the use of LRD is beneficial (Listen, read, discuss) Is it effective in increasing the reading comprehension of a MAN Palopo eleventh-grade student?

D. Significance of the research

1. Theoretically

This study's findings are expected to have a favorable impact on the educational profession. Data and suggestions regarding how to use scanning techniques to increase reading comprehension are part of the contribution.

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

2. Practically

a. For the student

The student is required to use the listen, read, discuss (LRD) technique to boost reading and to drive the learner to learn English, particularly in reading comprehension.

b. For the teacher

This method can be used by the instructor to improve teaching skills and improve students' reading abilities, and the findings of this study will be useful and contribute to the advancement of English teaching, particularly in the field of reading.

c. For the research

The study can assist her obtain expertise and experience in teaching reading comprehension using the LRD technique, as well as serve as a reference for other researchers working on a thesis or comparable research.

E. Scope of the research

Reading comprehension research involves a method for extracting meaning from the content under consideration. Rather than deducing meaning from individual words or sentences, the goal is to comprehend the text as a whole. Students can improve their reading comprehension by thinking more clearly, reasoning more clearly, and solving issues. Reading comprehension is influenced by schema and prior knowledge, according to Brown. Both schema and prior knowledge are important. examines the impact of the listen, read, discuss (LRD)

technique on pupils' reading comprehension of narrative text in MAN Palopo's eleventh grade.



CHAPTER II

REVIEW OF LITERATURE

A. Previous Study

Various studies in the field of language teaching and learning have been conducted, particularly English, to improve the learning and teaching process, particularly using the LRD technique in teaching English. There are various connected studies about the variables utilized in this study to examine whether there are any relevant researches related to the title discussed:

First, Elfa Yusanti conducted 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 MAN Palopo*”. This study employed quantitative methods, and the study's design was quasi-experimental in nature. This study used a sample of one class, The experimental class had 25 students, while the control class had 25 A multiple-choice question was used as an instrument by the researcher. for gathering information. The instrument was given in pretest and posttest after validity test to another class. The researcher's research used narrative text as the genre text. She discovered that the listen-read-discuss strategy builds students' background knowledge before reading a text by having the teacher guide them through a brief oral explanation, and then helping them comprehend the text by reading to compare the students' explanation and their understanding of the text.

5

⁵Elfa., *loc. cit.*

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*”. The study was done on MAN Palopo's second-grade MIPA class, which included 34 kids as subjects. The researcher used report text as the genre text for her study, and the study's design is classroom action research. In this study, qualitative and quantitative research techniques were used to analyze the data. Observation sheets, interview sheets, and diary notes were used to collect qualitative data. The quantitative data came from a test that was separated into two cycles, each with six meetings each. Qualitative data was collected using observation sheets, interview sheets, and diary notes. The quantitative information comes from a study that was split into two cycles, each with six encounters.

The findings of this study show that LRD (Listen Read Discuss) is an effective method for teaching reading comprehension to eighth-grade students at the school because the students' ability to grasp reading comprehension improved with each cycle.⁶

Third, Ismatun Ni'mah conducted research entitled “*The Use of Listen-Read- Discuss Strategy to Improve Students’ Reading Comprehension*”. It was conducted in the second grade of MAN Palopo. The subjects for this project were 25 students. This study's genre text was report text.. This research used classroom action research (CAR), there were 2 cycles, each cycle comprised of planning,

⁶Khairunnisa P. Harahap, *The Implementation of Listen-Read-Discuss (LRD) Strategy on The Students’ Ability in Mastering Reading Comprehension*, English Journal, (Medan: MAS YP RaudhatulAkmal, 2018).

acting, observing, and reflecting. The technique of collecting data was This study employed classroom action research (CAR), which consisted of two cycles of planning, acting, observing, and reflecting. Observation, testing, and documentation were used to obtain data. observation, test, and documentation. The study's findings revealed that implementing this method had a positive impact on pupils' reading comprehension.⁷

There are numerous distinctions between this study and the three previous studies mentioned above. The first difference is the sample; all of the samples are from high school students in the eleventh or second grade, whereas the sample in this study is from senior high school students in the eleventh grade. The second difference is the target passage for which the students desire to use the listen-read-discuss technique to increase their comprehension.

B. Some Pertinent Ideas

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, according to Jennifer, is the process of thinking about, comprehending, and making sense of written texts. It implies that readers must interact with texts to derive meaning from them. As a result, major skills that have received specific attention on pupils' reading proficiency are required.

Pourhosein Gilakjani and Ahmadi in Abbas mentioned that the primary

⁷Ismat Ni'mah, *The Use of Listen-Read-Discuss (LRD) Strategy to Improve Students' Reading Comprehension of SMK Pancasila Salatiga m mm in Academic Year 2017/2018*, English Journal, (Jawa Tengah: SMK Pancasila, 2018).

purpose of reading is to obtain the proper message from a text that the writer intended for the reader to receive information. As a result, reading is a participatory activity between the reader and the text, resulting in a pleasant reading experience.⁸ Reading can be defined as a process of interaction between the reader and the written material in the transfer, understanding, and comprehension of the reading text, based on all of the viewpoints on reading. When reading a text, the reader must have comprehension in order to appropriately obtain information. The ability to fully comprehend and be familiar with a situation or reality is referred to as comprehension.

Catherin Snow stated that reading comprehension is a reading activity that constructs reasoning and extracts meaning through interaction with written language simultaneously.⁹ 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 to be able to grasp the meaning implied in written things. Klingner, Vaughn, and Broad man also argued that reading comprehension is an active process that involves the interaction of readers, their background knowledge and experiences, the text, their interest in the text, their strategy in reading the text. All of these things work together to help you understand a text. When interference arises in those exchanges, readers have trouble understanding what they're reading. Reading

⁸Gilakjani, Abbas, *How can Students Improve Their Reading Comprehension Skill?*, Journal of Studies in Education, (Islamic Azad University, 2016), Vol. 6 No. 2, p. 230.

⁹ Catherine Snow, *Reading For Understanding Toward R&D Program in Reading Comprehension*, (Pittsburgh: RAND Published, 2002), p. 11.

comprehension, according to the definition described above, is a reading action carried out by someone in order to comprehend the contents of the reading as a whole.

Reading comprehension is influenced by schema and prior knowledge, according to Brown. Both schema and background information belong to the readers, and they are based on their own life experiences. They include world knowledge, Knowledge of the culture, the subject matter, and the language Every reader has their own mental model and knowledge base. As a result, readers' interpretations of the text will differ.

2. The Purpose of Reading

When individuals read a text on a billboard on the street, the reading process of books, novels, and newspapers is likely to be different. These varied skills frequently depend on what we are reading, for, in this case, the objective is reading for enjoyment. It's not the same when we're reading a textbook or a recipe. We read it because we require knowledge. In this scenario, we're reading to learn something. Reading for simple information, reading to learn from texts, reading to integrate knowledge, authoring and criticizing texts, and reading for general understanding are some of the reading goals, according to William Grabe and Fredrick Stoller.¹⁰

¹⁰ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, (New York: Pearson Education Limited, 2002), p.6.

According to Anderson in Tarigan, he suggested that there are 7 objectives of reading. The seven objectives are as follows.¹¹

- 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.

3. The strategies in Reading

Readers should learn some reading methods before beginning to read. The first is context hints tactics, which can help readers figure out what you're saying. It means that by looking at the preceding and next words, readers can deduce the meaning of new terms. Furthermore, by understanding the context, readers can deduce the meaning. The second category is comprehension tactics, which can be utilized to extract information from a text. For instance; skimming techniques or scanning technology to help them to understand the text easily.¹²

¹¹Tarigan at. al, *Membaca Sebagai Suatu Keterampilan Berbahasa*. (Bandung: Angkasa, 2008), pp. 6–8.

¹² David Nunan, *Practical English Language Learning: Young Learners*, McGraw-Hills Companies, (Newyork: 2005), pp. 90–92.

4. The concept of Teaching Reading

Teachers have the main role in teaching in the classroom, as well as in developing the skills of students. 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.¹³

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

- a. a. The teacher must recognize that reading is not a passive activity.
- b. b. Students must be interested in what they are reading as well as their prior knowledge.
- c. b. Instead of only responding to the language in a reading text, the teacher should encourage pupils to reply to the content of the text, such as the specific facts.
- d. d. A crucial component in reading is the students' ability to create predictions.
- e. Match the job to the reading topic, and a smart teacher makes the most of reading texts.¹⁴

Based on the two explanations above regarding the teaching of reading skills

¹³ Jeremy Harmer. *How to Teach English (An Introduction to The Practice of English Language Teaching)*, (London: Longman, 2001), p. 283.

¹⁴*Ibid.*, p. 70.

It can be concluded that teaching reading skills is an activity that teachers can do to improve students' reading skills by introducing vocabulary with the structure of the language and luring students to associate the reading or new information with the student's prior knowledge or information, allowing students to comprehend the contents of the reading well and complexly.

5. Aspect of the Reading

a. Identifying the main idea

This main idea can be said to be the main idea or core of the text you are reading. Then how do you do it?. This can be started by reading the title looking at the images in the text or by reading the sentence that is located at the beginning of the first paragraph which generally represents the whole idea of the reading. By knowing the main idea of the reading you are reading, you can automatically get an overview of the text as a whole so that it can make it easier for you to understand as a whole.

b. Understanding vocabulary

The second step is understanding vocabulary. Understanding them will certainly make it easier to understand the meaning of the text as a whole. What if you have trouble understanding the meaning of the vocabulary? One way that is quite effective is by reading the phrases or vocabulary that are near the words whose meaning is not understood. For example, when you have difficulty interpreting the word rainbow in the sentence after the rain, there was a rainbow, then you can guess it by understanding the meaning of the phrase after the rain.

c. Identifying details

They comprehend them; the next stage is to comprehend the many aspects of the text's material.

d. Identifying Reference

What is meant by reference here is a reference where you as a reader are required to know who the owner of the pronoun or pronoun contained in the reading is. An example of this reference you can find in this sentence, 'Yunus.¹⁵ is a student of Junior High School and he never comes late'. The word until he in the sentence is used to replace Jonah. So he has a reference to Jonah.¹⁶

e. Making Inference

Making an inference is intended to make presumptions on various things related to the text you are reading. For example, related to what events will happen next, what if one of the events is changed, or what is the purpose of the author in making the text. What's the point? Things like this are intended so that you can further improve your understanding of the entire text that you are reading. So that it will make it easier for you to understand it. So when doing a reading activity, don't just read and interpret it. But also do the 5 aspects of reading that have been discussed very clearly above.¹⁷

C. 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

¹⁵Yunus is a student of junior high school

¹⁶ Jonah, the word until hi in the sentence

¹⁷Anassudijono education research

and fiction. Narrative text, according to Pratyasto, is a sort of text that deals with real-life experiences in a variety of ways, as well as imaginary stories. In addition, a narrative text deals with troublesome circumstances that lead to a crisis, which is then resolved.¹⁸ The action, cognition, and interactions of its characters are structurally organized into a story pattern in this sort of text.

The following are some of the qualities of narrative text:

- a. It informs us of a story or series of events.
- b. The events are usually listed in chronological order, or in the order in which they occurred.
- c. When delivering the story, the storyteller has a certain goal in mind. The narrator has a few ideas or impressions he or she wants to impart to the reader. As a result, the narrative's details are carefully chosen for the objective.

The major goal of a text narrative is to entertain, educate, inform, and express a reflection on the author's experience or uncommon events, as well as to build the reader's or listener's imagination. Therefore, narrative text is a kind that makes the reader enjoy and interested in the story and teaches or informs the reader about the story so the readers more than enjoy reading kinds of the story that make them feel amused and make them laugh.

2. Narrative Text's Generic Structure

Joko and Anita claim that, a narrative text has five generic structures, which are as follows:Orientation

¹⁸ JokoPriyana and Anita Prasetyo, *Interlangauge: Science and Social Study Programme*. (Jakarta: PT Grasindo, 2008), p. 94.

The primary characters, as well as potentially some minor characters, are introduced to the readers. There is usually some indication of where the action is taking place and when it is taking place..

a) Complication

b) Resolution

d) Coda

D. The General concept of LISTEN-READ-DISCUSS (LRD) Strategy

This strategy, according to, has a straightforward alternative. Students are better prepared for reading simply by rearranging the sequencing of traditional education. Notice how this strategy quickens the speed of instruction and allows for several repetitions of the material in the procedures below. This strategy's processes are as follows:

First, choose a section of the text to read.

Second, for roughly 5-15 minutes, present the content from that section of the text in a well-organized lecture manner.

Third, have pupils read the identical information as in the book. Students will now read because they have just heard another point of view on the subject.

Fourth, have students discuss what they've just heard and then read. There are three of them. The questions are helpful in directing the discussion after the reading.

Fifth, when the students have done reading, have them place the book aside and ask the following questions:

Tare mentioned in one of his publications, *Successful Reading Strategy for Second Language Learners*, that in this practice, pupils listen to a brief lecture from the teacher, which is accompanied by a visual organizer to aid comprehension. The teacher then allows pupils to read and discuss what they have read in detail with the rest of the class.

In addition, Ce-Ce wrote the procedures of using listen-read discuss

2. Listen: the instructor informs the students about the book they will be reading, which may take the form of a brief lecture on the reading material chosen; in this case, the teacher seeks to activate students' prior knowledge by utilizing a visual organizer to direct the teacher. Read: asks students to read a text. The content is similar to the material presented during the "listening" portion of the lesson

3. Discuss: The instructor will conduct a classroom discussion of the material that was read, encouraging students to consider any disparities between their reading and the content presented by the teacher.

1. Definition of listening, reading, discuss

Nurhadi.¹⁹ divides the meaning of listening into two:

- a. First, listening or listening in the narrow sense refers to the mental process of the listener accepting the sound stimulated by the speaker and then compiling the interpretation of what he is listening to;
- b. Second, listening in a broad sense refers to the process by which the listener not only understands and makes interpretations of what he is listening to, but

¹⁹Nurhadidevides the meaning of listening

more than that he tries to do what is informed by the material he is listening to.

Reading is a movement aimed at securing knowledge and data. The majority of people learn to read in school. The capacity to read is a rare talent that is crucial to the growth of research and the integration of electronics into everyday life. Research will provide new data and information to someone. You will acquire a boost in brainpower and perspective as a result of understanding, and this includes knowledge. Every person in need of advancement and self-change, thus, requires a research demonstration.

According to Mohammad UzerUsman (2005: 94) The definition of discussion, according to, is an ordered communication process in which a group of individuals engage in informal face-to-face encounters by sharing experiences or knowledge, making conclusions, and finding answers / problem-solving.

2. Types of listen

- 1) Appreciative Listening
- 2) Rapport Listening
- 3) Selective Listening

3. Types of reading

- a. Extensive reading

This is one of the methods of reading that occurs naturally. It's how you've read as a child and while growing up.

- b. Intensive Reading

Among the different types of reading skills, intensive reading is used when you want to read carefully by paying complete attention to understand every word of the text. It is where you would examine and decipher each unfamiliar word or expression.

4. Types of Discuss

a. Group Discussion in a Structured Format

In this sort of group discussion, the selectors provide the topic to the participants and set a time limit for the conversation to be completed. For a group discussion, this is the most widely used strategy.

b. **Unstructured Group Discussion:** Unlike structured group discussions, unstructured group talks allow candidates to choose the topic with mutual consent. This formal group discussion style is rarely employed.

c. Playing a role

Candidates are assigned specified roles to play in the context of a given situation in this type of group debate. The participants must overcome the challenges inherent in the situation given to them as part of their role.

d. A nominated leader leads a group discussion.

Nominated to lead a group conversation and treated equally by all participants. However, in this sort of group discussion, a facilitator or group discussion leader is nominated. The leader is sometimes chosen by the members of the group.

5. Teaching Reading by using listen, read, discuss (LRD) strategy

1. The following are some of the steps or methods for teaching reading comprehension with the listen-read-discuss strategy:

2. The teacher develops the narrative text's material.
3. The teacher additionally prepares how to deliver the topic by eliciting information from the pupils about their prior understanding of the subject.
4. The teacher provides a lecture or listens to an audio recording on the narrative text that will be learned in class in order to activate the students' prior knowledge.
5. The pupils then read a narrative text.
6. The pupils are divided into small groups by the teacher. Each group has 5-6 pupils in it.
6. The narrative text's content is discussed by the teacher and the pupils.
7. The meeting then moves on to the teacher's explanation and the students' understanding of the narrative material they have read.
8. Finally, students in discussion groups examine the challenges they encountered when reading a narrative text in the form of a story.

Ce-Ce also included the following procedures in her journal for adopting the listen-read-discuss strategy:

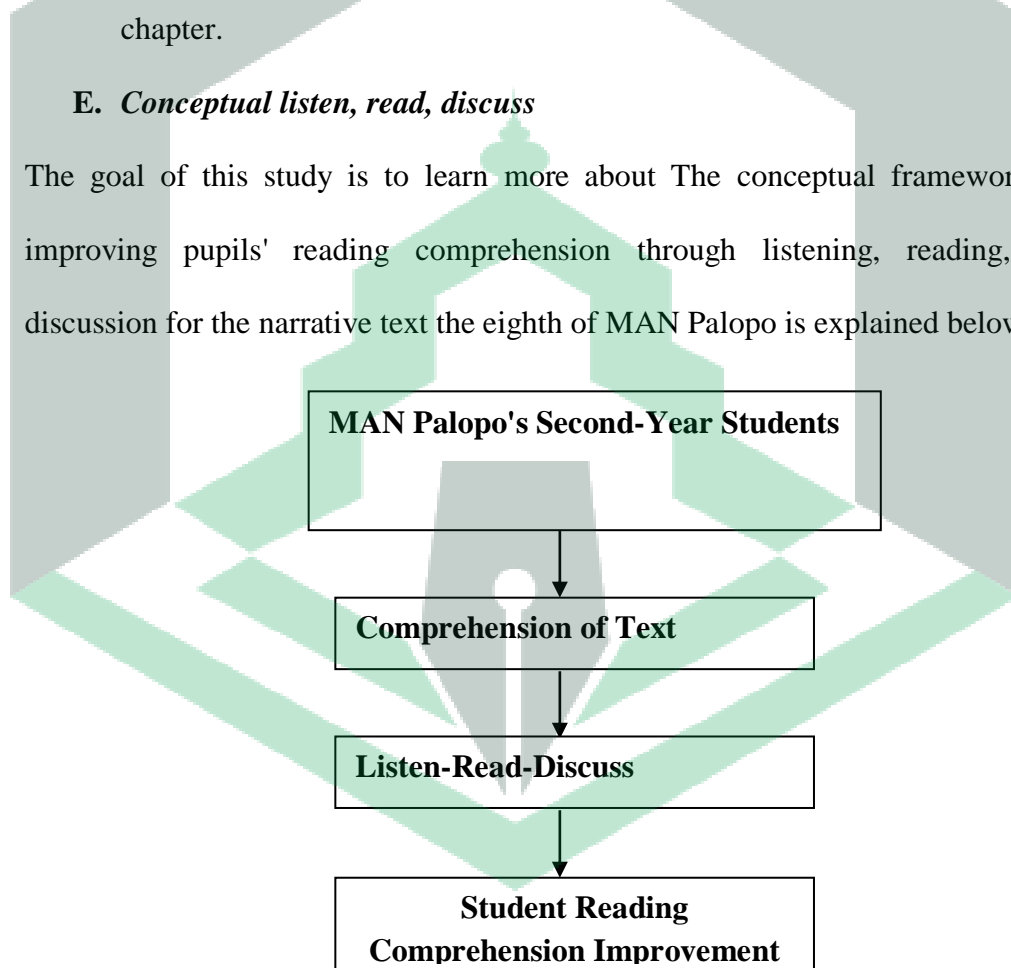
- a. Listen: the instructor informs the students about the book they will be reading, which may take the form of a brief lecture on the reading material chosen; in this case, the teacher seeks to activate students' prior knowledge by utilizing a visual organizer to direct the teacher
- b. Read: students are required to read a text. The topic is comparable to what was delivered during the lesson's "listening" section.
- c. Discuss: The instructor will lead a classroom discussion of the material that was read, encouraging students to consider any disparities between

their reading and the content presented by the teacher. example of skimming, we have emphasized some words, in the following article.

Scanning is the process of locating specified data, such as a name, a location, or a date. When you look something up in the dictionary or the phone book, for example, you are scanning. You scan the page, reading only the content that pertains to what you're looking for. Scanning is also used in textbooks, for example, when your name or date appears in a chapter.

E. Conceptual listen, read, discuss

The goal of this study is to learn more about The conceptual framework for improving pupils' reading comprehension through listening, reading, and discussion for the narrative text the eighth of MAN Palopo is explained below:



According to the following statement, the research focuses on using listen-read-discuss to improve reading skills. A pretest will be offered to the student in this study so that they may learn more about the topic.

After completing both items, the research moves on to the final step, which is to provide a posttest to see whether the student or output has improved significantly as a result of the treatment.

F. Hypothesis

Based on a review of relating Listen, read, discuss (LRD) reading comprehension is developed in the second class of MAN Palopo, according to the study.

H0: Listening, reading, and discussing are ineffective in enhancing eleventh-grade pupils' reading comprehension at MAN Palopo.

H1: At MAN Palopo, eleventh-grade students' reading comprehension is improved by listening, reading, and discussing reading comprehension.

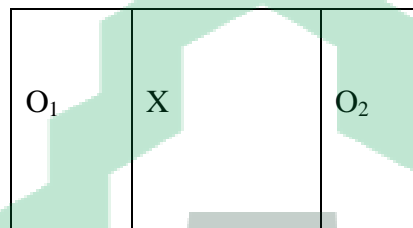
CHAPTER III

RESEARCH METHOD

A. Method of the research

In this study, the pre-experimental method was applied, The pre-experiment is the most basic sort of study design. When some agent or treatment is suspected to cause change, a single group or multiple groups are observed in a pre-experiment. A pre-test is given to the pre-experimental group, and a post-test is given to the treatment group.

The research or design will be described as follows:



Where:

O₁ = Pre-test

X = Treatment

O₂ = Post-test

This research is conducted in pre-experimental design with one Because the Curriculum Deputy only gave the researcher permission to conduct in one class, the researcher used a group pre-test post-test design." As a result, there is no random assignment of subjects to groups in this study, nor is there any other technique for controlling extraneous variables. There are two variables in a pre-experimental design: independent and dependent variables.s: The independent

variable (X) is a circumstance that has an effect on another variable. The dependent variable (Y) is a condition that the experiment influences. The experimental group is provided therapy in the dependent variable before the independent variable is manipulated.

The purpose of this study is to see how effective At MAN Palopo, the Listen Read Discuss method is used to teach reading abilities.

B. Research time and location

This study was carried out at MAN Palopo. which is located on JL Dr rattling Balandai Bara Street, Palopo, South Sulawesi province.

Research Table

	Jan	Feb	March	April	May	June
Prior to observation,		√				
Seminar on proposal writing			√			
Pre-testing	√			√		
Treatment					√	
Performing a post-test					√	√
Seminar on the Results						
UT						

C. Term Definitions

Reading anything and getting into something is understood, according to the Oxford Learners' Pocket Dictionary. The best way to improve reading ability is to mix it up with different things like writing, as well as speaking and listening. The ability to read, interpret, and synthesize information comprehend literature is known as reading comprehension. The ability to make inferences is one of the attributes and skills that influences an individual's ability to interpret literature. Students utilize too much of their processing power to read individual words if word recognition is difficult, which interferes with their ability to grasp what is read. Enhancing one's vocabulary and reading strategies are two approaches to improving reading comprehension.²⁰

D. Population and Sample

1. Population

The participants in this study are all students in the eleventh grade at MAN Palopo (MIA), which is divided into four courses. The total number of pupils in the eleventh grade is 27,25,26,29, out of a total population of 107. The researcher then assigns the sample to be representative of the population after determining the population.

2. Sample

The sample is a set of individuals or participants (students) chosen to be representative of the populations. It indicates that a good sample should be as

²⁰ Ari (2001) improves reading comprehension including improving one's vocabulary and reading strategy.

representative of the complete population as feasible in order for the sample's generalization to be as accurate as the population's. To obtain a sample, the researcher used purposive sampling, selecting the MIA 3 class as a sample of 15 students since MAN Palopot believes that this class may provide sufficient information.

E.The procedure of collecting data

Data collection refers to all of the steps involved in gathering information for a study by witnessing an event, location, or interaction while utilizing a specially developed instrument. The researcher obtains data by administering pre-test, treatment, and post-test questionnaires. To learn more about the results of the test, read on.²¹

a. Pre-test

A pre-test is a measurement of some trait or characteristic that you assess for an experimental subject before they get therapy (Listen Read Discuss). This test might be referred to as a pre-test before the research is treated. The purpose of the pretest is to determine the pupils' reading abilities before to treatment. Students must complete a pre-test as part of the testing process. The essay test consisted of ten topics designed to assess basic skills such as literal comprehension, inferences, locating the major points, analyzing metaphors, and

²¹J.b.heaton writing English language test

word meaning. This test result was used to assess whether or not to use Listen Read Discuss as a reading teaching strategy in the classroom.²²

b. Treatment

Following the pre-test, the treatment was divided into six encounters, including:

a. At the first meeting, the researcher walks the students through the steps of creating a matching approach and teaches them about it “**the legend of Toba lake I**” narrative text. after that, gave students reading text about

1. Greeting and pray
2. Attendance check
3. Teacher prepares reading narrative text
4. The teacher's Devices The group into five groups.
5. The teacher Explains using the LRD strategy.
6. Each group is given a narrative text.
7. The teacher Asks students to start reading using the LRD strategy.
8. The teacher gives questions to students according to the reading that has been given.
9. Students answer questions based on the result of the mutual relationship.
- b. 10. Concluding remarks.

The Second Meeting is as follows: The researcher walks students through the procedures of the make a matching approach and teaches them about

²² Kerry deduce question answer

it“**the legend of Toba lake II** “ narrative text. After that, gave students reading text about.

- 1 . Greeting and pray
2. Attendance checks
3. Teacher prepares reading narrative text
4. The teacher divides the group into five groups.
5. The teacher Explains using the LRD strategy.
6. Each group is given a narrative text.
7. The teacher Asks students' to start reading using the LRD strategy.
8. The teacher gives questions to students according to the reading that has been given.
9. Student Answer questions based on the result of the mutual relationship.
10. Conclusion\closing.

c. The three Meeting: The researcher walks students through the steps of creating a matching system and teaches them about it “ **the spiders I**“ narrative text. After that, gave students reading text about.

1. Greeting and pray
2. Attendance check
3. Teacher prepares reading narrative text
4. The teacher divides the group into five groups.
5. The teacher explains using the LRD strategy.
6. Each group is given a narrative text.
7. The teacher asks students to start reading using the LRD strategy.

8. The teacher gives questions to students according to the reading that has been given.

9. Student Answer inquiries based on the mutual relationship's outcome

10. Conclusion\closing.

d. Four meetings were held.: the researcher explains the create a technique for matching Students are taught about the steps based on the steps. **“the spider's II”** narrative text. after that, gave students reading text about.

1. Greeting and pray

2. Attendance check

3. Teacher prepares reading narrative text

4. The teacher divides the group into five groups.

5. The teacher explains using the LRD strategy.

6. Each group is given a narrative text.

7. The teacher asks students to start reading using the LRD strategy.

8. The teacher gives questions to students according to the reading that has been given.

9. Students answer questions based on the mutual relationship's outcome.

10. Final thoughts \closing.

e. The five gatherings are: the researcher explains of the Create a matching method for the students based on the steps and teach them about it. **“Sura and Baya I”** narrative text. after that, gave students reading text about.

1. Greetings and pray

2. Attendance check

3. Teacher prepares reading narrative text
4. The teacher divides the group into five groups.
5. The teacher explains using the LRD strategy.
6. Each group is given a narrative text.
7. The teacher asks students to start reading using the LRD strategy.
8. The teacher gives questions to students according to the reading that has been given.
9. Students answer inquiries based on the mutual relationship's outcome
10. Final thoughts \closing.

fThe six gatherings : The procedure of making a match is explained by the researcher, to Students should be taught about the steps depending on the steps. **“sura and baya II”** narrative text. after that, gave students reading text about.

1. Greetings and pray
2. Attendance check
3. Teacher prepares reading narrative text
4. The teacher divides the group into five groups.
5. The teacher explains using the LRD strategy.
6. Each group is given a narrative text.
7. The teacher asks students to start reading using the LRD strategy.
8. The teacher gives questions to students according to the reading that has been given.
9. Students answer questions based on the result of the mutual relationship.

10. Conclusion\closing.

3. Post-test

The Legend of Toba Lake

There was once upon a time a man who lived in north Sumatra. In a rural field, he resided in a tiny cabin. For a living, he did some gardening and fishing.

One day, while fishing, the man caught a large golden fish in his trap. It was the biggest fish he'd ever caught in his entire life. Surprisingly, this fish transformed into a lovely princess. He proposed to her as his wife after falling in love with her. She expressed herself; "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". They worked out a bargain and married, living happily ever after and had a daughter.

A few years later, same daughter would assist her father in bringing lunch to the fields. His daughter was so hungry one day that she devoured his father's meal. Unfortunately, he found out and became enraged, shouting; "You damned daughter of a fish". The girl dashed back to her house and inquired of her mother. The mother began to cry, saddened by her husband's failure to keep his commitment.

Then she instructed her daughter to run up the hills because there was going to be a tremendous calamity. She prayed when her daughter went. Soon after, there was a massive earth quake, followed by nonstop rain. Toba Lake was formed when the entire area was flooded. She reverted to a fish, and the man was transformed into the island of Samos.

F.The research instrument

The research instruments are the tools we use to measure anything we see in order to collect data and answer a research question. The researcher's instrument is a

reading comprehension test based on a narrative text that is given before and after teaching utilizing the small group discussion technique.²³

The test uses a reading ability test in form of pre-test and post-test by using an objective test. It consists of 20 items to measure the student progress and result of teaching-learning activity.

G . Data analysis technique.

1.The percentage technique was employed in order to examine descriptively the information obtained in each observation in each cycle. Reading test results: pupils' reading comprehension test scores were calculated using a formal, standardized method.

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test items}} \times 20$$

2. Using the following formula, calculate the average reading comprehension score of the students: $X = \frac{x}{O_2}$

Where :

O_1 = the mean score

X = the total raw score

O_2 = the number of students

3.Student This was one of the activities that took place during the learning process, examined and divided into passive and active categories based on the students' engagement.

²³Mohnazir's research method, text about the narrative text which it is given before

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The percentage rate of Pre- and post-test scores of students, as well as the mean and standard deviation standard Showing pupils' pre- and post-test results were all The study was addressed. The data collected from students' pre- and post-tests served as the study's main instrumentThe pre-test was administered prior to the treatment, and the post-test was administered following the treatment.. Scores of pupils before and after the test are compared Pre-test.

The total score of the students' abilities on the pre-test is displayed by the researcher. the student's pre-test mean and standard deviation, as well as the percentage of students' pre-test results in this region, The researcher displays the total score of the students' ability on the pre-test. the mean and standard deviation of the student's pre-test scores, as well as the percentage of pupils that scored well on the pre-test in this area. The researcher would arrange them in tables and calculate the score with SPSS 2.

Table 4.1
The Mean Score of Students Pre-Test

Respondent	the correct response	Score
R1	19	95
R2	12	60
R3	10	50

R4	10	50
R5	16	80
R6	11	55
R7	12	60
R8	13	65
R9	4	20
R10	9	45
R11	10	50
R12	7	35
R13	8	40
R14	5	25
R15	12	60

According to the table above, 1 student received 20 points, 1 student received 25 points, 1 student received 35 points, 1 student received 40 points, 1 student received 45 points, 3 students received 50 points, 1 student received 55 points, 3 students received 60 points, 1 student received 65 points, 1 student received 80 points, and 1 student received 95 points. The researcher utilized SPSS 23 to calculate the average ability score of the pupils. The table below contains descriptive statistics that can be used to present the results.

Table 4.2
Pre-Test Mean Score of Students

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PRE	15	20.00	95.00	52.6667	19.35262
Valid N (listwise)	15				

Table 4.3
Pre-Test Mean Score of Students

No	Classification	Score	Frequency	Percentage
1.	Very Good	81-100	1	7%
2.	Good	59-80	5	33%
3.	Poor	5-58	9	60%
Total			16	100%

Table 4.2 displays the responses of MAN students in learning to read utilizing the learning, read, and discuss (LRD) technique; one student (7%) received a s There were 5 students (33%) who received the very good category, and 9 students (60%) who received the poor category. It indicates that the student's pre-test score was low.

a) Post-test

Based on the test results, the students' grades were evaluated. The following tables show the information:

Table 4.4
Post-Test Mean Score of Students

Respondent	Correct Answer	Score
R1	10	50
R2	13	65
R3	14	70
R4	10	50
R5	7	35
R6	8	40

R7	6	30
R8	6	30
R9	2	10
R10	5	25
R11	9	45
R12	11	55
R13	10	50
R14	10	50
R15	15	75

According to the table above, there was one student who had a score of 75, One student achieved a score of 70, while the other received a score of 65 One student received a 55 out of 100. four students achieved a score of 50, one student received a score of 45, and one student received a score of 40. one student who received 35, two students who received 30 scores, one student who received 25 scores, and one student who received 10 scores. The researcher utilized SPSS 23 to calculate the average ability score of the pupils. A table containing descriptive statistics for the result is shown below:

Table 4.5

The Mean Score of Students Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
POST	15	10.00	75.00	45.3333	17.57298
Valid N (listwise)	15				

Table 4.6

The following is a table with descriptive data for the outcome:

No	Classification	Score	Frequency	Percentage
1.	Very Good	81-100	-	0%
2.	Good	59-80	3	20%
3.	Poor	5-58	12	80%
Total			15	100%

To find out what the average score is, Table 4.6 depicts MAN students' responses to the learning, read, and discussion (LRD) technique when learning to read. There were 3 students (20%) who were placed in the good group, and 12 students (80%) who were placed in the poor category. It suggests that while some pupils received improvements, the majority of children did not.

This study shows the In both the pre-test and post-test, the overall mean score and standard deviation were calculated. in addition to listing each subject's mean score one by one. In a descriptive statistic table, the following is a description of the outcome:

Table 4.7

The Pre-Test and Post-Test Mean Scores and Standard Deviations

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation

					Lower	Upper			
Pair 1	PRE - POST	7.33333	23.74467	6.13085	-5.81603	20.48270	1.196	14	.252

The researcher discovered that the too (t) is 1.196 and the df (degree of freedom) is 14. In table test 4.9, the researcher discovered that the too (t) is 1.196 and the df (degree of freedom) is 14. It has a value of 2.093, according to Gay. The threshold of significance was set with a degree of freedom (df) of 14, at 0.05. The hypothesis is as follows: Ho: At MAN Palopo's eleventh-year students, there is no substantial progress in students' reading skills after utilizing the listen, read, discuss (LRD) technique for reading skill enhancement.

HI: Listen, read, discuss (LRD) as an approach for improving reading skills has resulted in considerable improvements in students' reading skills among MAN Palopo eleventh-year students.

$$1.196 < 2.093$$

The researcher (t) as a result of the findings (table). The fact that (t) the t is lower than the table is related to this outcome. There was no significant difference in teaching reading skills before and after the intervention. plying the listening, reading, discuss (LRD) technique because the strategy was ineffective in teaching reading comprehension to MAN Palopo eleventh-grade students.

B. Discussion

Jl. Dr. Ratulang-Balandai, Bara district, Palopo Town, South Sulawesi province is home to MAN Palopo. On December 18th, 2014, the founding number decision (No. SK. Pendirian) Ma.026249 placed MAN Palopo under the jurisdiction of the religion minister. On December 18th, 2014, it was given the operation number decision (No. SK. Operational) Ma.026249. On July 16th, 2019, MAN Palopo received A accreditation number 614/BAN-SM/SK/2019. For people who want to pass the English test, mastering reading skills is critical. Reading skill mastery is one of the most crucial components in language learning. Reading is crucial in learning any language, but especially in learning a foreign Language as a second language is a term used to describe a person who speaks another language as In this case, the instructor should make use of appropriate approaches and techniques to keep the classroom environment new and engaging in order to encourage pupils to learn. Listening, reading, and discussing are some of the tactics (LRD). Based on the reading comprehension data from the pre-test, it can be determined that one student (7%) scored in the very good levelBased on the results of the pre-test reading comprehension, it can be noted that one student (7%) received a very good grade. It indicates that the student's pre-test score was low. Reading data from the post-test. Three pupils (20%) were placed to the good group, as can be shown, while 12 students (80%) were assigned to the poor category. The study includes a discussion of data presented to students based on data analysis results. The pre-test revealed that, the student had a mean score of 52.6667, indicating a lack of English reading skills. According to the results of the

post-test, the pupils with a score of 45.3333 did not increase their reading skills after they were thought. It signifies that the difference in total scores between the pre-test and post-test results is not significant. This score is established by computing the difference between the two tests using t-test analysis, with the value 1.196 being lower at a significance level of 0,05, than the t-table value 2.093. The aforementioned statistical analysis reveals that listening, reading, and discussing have little effect on the development of reading skills. It signifies that despite receiving treatment through listening, reading, and discussion as a technique, the students' reading skills did not improve, with the greatest score being 75 and the lowest being 10. This indicates that listening, reading, and discussing have no good effects on students' capacity to grasp reading skills. This is directed at English teachers who teach pupils in English. The researcher provided treatment for six meetings after administering the pre-test. The pupils were expected to comprehend the narrative material and to be eager to read it and respond to the questions. The teacher first taught to the pupils how to develop a matching approach for the narrative text throughout the reading skills phase. The LRD technique was used to implement all of these activities. The teacher inquired about the student's study readiness. Following that, the teacher outlined the study's purpose. The teacher prepared a reading narrative text, then separated the students into five or four groups and taught how to utilize the LRD method when reading narrative text. Each group received a narrative manuscript and was instructed to begin reading it using the LRD approach. The teacher asked the students questions

based on the text they had been given. Students responded to the questions depending on a mutual relationship's outcome.

Following the completion of Following each of the six treatments, the researcher gave a post-test to determine the results. student's progress in reading skills. Many students were still unable to comprehend the material. The majority of students were found to be unable to accurately answer the questions. Some variables contributed to LRD's ineffectiveness as an approach for teaching narrative text reading at MAN Palopo, including: Vocabulary was lacking among the students.

1. It was challenging for the kids to comprehend the meaning of each sentence in the text.
2. When asked questions, the pupils were passive and fearful.
3. Because most students lacked vocabulary, it was difficult for them to comprehend the material, even when they discussed it in class.

Based on a review of the classification table and the percentage rate of students who took the post-test, In addition to the students' average score, it was determined that the children's reading skills were lacking. ability had not improved any more than it had before they received treatment.

Based on a review of the classification table and the percentage rate of students who took the post-test, In addition to the students' average score, it was determined that the children's reading skills were lacking. ability had not

improved any more than it had before they received treatments. The study's findings demonstrate that using listening, reading, and conversation tactics alone will not lead to improved performance among pupils. It is brought about by a challenge that pupils experience during the learning process. The researcher discovered that students have certain difficulties learning to read. A lack of vocabulary is a serious issue. This problem is supported by Jayanti's research. According to Jayanti, the most major reason of pupils' difficulty is a lack of vocabulary. Because they don't know what the word means, the students are unable to comprehend the content of the book.²⁴

It's not always as simple as it appears to change which words to employ in relation to the context of a phrase. Students must comprehend the full meaning of a word. The kids' lack of vocabulary proficiency makes it challenging for them to comprehend and link the content of entire phrases and texts. According to Jayanti's research, most kids struggle with reading because of syntactic and semantic processing issues. Reading difficulties are frequently caused by students' lack of knowledge of the relationships and roles of words inside sentences. Long sentences, Furthermore, students will be perplexed and find it difficult to derive meaning from the text.

²⁴Dwi Larasati, *An Analysis of Difficulties in Comprehending English Reading Text at The Eleventh Grade Students of MA LAB UIN-SU Medan*, (Thesis: UIN Sumatra Utara, 2019), p. 48.

CHAPTER V

CONCLUSION AND SUGGESTION

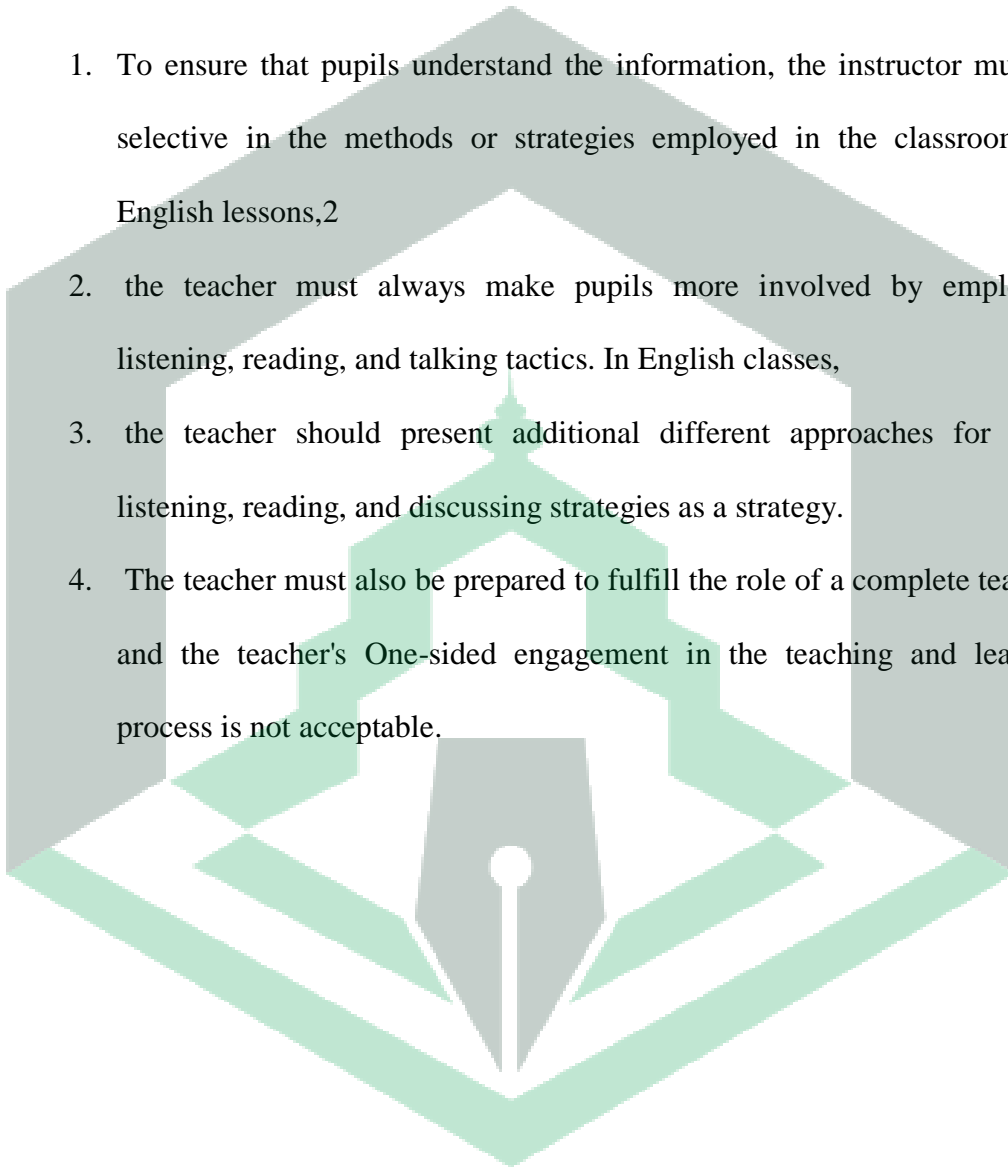
A. Conclusion

The scientist discovered that by combining the listening, read, discuss (LRD) technique based on the findings, data analysis, and discussion in the previous chapter, to increase students' reading comprehension in the eleventh grade at MAN Palopo is ineffective because of the environment conditions at the time were impossible owing to the Pandemic (Covid 19), and just 15 kids were in the classroom at the time of the English lesson. In the post-test, the average score of pupils was lower than the pre-test mean score of pupils after the treatments were implemented using the listen, read, and discuss (LRD) technique. The data were analyzed with a degree of freedom (df) of 14, and a level of significance of 5% (0.05). yielding t_t (table) 2093 and a t_o (count) of 1.196. As a result of this finding, the researcher concluded that strengthening reading abilities by the use of the listen, read, and discuss (LRD) technique is ineffective in improving students' reading skills among MAN Palopo eleventh-year students. t_o was found to be less than t_t , t_o 1.196 2093. The null hypothesis (H_o) was accepted, while the alternative hypothesis (H_a) was rejected. There was no discernible difference in pupils' reading abilities improvement before and after treatment.

B. Suggestion

The researcher makes the following conclusions and recommendations based on the data analysis findings:

1. To ensure that pupils understand the information, the instructor must be selective in the methods or strategies employed in the classroom. In English lessons,²
2. the teacher must always make pupils more involved by employing listening, reading, and talking tactics. In English classes,
3. the teacher should present additional different approaches for using listening, reading, and discussing strategies as a strategy.
4. The teacher must also be prepared to fulfill the role of a complete teacher, and the teacher's One-sided engagement in the teaching and learning process is not acceptable.



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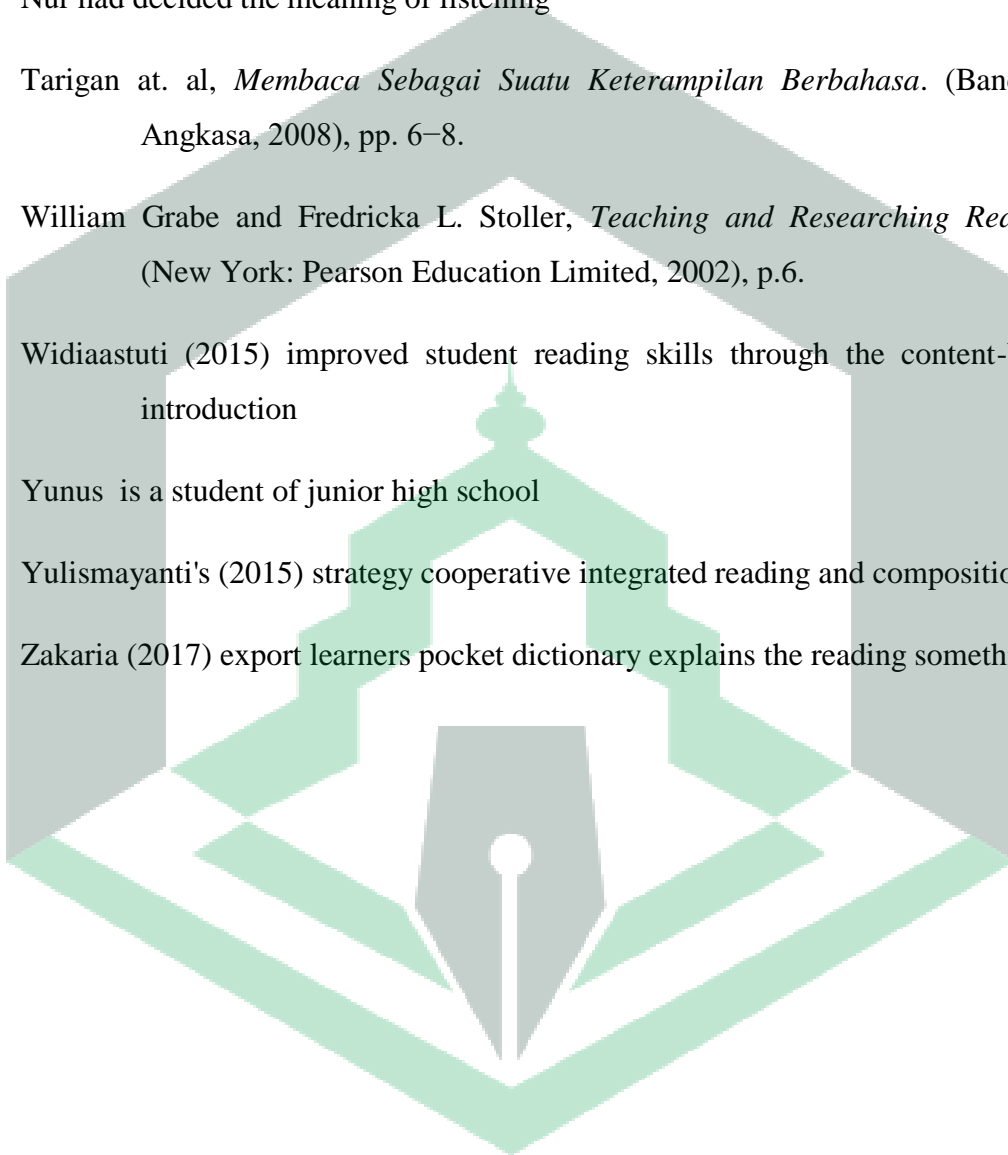
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Appendices



Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah : MAN Palopo
Mata Pelajaran : Bahasa Inggris
Pertermuan : Pertama dan kedua
Topik/Tema : Reading
Materi : text narrative
Kelas/Semester : XI/Genap
Waktu : 2 x40 menit

A. STANDAR KOMPETENSI

- Memahami makna reading dalam bahasa Inggris melalui listen, read, discuss (LRD)

B. INDIKATOR

- Memahami makna reading dalam bahasa Inggris yang berkaitan dengan narrative text melalui listen, read, discuss (LRD)

C. TUJUAN PEMBELAJARAN

- Siswa dapat memahami makna teks dalam reading bahasa Inggris yang berkaitan dengan narrative text melalui listen, read, discuss (LRD)

D. MATERI PEMBELAJARAN

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. 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 fish turned into a beautiful princess. He fell 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 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.

E. METODE PEMBELAJARAN

Pendekatan : Scientific approach (Learning observe-questioning, experiment, associate, communicate)

F. STRATEGI PEMBELAJARAN

Menggunakan strategi LRD (listen, read, discuss)

G. SUMBER BELAJAR

www.englishindo.com, <http://.britishcouncil.org>

H. LANGKAH-LANGKAH PEMBELAJARAN

KegiatanPendahuluan (10 Menit)
<ul style="list-style-type: none"> a. Salam dan berdoa b. Memeriksa kehadiran siswa c. Menyampaikan tujuan pembelajaran yang akan berlangsung d. Menyampaikan materi pelajaran yang akan dibahas e. Pembagian kelompok
KegiatanInti (60 menit)
<ul style="list-style-type: none"> a. Peneliti menjelaskan tentang narrative text b. Peneliti memberikan contoh penggunaan kalimat past tense dalam narrative text tentang recount personal c. Peneliti memperkenalkan konsep narrative test kepada siswa. d. Penelitian memberikan metode narrative text tentang listen, read, discuss (LRD) berdasarkan ide yang di hasilkan. e. Peneliti juga membimbing siswa ketika mereka mulai menulis draf pertama pada tulisan mereka. f. Setelah siswa mampu menggunakan metode narrative siswa akan berkreasi dalam menulis sesuai dengan pengalaman yang di peroleh.

- g. Peneliti meminta siswa duduk berdasarkan kelompok yang telah dibagikan.
- h. Peneliti meminta siswa untuk mengerjakan soal yang telah disiapkan.

Kegiatan Penutup

- a. Peneliti bertanya tentang bagaimana perasaan siswa setelah mengikuti pembelajaran hari ini
- b. Peneliti dan siswa menyimpulkan materi pembelajaran bersama-sama
- c. *The leader close the class.*

Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah : MAN Palopo

Mata Pelajaran : Bahasa Inggris

Pertermuan : Ketiga dan keempat

Topik/Tema : reading

Materi : narrative text

Kelas/Semester : XI/Ganjil

Waktu : 2 x40 menit

A. STANDAR KOMPETENSI

- Memahami makna teks dalam reading bahasa Inggris melalui listen, read, discuss (LRD)

B. INDIKATOR

- Memahami makna teks dalam reading bahasa inggris yang berkaitan dengan narrative text melalui listen, read, discuss (LRD)

C. TUJUAN PEMBELAJARAN

- Siswa dapat memahami makna teks dalam reading bahasa inggris yang berkaitan dengan narrative text melalui listen, read, discuss (LRD)

D. MATERI PEMBELAJARAN

Narrative text

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.

To tell/ to retell past events for the purpose of informing or entertaining.

Generic Structure	Text
<p>Orientation</p> <p>(pengenalan: Who, When, Where, dll)</p>	<p>Last holiday my family and I went to Jakarta. We visited my uncle's house. It had a big garden and a lot of colorful flowers and tennis court.</p>
	<p>On Friday my nephew and I went to National Museum and Went up to the top Of monument which had the golden symbol of the spirit of our nation. From the top we could see the beauty of the metropolitan city. On Saturday we went to Ancol beach to see Dunia Fantasiand Dolphin show.</p>
<p>Reorientation</p> <p>(Penutup cerita, rangkuman rentetan peristiwa)</p>	<p>On Sunday we went to Ragunan Zoo and then we went home. We really enjoyed our holiday.</p>

Lexico Grammatical Features

1. Focus on specific participant
2. Used action verbs and simple past tense (V2), example: was, were, spent, visited, etc.
3. Use time connectives, example: then, after, that, when
4. Chronologically.

E. METODE PEMBELAJARAN

Pendekatan : Scientific approach (Learning observe-questioning, experiment, associate, communicate)

F. STRATEGY PEMBELAJAR

Menggunakan strategi LRD (listen, read, discuss)

G. SUMBER BELAJAR

www.englishindo.com, <http://britishcouncil.org>

H. LANGKAH-LANGKAH PEMBELAJRAN

KegiatanPendahuluan (10 Menit)
<ul style="list-style-type: none"> a. Salam danberdoa b. Memeriksa kehadiran siswa c. Menyampaikan tujuan pembelajaran yang akan berlangsung d. Menyampaikan materi pelajaran yang akan dibahas e. Pembagian kelompok
KegiatanInti (60 menit)
<ul style="list-style-type: none"> a. Peneliti menjelaskan tentang recount text b. Peneliti memberikan contoh penggunaan kalimat past tense dalam recount text tentang recount personal c. Peneliti memperkenalkan konsep narrative test kepada siswa. d. Penelitian memberikan metode narrative text tentang listen, read, discuss (LRD) berdasarkan ide yang di hasilkan. e. Peneliti juga membimbing siswa ketika mereka mulai menulis draf pertama pada tulisan mereka. f. Setelah siswa mampu menggunakan metode narrative siswa akan berkreasi dalam menulis sesuai dengan pengalaman yang di peroleh. g. Peneliti meminta siswa duduk berdasarkan kelompok yang telah dibagikan. h. Peneliti meminta siswa untuk mengerjakan soal yang telah disiapkan.
KegiatanPenutup
<ul style="list-style-type: none"> a. Peneliti bertanya tenta ng bagaimana perasaan siswa setelah

mengikuti pembelajaran hari ini

- b. Peneliti dan siswa menyimpulkan materi pembelajaran bersama-sama
- c. *The leader close the class.*

Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah	:	MAN Palopo
Mata Pelajaran	:	Bahasa Inggris
Pertermuan	:	Kelima dan enam
Topik/Tema	:	reading
Materi	:	narrative text
Kelas/Semester	:	XI/Ganjil
Waktu	:	2 x40 menit

A. STANDAR KOMPETENSI

- Memahami makna teks dalam Reading bahasa Inggris melalui narrative text

B. INDIKATOR

- Memahami makna teks dalam reading bahasa inggris yang berkaitan dengan narrative text.

C. TUJUAN PEMBELAJARAN

- Siswa dapat memahami makna teks dalam reading bahasa inggris yang berkaitan dengan narrative text melalui listen, read, discuss (LRD)

D. MATERI PEMBELAJARAN

SURA DAN 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.

Generic Structure	Text
<p>Orientation (pengenalan: Who, When, Where, dll)</p>	<p>Last holiday my family and I went to Jakarta. We visited my uncle’s house. It had a big garden and a lot of colorful flowers and tennis court.</p>
<p>Events: (Urutanperistiwa)</p>	<p>On Friday my nephew and I went to National Museum and Went up to the top Of monument which had the golden symbol of the spirit of our</p>

	nation. From the top we could see the beauty of the metropolitan city. On Saturday we went to Ancol beach to see DuniaFantasiand Dolphin show.
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Pendekatan : Scientific approach (Learning observe-questioning, experiment, associate, communicate)

F. SUMBER BELAJAR

www.englishindo.com, <http://.britishcouncil.org>

G. LANGKAH-LANGKAH PEMBELAJARAN

KegiatanPendahuluan (10 Menit)

- a. Salam dan berdoa
- b. Memeriksa kehadiran siswa
- c. Menyampaikan tujuan pembelajaran yang akan berlangsung
- d. Menyampaikan materi pelajaran yang akan dibahas
- e. Pembagian kelompok

Kegiatan Inti (60 menit)

- a. Peneliti menjelaskan tentang recount text
- b. Peneliti memberikan contoh penggunaan kalimat past tense dalam recount text tentang recount personal
- c. Peneliti memperkenalkan konsep narrative text kepada siswa.
- d. Peneliti memberikan metode narrative text tentang listen, read, discuss (LRD) berdasarkan ide yang di hasilkan.
- e. Peneliti juga membimbing siswa ketika mereka mulai menulis draf pertama pada tulisan mereka.
- f. Setelah siswa mampu menggunakan metode narrative siswa akan berkreasi dalam menulis sesuai dengan pengalaman yang di peroleh.
- g. Peneliti meminta siswa duduk berdasarkan kelompok yang telah dibagikan.

Peneliti meminta siswa untuk mengerjakan soal yang telah disiapkan.

Kegiatan Penutup

- a. Peneliti bertanya tentang bagaimana perasaan siswa setelah mengikuti pembelajaran hari ini
- b. Peneliti dan siswa menyimpulkan materi pembelajaran bersama-sama
- c. *The leader close the class.*

PRE-TEST

Nama :

Class :

Time :

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.

Adapted from <https://www.nurdiono.com/soal-un-bahasa-inggris-narrative-text.html>

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

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>

3. What is the main idea of the second paragraph?
- a. The mouse deer for 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

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>

1. 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 aw olves
 - e. A wolves and farmer
2. Which is of the following is NOT true about fox?
 - a. She had offered her own son’s life to save her nep hew
 - 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
3. What is the expression of “*Please eat my own son instead*”.(paragraph3)
 - 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>

4. 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
5. 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
6. The last paragraph is called?
 - a. Resolution
 - b. Event
 - c. Orientation
 - d. Complication
 - e. Reorientation

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, PuteriMandalika 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 PuteriMandalika 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://abidinfaz.blogspot.com/2015/01/soal-bahasa-inggris-narrative-text-dan.html>

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

8. 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

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>

- 9. 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
- 10. 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 store.

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 Ca tano

The man tried to teach the parrot to say Cat ano. 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 to so angry that the shouted over and over, “Say Catano, or I’ll kill you!” but bird would n’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 it 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; Intan Pariwara)

11. The best title for passage is.....
 - a. The smartest parrot
 - b. The stupid parrot
 - c. The good parrot
 - d. The naughty parrot
 - e. A wonder full parrot
12. 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
13. 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 parrotc.
 - 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 ref ersto.....
 - 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

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 KboI wo 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 KboIwo 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 KboIwo 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.

Adapted from : <http://kumpulan-soal-blogspot.co.id/2013/08/kumpulan-contoh-soal-cerita-narrative.html>.

19. 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 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

POST TEST

Name :

Class :

Time :

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 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 ad vision of hunting area. They divided their hunting territory into two where Sur aru ledin 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 bevio lated byany one.

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 to mediate 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 bit 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 any more 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://yunitapuspitasaki.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.....
- Play
 - Noisy
 - Put
 - Games
 - Quarrel
5. He began to prowl in rivers and lakes inland. The underlined word in line 10 refers to.....
- Crocodile
 - Sura
 - Baya
 - Fish
 - Snack

(Question 6-8)

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

One day, the cat wants to live alone without family cat, because she felt it was great to fend 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 at it.

With feeling so tired the cat sleeping on 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, rampaging elephants make that cat darted him.

Cats are very upset and hungry, she tried to look for food on the ground. She met a 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 eat in glians.

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 kind ness 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 in fer ed 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 Just est 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 Simple present
- b. Simple perfect
- c. Simple perfect countinuees tense

- d. 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 are ward
- c. A gift show skind ness
- 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” (Paragraph3)

What does the above sentence mean?

- a. The goat drank enough and look edar ound.

- 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 has 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 handsome ness 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 head band .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 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*

16. Which statement is TRUE according to the text?
- Sangkuriang did not ask help to another complete all the work.
 - Dayang Sumbi didn't order his forces to hold a very long red carpet to the east of the city
 - Sangkuriang was a boy who dis like dhunting
 - Dayang Sumbi proposed one requirement to Sangkuriang
 - Dayang Sumbi surprised that her future husband had a head in jury
17. The second paragraph is called....
- Orientation
 - Complication
 - Resolution
 - Identification
 - Conclusion

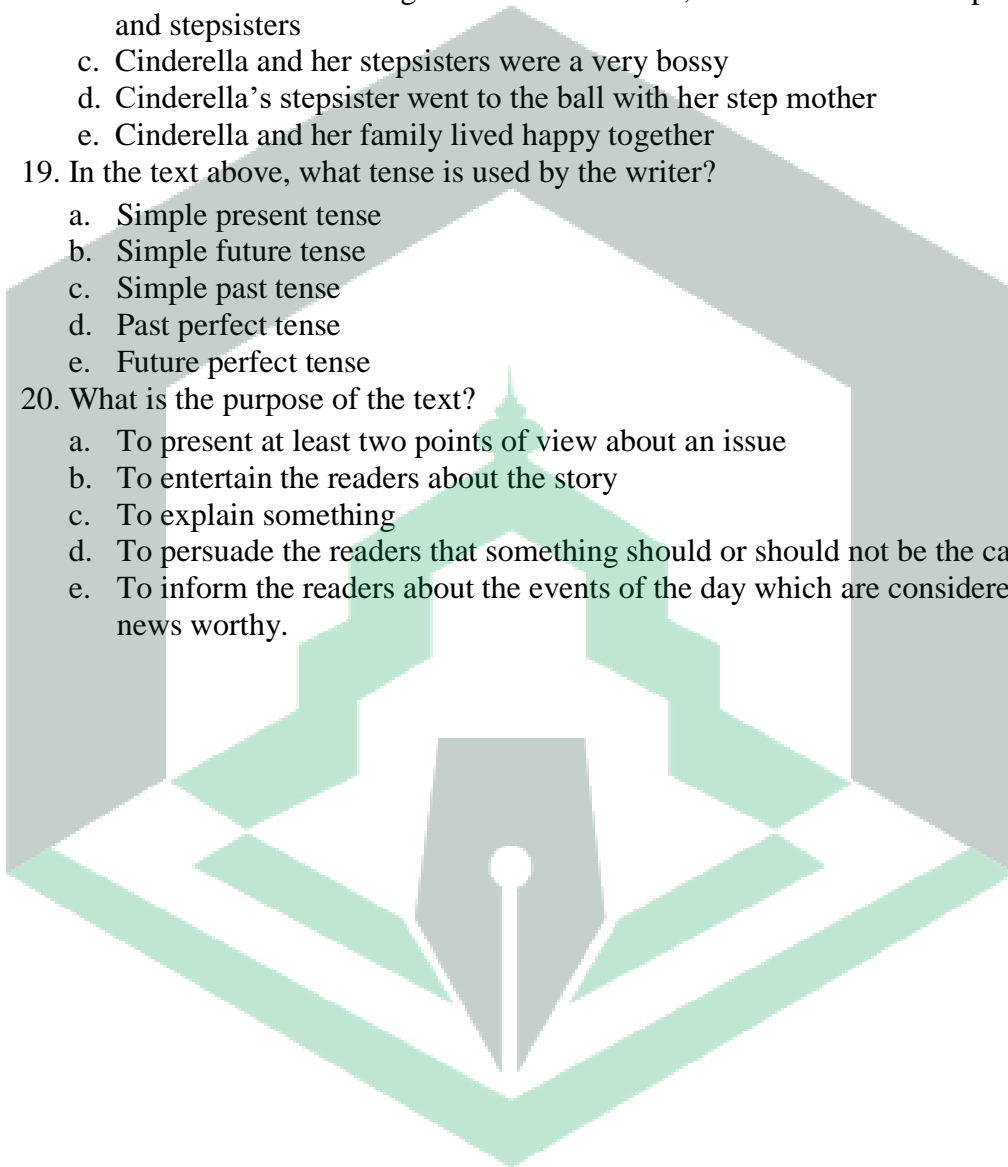
(Question 18-20)

Once upon a time there was a beautiful girls 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 a 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>

18. What is the main idea of the first paragraph?
- Cinderella's mother was very kind to her
 - There was a beautiful girls called Cinderella, she lived with her stepmother and stepsisters
 - Cinderella and her stepsisters were a very bossy
 - Cinderella's stepsister went to the ball with her step mother
 - Cinderella and her family lived happy together
19. In the text above, what tense is used by the writer?
- Simple present tense
 - Simple future tense
 - Simple past tense
 - Past perfect tense
 - Future perfect tense
20. What is the purpose of the text?
- To present at least two points of view about an issue
 - To entertain the readers about the story
 - To explain something
 - To persuade the readers that something should or should not be the case
 - To inform the readers about the events of the day which are considered news worthy.





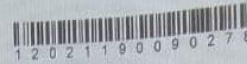












PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

ASLI

IZIN PENELITIAN
 NOMOR : 278/IP/DPMPTSPV/2021

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 2016 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelembagaan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo

MEMBERIKAN IZIN KEPADA

Nama : MAYA KUMALA SARI
 Jenis Kelamin : Perempuan
 Alamat : Jl. Balandi Kota Palopo
 Pekerjaan : Mahasiswa
 NIM : 14.16.3.0066

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

IMPROVING STUDENTS' READING COMPREHENSION THROUGH LISTEN, READ, DISCUSS (LRD) STRATEGY OF NARRATIVE TEXT AT THE ELEVEN YEARS STUDENTS OF MAN PALOPO

Lokasi Penelitian : MADRASAH ALIYAH NEGERI (MAN) PALOPO
 Lamanya Penelitian : 04 Mei 2021 s.d. 04 Juni 2021

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya



Diterbitkan di Kota Palopo
 Pada tanggal : 05 Mei 2021
 plk. Kepala Dinas Penanaman Modal dan PTSP

MUH. IHSAN ASHARUDDIN, S.STP, M.Si
 Pangkat : Pembina TK.I
 NIP : 19780611 199612 1 001

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel.
 2. Walikota Palopo
 3. Danlats 1403 SVNG
 4. Kapolres Palopo
 5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
 6. Kepala Badan Kesbang Kota Palopo
- Instansi terkait tempat dilaksanakan penelitian



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PALOPO
MADRASAH ALIYAH NEGERI (MAN) KOTA PALOPO
Jalan Dr. Ratulangi Balandai Kota Palopo 91914
Telp/Fax (0471) 21671 E-mail : manpalopo7@gmail.com

Palopo

C

SURAT KETERANGAN PENELITIAN

Nomor : 35 /Ma.21.14.01/TL.00/V/2021

Yang bertanda tangan dibawah ini :

N a m a : **Dra. Hj. Jumrah, M.Pd.I**
NIP. : 196612311994032009
Pangkat/Gol. : Pembina IV/a
Jabatan : Kepala MAN Kota Palopo

Dengan ini menerangkan bahwa :

N a m a : **Maya Kumala Sari**
Jenis Kelamin : Perempuan
Alamat : Jl. Balandai Kota Palopo
Pekerjaan : Mahasiswa
NIM : 14.16.3.0066

Bahwa yang bersangkutan benar-benar telah mengadakan penelitian di instansi kami sehubungan dengan penulisan Skripsi yang berjudul **"IMPROVING STUDENT" READING COMPREHENSION THROUGH LISTEN, READ, DISCUSS (LDR) STRATEGY OF NARRATIVE TEXT AT THE ELEVEN YEARS STUDENTS OF MAN PALOPO "**.

Demikian Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 07 Juni 2021

Kepala Madrasah,



Dra. Hj. Jumrah, M.Pd.I

NIP. 196612311994032009



BERITA ACARA UJIAN SKRIPSI

Bismillahirrahmanirrahim,

Pada hari ini **Jumat** tanggal **28 Januari 2022** pukul **10.00** telah dilaksanakan ujian Skripsi terhadap mahasiswa Program S1 Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri Palopo:

Nama : Maya Kumalasari
NIM : 14.16.3.0066
Judul Skripsi : Improving Students Reading Comprehension Through Listen- Read- Discuss (LRD) Strategy of Narrative Text at the Eleventh Years Students of MAN Palopo

Berdasarkan penilaian tim penguji penelitian skripsi diperoleh sebagai berikut:

NO	TIM PENGUJI	NAMA	NILAI	TANDA TANGAN
1	Ketua Sidang	Dewi Furwana, S.Pd.I., M.Pd		1.
2	Penguji I	Amalia Yahya, S.E., M.Hum	90	2.
3	Penguji II	Muhammad Iksan, M.Pd	90	3.
4	Pembimbing I	Dr. Masrusddin, S.S., M.Hum	95	
5	Pembimbing II	Dewi Furwana, S.Pd.I., M.Pd	90	5.
Rata-rata Nilai				
Nilai dalam Huruf			A	

Keputusan Sidang

- Lulus tanpa Perbaikan
 Lulus Perbaikan dengan Konsultan
 Lulus Perbaikan tanpa Konsultan
 Tidak Lulus

Aspek Perbaikan

- Materi Pokok
 Metodologi Penelitian
 Bahasa
 Teknik Penulisan

Lain-lain

- Konsultan :
Jangka Waktu :
Perbaikan :

Mengetahui:
Ketua Program Studi,

Amalia Yahya, S.E., M.Hum
NIP 19771013 200501 2 006

Ketua Sidang,

Dewi Furwana, S.Pd.I., M.Pd
NIP 19870831 201503 2 006

CURRICULUM VITAE



The writer, MAYA KUMALA SARI was born in Karetan June 8th 1996. Her friends usually call her May, she has two brothers and two sisters and her parents' names are MUSTALIM and SUKASNI.

Education background

1. Elementary school : Sekolah Dasar 92 Karetan 2003-2007
2. Junior high school : 2008- 2011
3. Senior High School : 2011-2014
4. English Department, State Institute for Islamic Studies Palopo (IAIN) : 2014-2022

During her study at IAIN Palopo she had joined some of the training such as Oscar in 2015, Freshmen Training Camp (FTC) 2016, Kesatuan Aksi Mahasiswa Muslim Indonesia (KAMMI) 2017.

In the end of her study at the State Institute for Islamic Studies (IAIN) Palopo, she wrote a thesis titled "Improving students' reading comprehension through thought-listen, read, discuss (LRD) strategy of the eleventh grade at MAN Palopo."