

**IMPROVING THE ELEVENTH GRADE STUDENTS' READING
COMPREHENSION THROUGH LISTEN-READ-DISCUSS
(L-R-D) STRATEGY AT SENIOR HIGH SCHOOL
BINA SISWA BALAI JAYA**



UIN SUSKA RIAU

BY

ELIZA YURIKA DEVI

SIN. 11414200565

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1441 H/2020 M**

Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**IMPROVING THE ELEVENTH GRADE STUDENTS' READING
COMPREHENSION THROUGH LISTEN-READ-DISCUSS
(L-R-D) STRATEGY AT SENIOR HIGH SCHOOL
BINA SISWA BALAI JAYA**

Thesis

Submitted to Fulfil One of Requirements
for Undergraduate Degree in English Education
(S.Pd.)



UIN SUSKA RIAU

By

ELIZA YURIKA DEVI
SIN. 11414200565

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM
RIAU PEKANBARU
1441 H/2020 M**



SUPERVISOR APPROVAL

The thesis entitled *Improving The Eleventh Grade Students' Reading Comprehension Through Listen-Read-Discuss (L-R-D) Strategy Of Senior High School Bina Siswa Balai Jaya* is written by Eliza Yurika Devi, SIN. 11414200565. It has been accepted and approved to be examined in the meeting of the final examination of undergraduate committee at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau, to fulfill a requirement for getting undergraduate degree (S.Pd.) in English Education Department.

Pekanbaru, Ramadhan 19th, 1441 H
 Mei 12th, 2020 M

Approved by

The Head of English
 Education Department

Drs. Samsi, M.H.Sc.
 NIP. 1963080319931003

Supervisor

Dra.Hj. Yusrida, M.Pd
 NIP.19660613199402001

- Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

EXAMINER APPROVAL

The thesis entitled *Improving The Eleventh Grade Students' Reading Comprehension Through Listen-Read-Discuss (L-R-D) Strategy Of Senior High School Bina Siswa Balai Jaya* is written by Eliza Yurika Devi, NIM. 11414200565. It is approved and has been examined by the Final Examination Committee of undergraduate degree on Juli 10, 2020 M/Rajab 10, 1442 H at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau as one of requirements for undergraduate degree (S.Pd.) in English Education Department.

Pekanbaru, Sya'ban 10th, 1442 H
Juli 10th, 2020 M

Examination Committee

Examiner I

Dr. Bukhori, M.Pd.

Examiner II

Melgis Dilkawati, M.Pd.

Examiner III

Dr. Faurina Anastasia, M.Hum

Examiner IV

Robi Kurniawan, M.A.

Dean,

Faculty of Education and Teacher Training



Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.
NIP. 19740704 199803 1 001



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

ACKNOWLEDGEMENT



Alhamdulillahirabbil'alamin, the researcher expresses her highest gratitude to Allah subhanahu wa ta'ala for blessing, love, opportunity, health, and mercy to complete this undergraduate thesis. This undergraduate thesis entitled "Improving The Eleventh Grade Students' Reading Comprehension Through Listen-Read-Discuss (L-R-D) Strategy In Senior High School Bina Siswa Balai Jaya" is submitted as the final requirement in accomplishing undergraduate degree at English Education Department of Faculty Education and Teacher Training at State Islamic University of Sultan Syarif kasim Riau.

In Arranging this thesis, a lot of people have provided motivation, advice, and support for the researcher. In this valuable chance, the researcher intended to express her gratitude and appreciation to Her beloved parents, Ahmad Juhri and Siti Roliya who always pray for me during my life and who has given meaningful and useful support to accomplish this thesis. Then, Her beloved sister, Permai Dian Anggraini, Ade Azhairani Putri, and Nurul Hawa Oktavia who also always pray and support me during my study. Then, the researcher would like to thanks to

1. Prof. Dr. KH. Akhmad Mujahidin, S.Ag., M.Ag., the rector of State Islamic University of Sultan Syarif Kasim Riau.
2. Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag., the Dean of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.
3. Drs. Samsi, M.H.Sc., the chairperson of Department of English Education for his guidance and help given to reseacher to complete this thesis. Cut Raudhatul Miski, S.Pd., M.Pd., the secretary of Department of English Education for this guidance and help given to researcher to complete this thesis.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- © Hak cipta milik UIN Suska Riau
4. Dra. Hj. Yusrida, M.Pd., the writer's supervisor who has given correction, suggestion, advice, support and guidance in finishing this thesis.
 5. Riski Fiprinita, M.Pd., and Dedi Wahyudi, M.Pd., the writer's academic supervisor who has given advice and guidance.
 6. All lecturers who have given their knowledge and information through the meeting in the class or personally.
 7. The head master of SMA Bina Siswa Balai Jaya, Jasiman S.Pd., and the English teacher Karyanto, S.Pd., and all staffs that really helped the writer finish this research.
 8. The writer's best friend, Faridah, Sonya Dara Dursia, Votik Anjasiwi, Muhammad Haryo, Nurul Habibah, Iin, Suri Mandala Putri. Who always standing by her side in happy and sad conditions and situations. She will never forget every experiences that they do together. Hopefully, this relation will never end. The writer's friends in caplocks geng, Sepni Mardiana, Indah Bestari, Nurul Maidah, Tri okta vera, Gusnina Fitri. Thank you for sharing laugh and tear together. Thank you so much guys. Love you
 9. Her best friend in KKN program in Batu Belah regency, Illiyas, Rani Sri Rahayu, vita, Firda, Siti, Sari Tri Rahayu, Ratna, mecky, Dedi, yoga, and Andrian who always support in conducting this research.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

10. Her best friend in PPL program at MA Al-Ihsan Boarding School Pekanbaru, Putri , Dwi, Aini, Icha, Diana , Mizan, Gusliadi, and Haryo who ways support in conducting this research.

11. For all people who have given the writer great support in conducting and finishing this thesis, which can not be written one by one.

Finally, the writer realizes that there are many weaknesses on the thesis. Therefore constructive critiques and suggestion are needed in order to improve this thesis. This thesis hopefully can give meaningful contribution to further researchers.

May Allah Almighty, the Lord of universe, blesses you all. Aamiin.

Pekanbaru, 10 July 2020

The Writer

Eliza Yurika Devi SIN.
11414200565

UIN SUSKA RIAU


Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

ABSTRACT

Eliza Yurika Devi, (2019): Improving The Eleventh Grade Students' Reading Comprehension Through Listen-Read-Discuss (L-R-D) Strategy At Senior High School Bina Siswa Balai Jaya

This reserch was conducted based on students' problem in reading comprehension. The researcher formulated the problem into one research question that would be answered by using quantitave research. Therefore, this research was aimed to investigate wheter using LRD strategy improve students' reading comprehension of narrative text at eleventh grade SMA Bina Siswa Balai Jaya. This research had two variable , LRD strategy as independent variable and students' reading comperehension as a dependent variable. This research was a quasi eksperiment research. The research selected 2 classes from the population by using cluster sampling technique eksperimental class and control class. There were 50 as sample out of 145 students. In collecting the data, the writer used multiple choice test. In analyzing the data, the researcher used independent sample t-test formula calculated by using SPSS version continued by using eta square formula. The result of data analysis showed that there is significant improving the eleventh grade students' reading comprehension, in which the *sig* value clear that the effect size was 0.23. The guidelines (proposed by Cohen, 1988 in Pallant,2005) for interpreting this value are : 0.01 is small effect, 0.06 is moderate effect, and 0.14 is large effect. Furthemore, there is significant effect of using LRD (Listen-Read-Discuss) strategy to improve students' reading comprehension at Senior High School Bina Sisw Balai Jaya.

Keyword : LRD Strategy, Reading Comprehension.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

ملخص

إيليزا يوريكا ديفي، (٢٠٢٠): ترقية فهم قراءة تلاميذ الفصل الحادي عشر من خلال استراتيجية *LRD* (الاستماع والقراءة والمناقشة) في مدرسة بينا سيسوا الثانوية بالاي جايا

هذا البحث قيم بالنظر إلى مشكلات التلاميذ في فهم القراءة. وحللت الباحثة المشكلات وجعلتها سؤال البحث الذي ستم إجابته بالبحث الكمي. ولذلك يهدف هذا البحث إلى معرفة إمكانية استراتيجية *LRD* لترقية فهم قراءة التلاميذ النص السرد في الفصل الحادي عشر بمدرسة بينا سيسوا الثانوية بالاي جايا. ولهذا البحث متغيران، أولهما استراتيجية *LRD* وهي متغير مستقل وثانيهما كفاءة قراءة التلاميذ وهي متغير غير مستقل. وهذا البحث هو بحث شبه تجريبية. ومجتمعه فصلاان تم أخذهما من خلال العينة العنقودية، وهما فصل تجربي وضبطي. وهناك ٥٠ تلميذا يكونون عينة لـ ١٤٥ تلميذا. ولجمع البيانات قامت الباحثة بالاختبار باختيارات متعددة. ولتحليلها استخدمت صيغة اختبار *t*-للعينة المستقلة التي تم حسابها بمساعدة برنامج الحزمة الإحصائية للعلوم الاجتماعية ثم صيغة تشي مربع. ونتيجة تحليل البيانات تدل على أن هناك ترقية هامة في فهم قراءة تلاميذ الفصل الحادي عشر حيث أن تشير نتيجة سيج إلى أن الأثر ٢٣،٠٠. التوجيه (من كوحين، ١٩٨٨ في بالانت، ٢٠٠٥) لشرح النتائج هي ما يلي: ٠،٠١. بمعنى أثر صغير، ٠،٠٦. بمعنى أثر متوسط، و ٠،١٤. بمعنى أثر كبير. وفضلا عن ذلك إن هناك أثرا هاما من استخدام استراتيجية *LRD* لترقية فهم قراءة التلاميذ في مدرسة بينا سيسوا الثانوية بالاي جايا.



الكلمات الأساسية: استراتيجية *LRD*، لترقية



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

ABSTRAK

Eliza Yurika Devi, (2019): Meningkatkan Pemahaman Membaca Siswa Kelas Sebelas Melalui Strategi Listen-Read-Discuss (L-R-D) di SMA Bina Siswa Balai Jaya

Penelitian ini dilakukan berdasarkan masalah siswa dalam pemahaman membaca. Peneliti memecah masalah menjadi satu pertanyaan penelitian yang akan dijawab dengan menggunakan penelitian kuantitatif. Oleh karena itu, penelitian ini bertujuan untuk menyelidiki apakah menggunakan strategi LRD meningkatkan pemahaman membaca siswa tentang teks naratif di kelas sebelas SMA Bina Siswa Balai Jaya. Penelitian ini memiliki dua variabel, strategi LRD sebagai variabel independen dan kompetensi membaca siswa sebagai variabel dependen. Penelitian ini adalah penelitian eksperimen semu. Penelitian ini memilih 2 kelas dari populasi dengan menggunakan teknik cluster sampling kelas eksperimen dan kelas kontrol. Ada 50 sebagai sampel dari 145 siswa. Dalam mengumpulkan data, penulis menggunakan tes pilihan ganda. Dalam menganalisis data, peneliti menggunakan rumus uji-t sampel independen yang dihitung dengan menggunakan versi SPSS dilanjutkan dengan menggunakan rumus eta square. Hasil analisis data menunjukkan bahwa ada peningkatan yang signifikan pemahaman membaca siswa kelas sebelas, di mana nilai sig jelas bahwa ukuran efek adalah 0,23. Pedoman (diusulkan oleh Cohen, 1988 dalam Pallant, 2005) untuk menginterpretasikan nilai ini adalah: 0,01 adalah efek kecil, 0,06 adalah efek sedang, dan 0,14 adalah efek besar. Selain itu, ada pengaruh yang signifikan dari penggunaan strategi LRD (Listen-Read-Discuss) untuk meningkatkan pemahaman membaca siswa di SMA Bina Siswa Balai Jaya.

Kata kunci: *Strategi LRD, Pemahaman Membaca.*



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

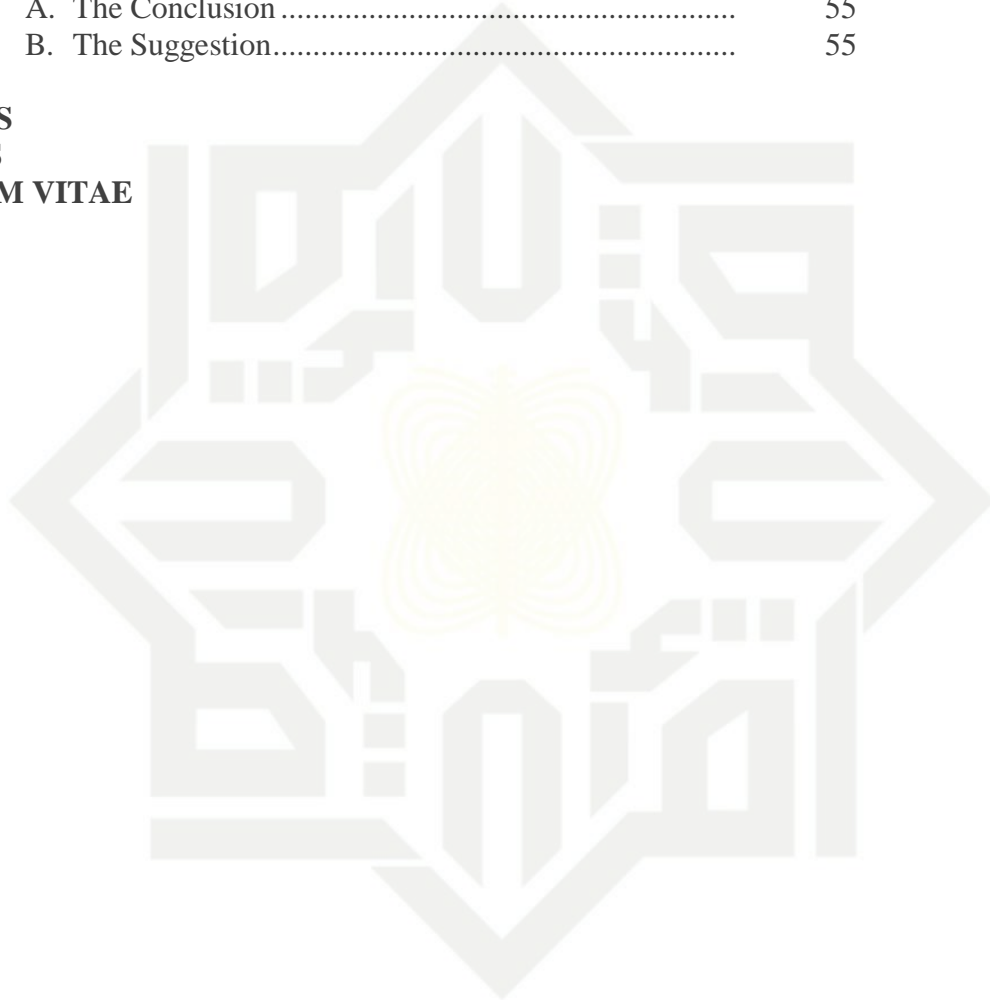
LIST OF CONTENTS

| | |
|---|-------------|
| SUPERVISOR APPROVAL | i |
| EXAMINER APPROVAL | ii |
| ACKNOWLEDMENT | iii |
| ENGLISH ABSTRACT | vi |
| INDONESIAN ABSTRACT | vii |
| ARABIC ABSTRACT | viii |
| LIST OF CONTENTS | ix |
| LIST OF TABLES | xi |
| LIST OF APPENDIXES | xii |
| | |
| CHAPTER I: INTRODUCTION | |
| A. The Background of the Problem | 1 |
| B. The Problems | 6 |
| C. The Objectives and significances of the Research.... | 7 |
| D. The Reason For Choosing the Title | 8 |
| E. The Definition of terms..... | 8 |
| | |
| CHAPTER II: REVIEW OF RELATED LITERATURE | |
| A. The Theoretical Framework..... | 10 |
| 1. Reading | 10 |
| 2. Reading Comprehension..... | 13 |
| 3. The Nature of Listen-Read-Discuss (LRD) | |
| Strategy | 16 |
| 4. Teaching | 20 |
| 5. Teaching Procedure of Listen-Read-Discuss | |
| (LRD) Strategy..... | 27 |
| a. Listen..... | 28 |
| b. Read | 28 |
| c. Discuss | 29 |
| 6. Strategy | 18 |
| B. The Relevant Research..... | 34 |
| C. The Concept of Operational | 35 |
| D. The Assumption and Hypothesis | 37 |
| a. The Assumption | 37 |
| b. The Hypothesis | 37 |
| | |
| CHAPTER III: RESEARCH METHODOLOGY | |
| A. The Research Design | 38 |
| B. The Time and Location of the Research | 38 |
| C. The Subject and Object of the Research | 38 |
| D. The Population and Sample of Research | 38 |
| E. The Technique of Collecting Data Documentation... | 40 |
| F. Technique of Analyzing Data | 40 |

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

| | |
|--|----|
| CHAPTER IV: DATA PRESENTATION AND THE DATA ANALYSIS | |
| A. Description of The Data..... | 42 |
| B. The Data Persentation | 42 |
| C. The Normality of the Dataa..... | 49 |
| D. The Data Analysis..... | 50 |
| CHAPTER V: CONCLUSION AND SUGGESTION | |
| A. The Conclusion | 55 |
| B. The Suggestion..... | 55 |
| REFERENCES | |
| APPENDIXES | |
| CURRICULUM VITAE | |





Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

LIST OF TABLES

| | | |
|-------------|---|----|
| Table III.1 | The total population of the tenth grade of SMK Kesehatan Pro-Skill Indonesia | 39 |
| Table III.2 | Theory Surface Strategy Taxonomy | 40 |
| Table VI.1 | The Score of Students' Reading Comprehension of Experimental Class | 43 |
| Table VI.2 | The Distribution of Frequency of the Students' Pre-Test Scores of Experimental Class | 44 |
| Table VI.3 | The Distribution of Frequency of the Students' Post-Test Scores of Experimental Class | 45 |
| Table VI.4 | The Score of Students' Reading Comprehension of Control Class..... | 46 |
| Table VI.5 | The Distribution of Frequency of Students' Pre-Test Scores of Control Class | 47 |
| Table VI.6 | The Distribution of Frequency of Students' Post-Test Scores of Control Class..... | 48 |
| Table VI.7 | Test of Normaly | 49 |
| Table VI.8 | Descriptive Statistic (post-test) of Experiment Class | 50 |
| Table VI.9 | Descriptive Statistic (post-test) of Control Class..... | 51 |
| Table VI.10 | Group Statistic | 51 |
| Table VI.11 | Independent Sample Test..... | 52 |

LIST OF APPENDICES

Appendix 1 Syllabus

Appendix 2 Lesson Plan

Appendix 3 Blue Print of the Test

Appendix 4 Research Instrument

Appendix 5 Key Answer of the Test

Appendix 6 Pre-Test Score of Experiment Class

Appendix 7 Post- Test Score of Experiment Class

Appendix 8 Validity of the Test

Appendix 9 Recommendation Letters

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER I INTRODUCTION

A. Background of The Research

Language is primarily a means of communicating thought from one person to another. With the language, people can express their feelings and thought. People use language as a means of international communication among the nations all over the world. It is important for us to learn language especially English since it is used as a means of communication among nation in the world. Although English is not the largest number of native or 'first' language speakers, it is widely used by many people all over the world as their 'second' language.

Reading is one skill that is very important in learning English besides other skill like writing, speaking and listening. Patel (2010, p.113) states that “Reading is an active process which consists of recognition and comprehension skill”. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Basically, the purpose of reading process is acquiring information, knowledge, insight, and also for pleasure of interest that is gotten from reading materials. Reading is not easy to do because in reading process the reader not only read the words, sentences, paragraphs, and text but also should understand the contents of reading.

One of the ways to make the teaching reading effective is making the students actively so they will enjoy learning and they can improve their



reading skill. Reading can be fun activity when we know strategy or technique in reading. Reading does not occur in a vacuum. It is done for a purpose, to achieve some end. We need technique in reading. Students need technique in reading to achieve reading goals. Technique can be an activity in reading. To achieve the expected situation, teacher should give the students more activities that can attract their attention to participate in the lesson actively. Teacher should make students to be a good reader. Fluent readers recognize and get meaning from word they see in print, and use their knowledge of the structure of the language to begin forming a mental nation of the topic. They need teaching method, teaching methods are the mean by which the teachers attempt to bring about the desired learning.

Basically, method in teaching concerns the way teachers organize and use technique or strategy of teaching, subject matter, teaching tools, teaching material and teaching procedure, that will achieve these objective, carrying out the procedures, evaluating the success of the learning activities and following up the success and failure.

This phenomenon of teaching reading problem can still be seen in the students of one of the school in Balai Jaya which is the eleventh grade senior high school bina siswa, Kabupaten Rokan Hilir. Based on the information one of students in that school, the researcher found that the teachers teach reading with use traditional method and it make the students feel bored and the students not able to comprehend the text.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



This condition happen because the students have less mastery vocabulary, grammar especially tenses so that difficult for them to know the kind of the text, to know the main idea of the text. More than that, the students also have low interest in studying English. This caused by the students' perspective that studying English is difficult. And the important problem, the strategy that the teacher used was not variety so that make the students not interested in reading and comprehend it.

In order, to make the teaching process interesting and the purpose of the teaching learning process reached, the teacher need a special technique, strategy and method. The purpose of using them is to make the students easy to learn and understand the lesson. In this case, the researcher would like to use the strategy.

Strategy is a plan, method or series of maneuvers or stratagems for obtaining a specific goal or result. There are so many strategies to increase the students' ability in mastering reading comprehension. Such as RAFT (Role Audience Format Topic) strategy, Survey-Question-Read-Recite-Review (SQ3R) strategy, Think-Aloud strategy, LRD (Listen Read Discuss) strategy, etc.

In this study, to increase the students' ability in reading comprehension, the researcher will use the LRD (Listen Read Discuss) strategy. Richardson as an expert who pays much attention on developing reading strategies proposes a strategy containing some strategies needed for reading comprehension. LRD (Listen Read Discuss) strategy was developed in

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1999 by Richardson with team of elementary teachers and graduate students. LRD (Listen Read Discuss) strategy is an appropriate strategy to teach reading, here the students will get the explanation about text from the teacher before they read and the students could enhance their comprehension about the text by doing discussion. So, from the experts' statements above we can conclude that students' prior knowledge of grammar and vocabulary is needed in reading process, if the students have good prior knowledge of vocabulary and grammar, the students will be easy to understand the text.

Based on curriculum (KTSP), it can be seen in Basic Competence of 11th grade of senior high school. It is clear, learning reading in every grade 11th senior high school they should know the content from the text. One of the schools that study about narrative text is SMAS Bina Siswa Balai Jaya. The SMAS Bina Siswa Balai Jaya is one of the schools located at Rokan Hilir regency. The school as a formal education, and this school also has English subject for students, especially in reading skill. The provided as one of the four skills in mastering English that should be taught and learned by the students and the students should get good score in learning English.

Although the purpose of curriculum in reading is very essential, but the students in this school still have a problem. According to the English teacher in the school, students still get low scores in English tests. It is proved from their scores, almost of students got scores below 75, which is far from KKM (Minimum Learning Achievement). The problem comes from students, the students do not know the meaning of words from the text and catch the



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau
 State Islamic University of Sultan Syarif Kasim Riau

information from the text. This problem because the student still lack of vocabularies and background of knowledge. It can be proved, when the teacher give a text, and ask student “what is the main idea from the text ?”.

Almost of students do not know what the answer about the question. Meanwhile, in learning process the teacher use several strategy like based on text book and partner reading strategy. Because strategy is one of important thing when learning process.

Based on preliminary research writer in SMAS Bina Siswa Balai Jaya show above, So, most of students still get problems and difficulties in English subject especially in instruction in several question in English test. It differed from the expectation of the curriculum.

This problem can be proved the minimum of students passing grade, they are:

1. Some of students still lack of vocabulary.
2. Some of students are not able to find the meaning of words in narrative text.
3. Some of students are not able to identify the topic of the narrative text
4. Some of students are not able to find main idea of narrative text
5. Some of students are not able to identify factual information of narrative text
6. Some of students are not able to identify reference of the narrative text
7. Some of students are not able to make inference of the narrative text

Based on the problems that writer shows above. So , the research is interesting in investigating the problem above into research entitled : ”



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Improving Eleventh Grade Students' Reading Comprehension Through Listen-Read-Discuss (L-R-D) Strategy in Senior High School Bina Siswa Balai Jaya."

B. The Problem

1. The Identification of the Problem

Based on the background of the problem above and supported by symptoms, it is clear that there are many problems faced by the students in reading comprehension. Thus, the writer identifies the problem as follows:

- a. Why are some of the students unable to find main idea in the paragraph?
- b. Why are some of the students unable to get information from the text?
- c. Why are some of the students unable to find synonym of word?
- d. Why are some of the students unable to identify generic structure in text?
- e. Why are some of the students unable to find purpose of the text?

2. The Limitation of the Problem

Based on identification above, it is clear that there are some problems. Thus, the writer limited the problem on the students' reading comprehension and teacher strategy are not appropriate on teaching reading comprehension. Therefore, this study focuses on improving the students' reading comprehension through listen-read-discuss (l-r-d) strategy at the second grade of senior high school bina siswa balay jaya. Then, the reading text used by the research is Narrative text.



Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

3. The Formulation of the Problem

Based on limitation of the problem, the writer formulates the problem of the study as follows :

- a. How is students' reading comprehension by using LRD (Listen, Read, Discuss) strategy at State Senior High School Bina Siswa Balay Jaya ?
- b. How is students' reading comprehension without using LRD (Listen, Read, Discuss) strategy at State Senior High School Bina Siswa Balay Jaya ?
- c. Is there any significant effect between using LRD (Listen, Read, Discuss) strategy and taught without using toward students' reading comprehension?

C. The Objectives and the Significance of the Research

1. The Objectives of the Research

- a. To find out the students' reading comprehension in Narrative text that is taught by using LRD (Listen, Read, Discuss) strategy.
- b. To find out the students' reading comprehension in Narrative text that is not taught by using LRD (Listen, Read, Discuss) strategy.
- c. To find out the significant effect of using LRD (Listen, Read, Discuss) strategy on students reading comprehension.

2. The Significance of the Research

Related to objectives of the research above, the significance of the research are as follows:



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

- a. To give some information to the teacher about the effect of using LRD (Listen, Read, Discuss) strategy toward students' reading comprehension in Narrative text.
- b. To give some contribution to the students in order to improve their reading comprehension in Narrative text.
- c. To encourage the researcher's knowledge about the topic conducted.

D. The Reasons of Choosing the Tittle

The writer is interested in carrying out a research on the topic above based on some statements below:

1. The title of this research is relevant with the writer's major as the English Education Department Students.
2. As far as the writer is concerned, this research title has never been investigated by other researcher yet.
3. The writer is very interested in carrying out this research in order to know the effect of using LRD (Listen, Read, and Discuss) strategy toward students' reading comprehension.

E. The Definition of the Terms

To avoid misunderstanding of concept in this research, some definitions are provided as follows:

1. Reading Comprehension

Reading Comprehension is an active process that involves all the strategies and behaviors to monitoring own understanding making decisions about which strategies will help clarify understanding and learning (Crown , 2005 , p.2).



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2. Listen-read-discuss (LRD)

Listen-read-discuss is a strategy that assists students in comprehending the text before reading or during reading with small group or with the whole class. In this strategy, students listen to brief lecture by the teacher paired with a graphic organizer to facilitate comprehension. Then the teacher grants students the opportunity to read and discuss what they read in detail with the whole class . According Tarek Elabsy (2003, p.116). In this research, the strategy will be used to the students in teaching reading. It will allows the students to hear the lecture from the teacher first before reading. In this step teacher tries to activate students' prior knowledge before reading the text. *L-R-D (Listen,Read,Discuss)* is a literacy that will help students comprehend text Manzo (2009, p.17).

3. Narrative Text

Narrative text is a story that retell the event that have happened. According to Marsetiyowati (2016, p.130) a narrative is a text that tells a story dealing with the problematic events that lead to turning point of some kind (complication), which in turn finds a resolution.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

In conducting a research, theories are needed to explain some concepts applied in the research concerned. This chapter presents theories of the study in order to give some clearer concepts being applied in this study dealing with reading comprehension and LRD strategy. Those theories will present as follows:

1. Reading

a. Definition of Reading

Reading is one of important skills in English to be taught to students. According to Fiprinita (2013, p.1) reading is very important, and it is one of the four language skills that should be mastered by students for all levels. Reading is a very useful activity that is used in teaching and learning process. By reading, students will be active in learning process, because the students can get a lot of ideas that improve their knowledge. According to Nunan (2003, p.68) reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.

From the definition above the researcher can conclude that reading is an ability of cognitive process or interaction between the graphic symbols and the language skills of a reader. Reading is also a process of communication between a writer and a reader. A writer has

message in his/her mind, such as teaching, facts, ideas and argument that he/she wants to share the writer puts the message into word or printed verbal symbols. When the messages enter the reader's mind, it means that communication goes on. In comprehending the content of the text, reader not only uses eyes but also their mind concentration to catch the writer's idea.

b. Type of Reading

1) Extensive Reading

Brown explains that Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc). Extensive reading is also to obtain a general understanding of a subject and include reading longer text for pleasure; use extensive reading is to improve general knowledge. It is reading activity that in teacher encourages students to choose for themselves what they like to read and to do so for pleasure and general language improvement.

2) Intensive Reading

Brown explains that Intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. Intensive reading calls students attention to grammatical form, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implication, rhetorical relationships, and the like.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

For this reading activity, the teacher chooses and directed what the students read and it is designed to develop specific receptive skill.

Intensive reading as an activity to take a text, study it line, referring at every moment to our dictionary and our grammar, comparing, analyzing translating and retaining every expression that it contains.

3) The Objectives of Reading

Every action has purpose in doing it. Reading has several purpose or aim when it is done. According to Rivers and Temperley as quoted Nunan suggest that second language learners will want to read for the following purposes:

- a) To obtain information for some purposes or because we are curious about some topic.
- b) To obtain instruction on how to perform some task for our work or daily life (e.g. knowing how an appliance works).
- c) To act in a play, play a game, do a puzzle.
- d) To keep in touch with friends by correspondence or to understand business letter.
- e) To know when or where something will take place or what is available.
- f) To know what is happening or has happened (as reported in newspapers, magazines, reports).
- g) For enjoyment or excitement.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Based on the objectives above we can understand that reading need a special attention. It is not surprised if reading is one of the important skills in learning foreign language. The objectives above is reason why getting students to read. Reading is useful for other purposes too:

Any exposure to English (provided students understand it more or less) is a good thing for language students.

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose for reading guides the reader's selection of texts.

2. Reading Comprehension

a. Definition of Reading Comprehension

In reading a text, reader experienced a crucial phase namely reading comprehension. A crucial factor affecting comprehension is the importance of the reader's background of experience. One important area of a student's background of experiences is that related to language development and growth.

Klingner, Vaughn and Broadman (2007, p.8) define reading comprehension as a complex process involving interaction of many components. Those components are reader, their background knowledge, their reading strategy, the text, their interest in the topic,

and their knowledge of text types. Those component interact with one another in comprehending a printed text. When interference appears in those interactions, the reader find difficulties in their comprehension.

According to Linse (2005, p.71), reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has read. Reading without understanding is useless. That is also stated by Hasibuan and Ansyari (2007, p.37), the purposes for reading and the type of text determine the specific knowledge, skill, and strategies that readers need to apply to achieve comprehension. The meaning of “comprehension” has defined by Duffy (2009, p.14) ,comprehension is the essence of reading because the goal of written language is communication of message. If we do not understand the message, we are not reading.

Another definition, Karren and Steve Graham state that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge and fluency. It means that reading comprehension is activity the readers when they read to understand and to get total meaning of the passage.

In addition, Catherin Snow stated that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.¹⁰ We use the words extracting and constructing to emphasize both the

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





importance and the insufficiency of the text as a determinant of reading comprehension.

Reading comprehension can help the reader to develop their knowledge. In this case, reading in foreign language that is English language is very important. The students of Senior High School are expected to master the four language skill that has been researcher explain in the background, there are reading, listening, speaking and writing. Based the language assessment theory of brown, especially for reading, there are some criteria are commonly used in measuring students' reading comprehension ability, there are:

- 1) Main Idea (Topic)
- 2) Expression/Idiom/Phrase in context
- 3) Inference (Implied detail)
- 4) Grammatical features (reference)
- 5) Detail (Scanning for a specifically stated detail)
- 6) Excluding facts not written (unstated details)
- 7) Supporting ideas
- 8) Vocabulary in context.

From all definitions above, the researcher concluded that reading comprehension is an active process of what is read and the knowledge to produce an understanding of the text is read. In addition, there are clues that reading comprehension is not only an activity: such as with the printed materials to get meaning out of it but also involves the interaction of reader and the material being read.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Comprehension is important part of reading. To get information in reading, students need comprehension. Student cannot get the meaning of the text without comprehension. According Snow (2002, p.11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Comprehension entails three elements :

- 1) The reader who is doing the comprehending
- 2) The text that is to be comprehended
- 3) The activity in which comprehension is a part

3. The Nature of Listen-Read-Discuss (LRD) Strategy

a. The Definition of Listen-Read-Discuss (LRD) Strategy

According to Manzo (2005, p.11) "Listen-Read-Discuss (LRD) is a comprehension strategy that helps students comprehend text. In other hand this strategy engages students in active learning.

Manzo (2005, p.12) also say "LRD meets these requirements for teacher and students. It meets about the teacher explanation and students comprehension. According to the definition from Manzo, the writer assumes that listen, read, discuss are the requirements for the teaching learning.

McKenna (2002, p.94) states that "listen read discuss is a strategy especially designed for struggling readers. Its three stages represent before, during, and after stages of all reading lesson format.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

It means that, there are three stages in this strategy. First, the students listen the explanation about the material from the teachers. Second, the teacher asks the students to read the text to get their comprehension. Finally, the teacher guides the students to discuss to know the students comprehension about the text. In this strategy of teacher efforts in order that the students comprehend about the text by giving explanation in earlier section. It stimulates students' mind in section discussion.

During the first stage, in LRD strategy, students listen as teacher presents the content of their reading through a lecture, often paired with a graphic organizer. A graphic organizer is a visual display that is used to depict the relationships between facts, terms and ideas within a learning task. They form a powerful visual picture of the information and this allows the mind to discover patterns and relationship.

According to Manzo (2005, p.13) "The teacher should do in the class:

- 1) Review the reading selection and prepare a brief,
- 2) Present the summary orally to students.
- 3) Have the students read the text book version of the same material,
- 4) Discuss the material students have heard and read.
- 5) Begin the discussion with the information and ideas students were directed to look for.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Its mean in applying Listen Read Discuss we need some procedures to help easy the teacher and students comprehend the text.

Manzo's explanation gives us understanding about the teacher do in the class to apply the Listen Read Discuss Strategy. Firstly, the teacher prepares the material. The teacher also prepare about how to deliver the material through ask about background knowledge of the students about the material. Then, the teacher present or show the summary of the text to the students by using graphic organizer. The student listen explanation of the teacher. After that, the students read the text. The last, the teacher and the students discuss about the material. It meets about teacher explanation and the students' comprehension. In discussion group, the students also discuss about their difficulties that they found in the text. So, by apply LRD strategy, the activities of teaching reading comprehension can run well.

McKenna (2002, p.94) adds about "The advantages of using Listen Read Discuss strategy has been found to be a powerful means of improving reading comprehension and content learning in both weak and proficient readers..

According Manzo and Casale (1985) stated that LRD strategy is a comprehension strategy that builds students' reading comprehension before they read a text. LRD is also a powerful tool for engangin struggling readers in classroom discussion. Since the content is initially covered orally, students unable to read the entire text on



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

their own are able to gain at least a surface level of understanding about the reading.

b. Advantages and Disadvantages of LRD (Listen Read Discuss)

Strategy

There are some advantages and disadvantages of Listen Read Discuss strategy.

The advantages of Listen Read Discuss strategy, they are:

- 1) LRD can be used for proficient or weak reader
- 2) Teachers observe reluctant reader approaching the text with more confidence
- 3) It is easy to use and require little preparation
- 4) It helps students to comprehend the material presented orally
- 5) It builds students' prior knowledge before they read a text
- 6) It engages struggling readers in classroom discussion
- 7) Students bring more information and enthusiasm to be post-reading discussion.
- 8) Students capable of reading with greater understand.
- 9) They have more to contribute to class discussion
- 10) LRD is flexible strategy can be use across all curriculum areas with almost any text.

It can be seen that the advantages of LRD (Listen Read Discuss) strategy can build the students in reading comprehension for proficient or even to weak reader. It builds students prior knowledge

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

before read the text, and comparing the information during they read the text. The last students will be engaged class discussion which builds their understanding of the text and improve student's confidence in class discussion. In addition, that is advantages of LRD strategy, there is also disadvantage of LRD strategy is difficult to use on a daily basis because developing the lecture and the students prior knowledge is time intensive.³⁰ It means that we can see the disadvantages about LRD the students will be confusion and difficult in to daily basis.

4. Teaching

a. Teaching reading comprehension.

Teaching reading comprehension is a guideline for the teacher to help the students in comprehending in a text easily. According to Klingner, Vaughn, and Boardman (2007, p.8) teaching reading comprehension is a multi-component and highly complex process that involves interaction between students and teacher. It is supported by Harmer (2008, p.99), in teaching reading comprehension the teacher must consider some aspects, they are students' reason for reading, reading levels, and reading principle. Akil (1994) divided the level of comprehension into three levels;

- 1) Literal level ; where the ideas and information are stated directly in the text
- 2) Interpretive level ; it is the process of deriving ideas that are implied rather than directly stated.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3) Applied level It is similar to Anderson (2003), stated that there are three levels of comprehension they are; reading the lines, reading between the lines, and reading beyond the lines. The first level is called literal meaning, this is about what did the author say. The second level is called interpretation, this is about what did the author means, and the last is called inference and generalization, this is about what generalization would be made.

In conclusion, the reader, the text and the activity are fundamental factors influencing comprehension. In other words, the successful reader does not only need capacities and competencies such as having (high vocabulary knowledge, good word recognition, fluency, superior memory intelligence for remembering, and connecting to the prior knowledge), understand complexities of text features or language features (genre, syntax, sentence structure and vocabulary), but also presents some activities such as (purpose for reading, strategies for reading, motivation for reading, and interest in the content of reading) in enabling to comprehend the message or meaning from a text well.

b. Teaching Strategy

Teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies (Stone and Morris, in Issac, 2010). Furthermore, Issac (2010) explains that teaching tactics

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

are that behavior of the teacher which he manifests in the class i.e., the developments of the teaching strategies, giving proper stimulus for timely responses, drilling the learnt responses, increasing the responses by extra activities and so on.

In this paper, we use term strategy to imply thoughtful planning to do something. When we use the term method, it implies some orderly way of doing something. Thus, we use the terms technique and procedure as synonyms to signify a series of steps that one takes to employ any general model being used in the classroom. Each of these aspects emanate from a broader and more encompassing model (Orlich, Harder, Callahan, Trevisan, & Brown, 2010, p.4).

Characteristics of Teaching Strategies

As mentioned before, teaching strategies suggest a way in which a teaching situation can be approached. It is important to underscore their essential characteristics:

- 1) They have a normative character without the rigidity of a rule; they are the training component of dynamic situations, characterized by flexibility and internal elasticity. The general teaching approach outlined by educational strategies can be "adjusted" and adapted to the training events and conditions. The strategies largely carry the footprint of the trainer's teaching style, creativity and personality;
- 2) They have a structuring and modeling function to link the learning situations where learners are placed and to trigger their psychological mechanisms of learning;



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- 3) The components of the strategy (methods, means and organization forms of the work) form a system, establishing the connection between them, even interrelations and interdependencies. A teaching strategy can be decomposed into a series of operations, steps, rules of conduct specific to different teaching sequences so that each decision indicating the transition to the next sequence by exploiting the information obtained in the previous step;
- 4) They do not identify either with the opted methodological system or the basic teaching method because the teaching strategy aims at the training process as a whole, not a single training sequence;
- 5) They have probabilistic meaning, that is that a particular teaching strategy, although scientifically founded and appropriate for the psychological resources of participants, cannot guarantee the success of the training process because there is a large number of variables that can intervene in the process;
- 6) They involve the students in specific learning situations and rationalize and adequate the training content to their personality; and
- 7) They create an ideal framework for interactions between other components of the training process (Ionescu & Radu, 2001, p.184-185).

Types of Teaching Strategies

There are many kinds of teaching strategies that can be applied in the language teaching process. Wehrli (2003) explained the teaching strategies as follow:



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1) Brainstorming

Brainstorming is a process for generating multiple ideas/options in which judgment is suspended until a maximum number of ideas has been generated. Al-maghrawy in Al-khatib (2012: 31) also defines that brainstorming as a group creativity forum for general ideas.

Moreover, Sayed in Al-khatib (2012, p.31) purposed some importance of brainstorming for the students. Those are: (a) helping students to solve problems; (b) helping students to benefit from the ideas of others through the development and build on them; and (c) helping the cohesion of the students and building relationships among them and assess the views of others.

In addition, brainstorming has some advantageous, they are: (a) actively involving learners in higher levels of thinking; (b) promoting peer learning and creates synergy; (c) promoting critical thinking; and (d) helping groups reach consensus.

On the other hand, there are some disadvantageous of brainstorming. (a) requiring learners discipline; (b) may not be effective with large groups; and (c) can lead to “group think”.

2) Case-based Small-group Discussion

In this teaching strategy, small groups of 5-10 address case-based tasks, exchanging points of view while working through a problem-solving process. In this teaching strategy process,

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Srinivasan, Wilkes, Stevenson, Nguyen, and Slavin (2007) explained that the group focuses on creative problem solving, with some advance preparation. Discovery is encouraged in a format in which both students and facilitators share responsibility for coming to closure on cardinal learning points.

Case-based Small-group Discussion has some advantageous. They can be (a) actively involves participants and stimulates peer group learning; (b) helps participants explore pre-existing knowledge and build on what they know; (c) facilitates exchange of ideas and awareness of mutual concerns; and (d) promotes development of critical thinking skills;

On the other hand, Case-based Small-group Discussion has some disadvantageous. It (a) can potentially degenerate into off-task or social conversations; (b) can be a challenge to ensure participation by all, especially in larger groups; and (c) can be frustrating for participants when they are at significantly different levels of knowledge and skill.

3) Demonstration

Demonstration means performing an activity so that learners can observe how it is done in order to help prepare learner to transfer theory to practical application. Moreover, demonstration strategy involves the teacher showing learners how to do something (Adekoya and Olatoye, 2011).

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The advantageous of demonstration are to (a) help people who learn well by modelling others; (b) promote self-confidence; (c) provide opportunity for targeted questions and answers; and (d) allow attention to be focused on specific details rather than general theories.

The disadvantageous of demonstration: (a) is of limited value for people who do not learn best by observing others; (b) may not be appropriate for the different learning rates of the participants; and (c) requires that demonstrator have specialized expertise if highly technical tasks are involved.

4) Games

Games are used to bring competition, participation, drills, and feedback into the learning experience as a motivator and opportunity for application of principles. Carefully planned uses of games in the classroom (e.g., for practicing certain verbs, tenses, questions, locatives, etc.) add some interest to a classroom (Brown, 2000: 146).

The advantageous of game: (a) actively involves learners; (b) can add or regenerate motivation; (c) promotes team learning and collaborative skills; (d) provides a challenge that can lead to confidence in knowing and expressing the material; (e) provides feedback; and (f) can create a “fun” learning environment.

The disadvantageous of game: (a) can create in-group/out-group feelings; (b) can demotivate students who are not



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

competitive by nature; (c) can create feelings of inadequacy in those not as skilled or forceful; and (d) can discourage creativity if the format is very rigid and the focus is strongly on winning.

5) Independent Study

Independent study is a teaching strategy designed to enhance and support other instructional activities. Learning activity is typically done entirely by the individual learner (or group of learners) using resource materials. It may be done using computer/web-based technology. Alberta Learning (2002, p.73) also defines independent study as an individualized learning experience that allows students to select a topic focus, define problems or questions, gather and analyze information, apply skills, and create a product to show what has been learned.

The advantageous of independent study: (a) fosters independent learning skills; (b) allows learners to progress at their own rate; and (c) enhances other learning experiences.

The disadvantageous of independent study: (a) may be disconnected from immediate objectives; and (b) may be difficult to identify/access appropriate materials.

5. Teaching Reading Skill by Listen-read-discuss (LRD) strategy

According to Manzo (2005, p.12-13) “The Listen-Read-Discuss (L-R-D) method was created as a ‘starter’ method for bridging from traditional instruction to a more interactive approach.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Traditional reading-based instruction typically begins by having students read the assignment, listen to a brief lecture or overview by the teacher, and then discuss their responses to questions. The L-R-D simply inverts the first two steps. Manzo said it is a simple lesson design that can be tried almost immediately and that offers several variations that can be phased in as a personal program of professional development. The L-R-D is a heuristic, or hands-on, activity designed to induce self-discovery about effective teaching by teachers and about effective learning by students.

Therefore, the writer conclude that the teacher must be selective and choose specific text where the students lack reading comprehension about the text and need more support with LRD text. Most students don't need that high level of support for the content material they will read, but struggling readers and early English language learners will benefit greatly from this strategy.

a. Listen

Teacher presents information to students about the text they will be reading. This can be in the form of a short lecture on the topic, using graphic organizer to a guide the lecture. Presenting the information from the portion text in a well organized lecture format is about 5-15 minutes while the students are listening the lecture of the content of their reading.

b. Read

In this stage, students read the text and compare what they learned during the lecture to their understanding or reading the text on



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

their own. Students should read silently because silent reading increases comprehension and encourage students to practice study strategies independently.

c. Discuss

After reading, students discuss their understanding of the text with other students in their small group or large group. The teacher guides students in a review and reflect of the content. Discuss the material students now have heard and read. Three questions adapted from Smith are useful in guiding this post reading discussion:

- 1) What did you understand most from what you heard and read?
- 2) What you understand least from what you heard and read?
- 3) What question or thought did this lesson raise in your mind about the content or about effective reading and learning?

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

The L-R-D Strategy Manzo (2005, p.12-13) offers a simple alternative strategy to this approach simple by changing the sequences instructions, students are better prepared for reading notice, in the steps

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

bellow, how this approach quickens the pace instruction and provides for several repetition of the information.

Steps in the Listen-Read-Discuss strategy:

- Step 1 : Select a portion of text to be read
- Step 2 : Present the information from that portion text in a well organized lecture format for about 5-15 minutes
- Step 3 : Have students read the book's version of the some material, students now will be reading in an empowered way, since they have just listened to an over view information
- Step 4 : Discuss the material students now have heard and read.

Three questions adapted from Smith are useful in guiding this post reading discussion:

- 1) What did you understand most from what you heard and read?
- 2) What you understand least from what you heard and read?
- 3) What question or thought did this lesson raise in your mind about the content or about effective reading and learning?

The LRD strategy offers a simple alternative to this approach. Simply by changing the sequence of conventional instruction, student are better prepared for reading.

6. Strategy

Strategy is a plan, method or series of maneuvers or stratagems for obtaining a specific goal or result. It is a tool to get a goal of learning. In teaching and learning process, strategy is a plan to get purpose of teaching

and learning process that suitable with the role of curriculum.

As we turn of style and strategies in second language learning, we can benefit by understanding these “layers of an onion” or point on a continuum, ranging from universal properties of learning to specific interdividable variations in learning.

In another definition, strategy is specific methods of approaching a problem or task, modes of operational for achieving a particular end, planned designs for controlling and manipulating certain information.

Meanwhile, Douglas Brown state that strategies are methods of approaching a problem or task, modes of operation for achieving a particular end planned designs for controlling and manipulating certain information.

In addition, Chamot defines strategies as quite broadly as “procedures that facilitate a learning task..... strategies are more often conscious and goal driven. There for, teacher should use appropriate strategy for teaching. It is expected by using effective strategy can help the students to be easy to understand what the teacher teaches, and can motivated the students to be more serious in learning.

a. The strategy in Reading Comprehension

According to Hasibuan and Ansyari (2007, p.117), instructor can help their students become effective readers by teaching them how to use strategies before, during, and after reading.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- 1) Before reading
 - a) Set a purpose or decide in advance what to read for
 - b) Decide if more linguistic or background knowledge is needed
 - c) Determine whether to enter the text from the top down (attend to overall meaning) or from the bottom top up (focus on the words and phrases).
- 2) During and after reading
 - a) Verify prediction and check for inaccurate guesses.
 - b) Decide what is and is not important to understand.
 - c) Reread to check comprehension.
 - d) Ask for help.
- 3) After reading
 - a) Evaluate comprehension in a particular task or area
 - b) Evaluate overall progress in reading and in particular types of reading tasks.
 - c) Decides if the strategies used were appropriate for the purpose and for the task.
 - d) Modify strategies is necessary.

6. Narrative Text

There are several texts that should be learned by students in second grade of senior high school, they are : descriptive text, recount text, and narrative text, so in this research, the writer will focus on narrative text, especially in fadel.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. The definition of narrative text

Marsetiyowati (2016, p.130) a narrative is a text that tells a story dealing with the problematic events that lead to turning poin of some kind (complication), which in turn finds a resolution. It means, narrative text is telling about series of story in the past, the purposes of narrative text are to give several information and entertain.

b. Generic structure of narrative texts

1) Orientation

It tells the characters, setting of time and setting of place.

2) Complication

It tells the problematic events that lead into the crisis of the theory.

3) Resolution

Part in which the charactersfinally sort out complication.

4) Re-orientation

Re-orientation is optional of generic structure of narrative.

c. The Language Feture of narrative text.

1) The use of practicular nouns to refer to or describe the particular people, animals, and things that the story is about.

2) The use of time connective and conjunctions to sequence events through time.

3) The use of adverbs and adverbial phrases to locate the particular incidents or events.

4) The use of tense action verbs to indicate the action in a narrative.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- 5) The use of saying and thinking verbs to indicate what characters are feeling, thinking or saying.
- 6) The use of verbs to show the action that occur in the story.
- 7) The use of descriptive words to portray the characters and settings.
- 8) The use of simple past tense to show events or stories happened in the past.

d. Example of Narrative text**Sarah and Her Step Mother**

Once upon a time there was a beautiful girl called Sarah, who lived with her step mother. Her step mother was very bossy, greedy and arrogant. She hated Sarah a lot.

One day when her father was working outside, the step mother hit Sarah and expelled her from the house. She went outside and walked far away from the house. Suddenly she saw a big melon farm and went in it. After that she hid in a big melon. She used to go out of the melon and get her food.

One day a prince visited the farm and saw the big melon. "Cut this melon I want to eat it," the prince said. The prince's guards started to cut the melon but they heard a voice from it. Sarah said "Don't cut me please!" They were all surprised at this situation. The prince said "Who are you? Calm down, please come out." After that she came out. He fell in love with her.

She told him her story so the prince decided to marry her and they lived happily ever after.

B. The Relevant Research

Syafi'i (2013, p.94) said that reviewing the relevant research is intended to avoid the "plagiarism" toward the design and findings of the previous researchers. Then this research has relevant with another research.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

First, in 2017, Melati Muslimah , a student of State Islamic University of Sultan Syarif Kasim Riau conducted a research entitle “The Correlation Between Student’s vocabulary knowledge in science and their reading comprehension of analytical exposition at the second grade of SMA YKPP Dumai ” she tried to find the correlation between those variable. Based on her research, she concluded that students’ reading comprehension will be better when their vocabularry mastery is better.

Second, in 2016, Jenni Mustika Sari, a student of English Department Teacher Training and Educational Faculty Muhammadiyah University of Ponogoro conducted a research entitle ” Improving Students’ reading comprehension by Using L-R-D (Listen-Read-Discuss) strategy at seventh Grade of MTsN Palingkenceng in Academic Year of 2015/2016” she treid to find improved between those variable. Based on her research, she found that the more vocabulary that the students have, the higher English reading comprehension they get.

C. Operational Concept

Operational concept is concept theories that used to be empirical.

According to syafi’i (2017, p.110) operational concep are derived from related theoritical concept on all of the variables that should be practically and empritically operated in academic writing a research paper. In order to avoid misunderstanding in carrying out the research, it is necessary to clarify the variables used in this study.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Therefore, in analyzing the problem in this research, there are two variables used, they are: Variable X: LRD (Listen, Read, Discuss) strategy and variable Y: Reading comprehension in narrative text. They are :

Variable X is the listen-read-discuss (LRD) strategy in narrative text.

1. Select a portion of text to be read
2. Present the information from that portion text in a well organized lecture format for about 5-15 minutes
3. Have students read the book's version of the some material, students now will be reading in an empowered way, since they have just listened to an over view information
4. Discuss the material students now have heard and read.

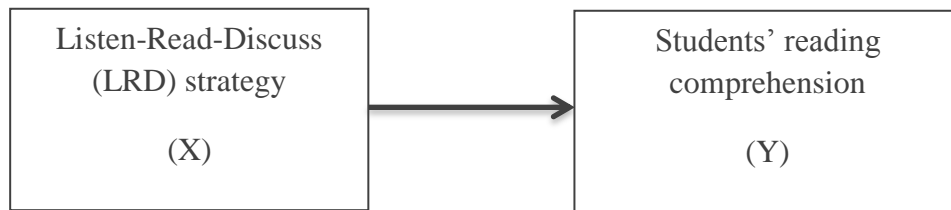
Variable Y is students' reading comprehension of narrative text, the indicator are :

1. Identifying the purpose of the text.
2. Identifying main idea of a paragraph.
3. Identifying generic structure of narrative text (Orientation, complication and resolution).
4. Identifying variation of sentence structure in the text.
5. Identifying meaning of words in the text.
6. Identifying sentence meaning in the text.

So, in this research, Independent variable is as a variable which give effect to the dependent variable (X), and the dependent variable is as a variable which is affected by the independent variable (Y). They can be drawn as follow;

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



D. The Assumption and Hypothesis

1. The Assumption

This can be assumed that the students' reading comprehension levels are various, and there are many factors influencing students' reading comprehension. Then, it assumes that the greatest factor which makes students in second year students at senior high school Bina Siswa Balai Jaya.

2. Hypothesis

The hypothesis are the null hypothesis (H_0) and alternative hypothesis (H_a). Testing hypothesis is applied if null hypothesis is refused, and the alternative hypothesis is accepted. In this study, the hypothesis is formulated as follows:

H_0 : There is significant difference of students reading comprehension who are taught by using LRD strategy (experimental class) and the students reading comprehension who are taught without using LRD strategy (control class).

H_a : There is significant difference between students reading comprehension who have lower prior knowledge in experimental group and control group.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

The design of this research was descriptive quantitative research. According to Cholid (2013), descriptive research is a research trying to express the problems existing now based on the data. It has one variable that analyze the errors made by the students of the tenth grade of SMK Kesehatan Pro-Skill Indonesia. In this research, the writer collected the data from the students' recount text writing and investigated them whether the students used correct simple past tense or error, and identify the students' error.

B. Time and Location of the Research

This research was conducted on Maret 2019. The location of the research was conducted at SMK Kesehatan Pro-Skill Indonesia.

C. The Subject and Object of the Research

The subject of the research was the tenth grade students of SMK Kesehatan Pro-Skill Indonesia in academic year of 2018/2019, while the objectives of this research is students' errors in using simple past tense in writing recount text.

D. The Population and Sample

1. Population

Population is a group consist of object and subject that have quality and certain characteristic that set by the researcher (Sugiyono,

2010: 117). The population of this research was the students at the tenth grade of SMK Kesehatan Pro-Skill Indonesia in academic year of 2018/2019. The number of the tenth grade of SMK Kesehatan Pro-Skill Indonesia is 62 students of 3 classes, there are keperawatan class, farmasi class and analisis class. The population of the research can be seen as follows :

Table III. 1
The total population of the tenth grade of SMK Kesehatan Pro-Skill Indonesia

| No. | Class | The Number of the Students | | Number of Population |
|---------------|--------------------|----------------------------|-----------|----------------------|
| | | Male | Female | |
| 1. | Keperawatan | 3 | 19 | 22 |
| 2. | Farmasi | 10 | 21 | 31 |
| 3. | Analisis kesehatan | - | 9 | 9 |
| Jumlah | | 13 | 49 | 62 |

2. Sample

Sample is part of population that have the same characteristic with the population. Because of the population of the tenth grade of SMK Kesehatan Pro-Skill Indonesia is small to take as a sample, the writer took the sample by using total sampling. According to Suharsimi (1986), states that if the total population is less than 100, it is better to take all of them as the sample but if the total population are more than 100 students, the sample can be taken between 10-15% or 20-25% or more. In this research, the writer took all of the population as the sample.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

E. Technique of Collecting Data Documentation

According to Arikunto (2006), documentation is finding out data on thing or variable in the form of notes, transcripts, books, newspaper, magazine, inscriptions, note meetings, agenda, and so forth. The analysis may be of existing artifacts or documents, for example, to describing person, to draw pictures to express memories, or to explain thinking aloud as it is audio taped. In this research, the writer used the document in the form of students' recount text writing that are analyze to know the types of their errors in using simple past tense.

Table III.2
Theory Surface Strategy Taxonomy

| No. | Types of Error | Total of Error | Percentage (%) |
|-----|----------------|----------------|----------------|
| 1 | OMISSION | | |
| 2 | ADDITION | | |
| 3 | MISFORMATION | | |
| 4 | MISORDERING | | |

Adapted from Dulay 1982

F. Technique of Analyzing Data

In analyzing students' error in using simple past tense in writing recount text at the tenth grade of SMK Kesehatan Pro-Skill Indonesia, the writer analyzed the data by making a list of students' error. Then, the writer checked the sentences that made by the students and to see whether they used correct simple past tense or not when they are writing.

The writer analyzed the data by classifying students' errors and then the writer calculated their percentages of errors by the total number of the writing recount text. To calculate the errors, the writer used the formula by

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengummumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Anas Sudijono (2010), percentage of errors as follows:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage of error

F = Frequency of error made by the students

N = Total number of error

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was done to find out the effect of using Listen-Read-Discuss (L-R-D) Strategy on students' reading comprehension at Senior High School Bina Siswa Balai Jaya So, the researcher can conclude this research as follows:

1. The students' reading comprehension taught by using Listen-Read-Discuss (L-R-D) Strategy at Senior High School Bina Siswa Balai Jaya was categorized into "**Very Good**" level at score 87.4.
2. The students' reading comprehension taught without using Listen-Read-Discuss (L-R-D) Strategy at Senior High School Bina Siswa Balai Jaya was categorized into "**Good**" level at score 74.4.
3. There is a significant effect of using Listen-Read-Discuss (L-R-D) Strategy on students' reading comprehension of narrative text at Senior High School Bina Siswa Balai Jaya at large level.

Based on the result of the research, it was clear that the use Listen-Read-Discuss (L-R-D) Strategy has good effect in improving students' reading comprehension.

B. Suggestion

Considering the effect of using Listen-Read-Discuss (L-R-D) Strategy on students' reading comprehension, the researcher would like to give some suggestion especially to the teacher and students as follows:



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Suggestion for Teachers

- a. It is recommended to teacher to use Listen-Read-Discuss (L-R-D) Strategy in teaching and learning process, especially in teaching reading.
- b. The teacher should be creative to improve the students' reading comprehension by using another strategy or media.

2. Suggestion for Students

- a. The students should pay more attention to the lesson explained by the teacher.
- b. The students should be creative to select the kinds of reading materials in order to comprehend more texts and in order to diminish boredom in learning English.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

REFERENCES

- Arifkunto, S. (2006). *Prosedur Penelitian*. Jakarta: Rineka Cipta
- BNSP. (2006). *Standart isi Untuk Pendidikan dasar dan Menengah Standart Kompetensi dan Kompetensi dasar SMA/MA*. Jakarta: BNSP
- Brown, D. J. (1995). *The Element of Language Curriculum : A Systematic Aproach to Program Development*. Boston: Heinle & Heinle Publisher
- Carolyn. T. Linsen (2005). *Practical English Language Teaching Young Learners*. New York: Mc. Graw-Hill Companies, Inc
- Catherine Snow, *Reading For Understanding Toward R&D Program in Reading Comprehension*, (Pittsburgh: RAND Published, 2002), p. 11
- Cohen, L.L. (2005). *Research Method in Education, Sixth Edition*. New York: Routledge
- Cresswell, W. (2008) *Education Research : Planning Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Person Education
- David Nunan, *Designing Tasks for the Communicative Classroom*, (United Kingdom: Cambridge University Press, 1989), p. 34.
- Duffy, G.(2009). *Explaining Reading, Second Edition*. New York: The Guildford Press
- Elabsy, T. (2003). *Successful Reading Strategies for second Language Learners*. Columbus: Outskirtpress
- Fiprinita, R. (2013). *Reading 1*. Pekanbaru-Riau: Cadas Press
- Gay, L. R. & Airasian, P. (2002). *Educational Research Competences For Analysis and Application*. Six Ed. New Jersey: Prentice-Hall
- H. Douglas brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (US:Longman), p.313
- H. Douglas brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (US:Longman), p.312
- H. Douglas Brown. *Language Assessment. Principles and Classroom Practices*. (San fransisco state University: pearson education, 2004), p.113
- Hartono. (2008). *Statistika Untuk Penelitian*. Yogyakarta: Pustaka Pelajar.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hasibuan, K and Ansyari, M. F. (2007). *Teaching English as A Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press

J. Michael O'Malley & AnnaUhl Chamot, *Learning Strategies in Second Language Acquisition*, (New York: Cambridge University Press, 1996), p.114

Jannete K. Klingner, Sharen Vaughn, Alison Boardman (2007). *Teaching Reading Comprehension to the Student with Learning Difficulties*. New York: The Guilford Press, p.8

Jeremy Harmer, *The practice of English Language Teaching*, p.283.

Jeremy Harmer, *The practice of English Language Teaching*, p.286.

Jhonston (2006). *Focus Group Reactor to Three Definition of Reading; as Originally Developed in Support NARAP Goal 1*. National Accesible: Reading Assesment Project

John, W. C. (2008). *Educational Research*. New Jerse: Pearson Merrillhall

Karin, K, H. (2007). *Reading Development & Assessment of Early Literacy*.

Karren R. Haarris & Steve Graham, *Teaching Reading Comprehension to Students With Learning Difficulties*, (London: Longman, 2007), p.2

Manzo. Et. Al. (1985). *Listen-Read-Discuss: A Content Reading Heuristic*. Journal Of Reading, 28, 732-734

McKenna, M C, and Robinson, R D. (2002). *Teaching Through Text: A Context Literacy Approach to Content Area Reading (3rded)*. New York: Person Education

Morellion, Judi. (2007). *Collaborative Strategies For Teaching Reading Comprehension*. Chicago American: Library Associates.

Murcia, M C & Intosh, Lois Mc. (1979). *Teaching Eanglish as a Second or Foreign Language*. Los Angeles : University of Calofornia

Nation, I. S.P. (2009). *Teaching ESL/EFL Reading and Writing*. New York: Rutledge

Nunan, D. (2003). *Practical English Language Teaching*. Singapore: MC Graw Hill.

Nuttall, C. (1982). *Teaching Reading Skill in a Foreign Language*. London

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Pallant, J. (2010). *SPSS Survival Manual*. Australia: Allent & Unwin Book Publisher

Richard, J C . And Theodore S. R. (2001). *Approach and Methods in Language Teaching*. Cambridge: Cambridge University Press

Slavin, R E. (1995). *Cooperative Learning*. Needham Heights : Allyn& Bacon

Snow, C. (2002). *Reading for Understanding: to Reward a Research and Development Program in Reading Comprehension*. Snta Monica: RAND



UIN SUSKA RIAU

Silabus

Nama Sekolah :
 Mata Pelajaran : Bahasa Inggris
 Kelas : XI
 Semester : Gasal
 Standar Kompetensi : Menulis

6. Mengungkapkan makna dalam teks esai berbentuk *report*, *narrative*, dan *analytical exposition* dalam konteks kehidupan sehari-hari.

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator | Penilaian | | | Alokasi Waktu | Sumber Belajar |
|---|---|--|--|---|---|------------------|--------------------------------|----------------|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | |
| 6.1 Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya banner, poster, pamflet, dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari. | 1. Teks fungsional pendek. 2. Grammar: <ul style="list-style-type: none"> • <i>Conditional sentence</i> • <i>Degree of comparison</i> • <i>Future perfect tense</i> • <i>Past continuous tense</i> • <i>Past perfect tense</i> • <i>Cause - effect clause</i> | 1. Menulis teks fungsional pendek. 2. Menggunakan struktur <i>future perfect, past continuous</i> , dan <i>past perfect</i> dalam teks dengan tepat. 3. Menulis <i>cause - effect clause</i> . 4. Memahami penggunaan <i>conditional sentence</i> dan <i>degree of comparison</i> . | 1. Membuat teks fungsional pendek. 2. Menggunakan struktur <i>future perfect, past continuous</i> , dan <i>past perfect</i> dengan tepat. 3. Menggunakan <i>cause - effect clause</i> dengan tepat. 4. Menggunakan <i>conditional sentence</i> dan <i>degree of comparison</i> pada kalimat dengan tepat. | Tes tertulis Isian Uraian | <i>Change the words in the brackets with the correct verbs!</i> 1. I (sleep) when the car crashed my house last night. 2. The rain was pouring heavily when I (arrive) at home this afternoon. | 8 jam pelajaran | 1 Buku bahasa Inggris kelas XI | |

Karakter peserta didik yang diharapkan: kreatif, kerja keras, rasa ingin tahu.

Silabus

Nama Sekolah :
 Mata Pelajaran : Bahasa Inggris
 Kelas : XI
 Semester : Gasal
 Standar Kompetensi : Menulis

6. Mengungkapkan makna dalam teks esai berbentuk *report*, *narrative*, dan *analytical exposition* dalam konteks kehidupan sehari-hari.

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator | Penilaian | | | Alokasi Waktu | Sumber Belajar |
|---|--|--|--|--------------|------------------|--|-----------------|---------------------------------|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | |
| 6.2 Mengungkapkan makna dan langkah retorika dalam esai dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report</i> , <i>narrative</i> , dan <i>analytical exposition</i> . | Teks berbentuk: <ul style="list-style-type: none"> • <i>Report</i> • <i>Narrative</i> • <i>Analytical exposition</i> | <ol style="list-style-type: none"> 1. Menulis gagasan utama teks <i>report</i>, <i>narrative</i>, dan <i>analytical exposition</i>. 2. Mengelaborasi gagasan utama teks <i>report</i>, <i>narrative</i>, dan <i>analytical exposition</i>. 3. Membuat teks berbentuk <i>report</i>, <i>narrative</i>, dan <i>analytical exposition</i>. | <ol style="list-style-type: none"> 1. Mengidentifikasi gagasan utama teks <i>report</i>, <i>narrative</i>, dan <i>analytical exposition</i>. 2. Mengelaborasi gagasan utama teks <i>report</i>, <i>narrative</i>, dan <i>analytical exposition</i>. 3. Menghasilkan teks berbentuk <i>report</i>, <i>narrative</i>, dan <i>analytical exposition</i>. | Tes tertulis | Isian Uraian | <p>Rearrange the following paragraphs to be a good analytical exposition text!</p> <ol style="list-style-type: none"> 1. It is not the calories in fast food which damage health and waistline. It is the chemical additives such as aspartame and MSG (monosodium glutamate). Studies show that the chemical additives lead to weight and disease issues. 2. Fast food is highly processed with a wide array of additives. To ensure fast food's low cost, the fast food products are made with highly-processed ingredients to give it shelf-life, to hold consistency, and to enhance flavor. Fast food is altered from its original healthy form. 3. Fast food nowadays is considered a normal eating venture. People are not just eating out on special occasions or weekends anymore. It means that all the time they mostly eat fast food. However is fast food good for health? 4. So, there is absolutely nothing nutritional about fast food. Fast food simply feeds hunger and craving. 5. Fast food has its popularity in the 1940's. Within a few years, fast-food operations popped up everywhere. With the compelling rise in fast-food restaurants since the 1940's, oddly it started the rise in obesity and cancer during that same time period. | 4 jam pelajaran | 1. Buku bahasa Inggris kelas XI |

Karakter peserta didik yang diharapkan: kreatif, kerja keras, rasa ingin tahu.

Silabus

Nama Sekolah

Mata Pelajaran

Kelas

Semester

Standar Kompetensi

Bahasa Inggris

XI

Gasal

Membaca

5. Memahami makna teks fungsional pendek dan esai berbentuk *report*, *narrative*, dan *analytical exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator | Penilaian | | | Alokasi Waktu | Sumber Belajar |
|--|---|--|--|-------------------------------|---------------------------------|--|-----------------|------------------------------|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | |
| 5.2. Merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: <i>report</i> , <i>narrative</i> , dan <i>analytical exposition</i> . | Teks berbentuk: <ul style="list-style-type: none"> • <i>Report</i> • <i>Narrative</i> • <i>Analytical exposition</i> | <ol style="list-style-type: none"> 1. Membaca nyaring bermakna teks berbentuk <i>report</i>, <i>narrative</i>, dan <i>analytical exposition</i> dengan lafal dan intonasi yang benar. 2. Mendiskusikan langkah retorika teks berbentuk <i>report</i>, <i>narrative</i>, dan <i>analytical exposition</i>. 3. Mendiskusikan main idea dalam wacana 4. Mendiskusikan tujuan komunikatif teks yang dibaca 5. Mendiskusikan urutan peristiwa dalam teks. 6. Mendiskusikan tokoh dari cerita yang dibaca. | <ol style="list-style-type: none"> 1. Membaca nyaring bermakna teks berbentuk <i>report</i>, <i>narrative</i>, dan <i>analytical exposition</i> dengan baik. 2. Mengidentifikasi langkah retorika dalam teks 3. Mengidentifikasi main idea dalam wacana 4. Mengidentifikasi tujuan komunikatif teks yang dibaca 5. Mengidentifikasi urutan peristiwa dalam teks. 6. Mengidentifikasi tokoh dari cerita yang dibaca | Tes lisan Tes tertulis | Praktik uji petik Uraian | <p>Read the following text and find its generic structure!</p> <p style="text-align: center;">The Myth of Malin Kundang</p> <p>A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and his mother. His mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother.</p> <p>Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch some fish. After getting the fish, he brought it to his mother, or sold the caught fish in the town. One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his braveness and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone.</p> | 8 jam pelajaran | Buku bahasa Inggris kelas XI |

Karakter peserta didik yang diharapkan: gemar membaca, kerja keras, rasa ingin tahu.

Silabus

Nama Sekolah : Bahasa Inggris
 Mata Pelajaran : XI
 Kelas : Gasal
 Semester : Membaca

Standar Kompetensi : 5. Memahami makna teks fungsional pendek dan esai berbentuk *report*, *narrative*, dan *analytical exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator | Penilaian | | | Alokasi Waktu | Sumber Belajar |
|--|-------------------------|---|---|--------------------------------------|--|---|-----------------|----------------------------------|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | |
| <p>5.1 Merespon makna dalam teks fungsional pendek (misalnya banner, poster, pamflet, dll.) resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.</p> | Teks fungsional pendek. | <ol style="list-style-type: none"> Membaca nyaring teks fungsional pendek dengan lafal dan intonasi yang benar. Memahami informasi dalam teks fungsional pendek yang dibahas. Memahami bentuk dan tata bahasa yang digunakan dalam teks fungsional pendek. | <ol style="list-style-type: none"> Membaca nyaring dengan lafal dan intonasi yang benar. Mengidentifikasi informasi dalam teks fungsional pendek yang dibahas. Mengidentifikasi bentuk dan tata bahasa dalam teks fungsional pendek. | <p>Tes lisan</p> <p>Tes tertulis</p> | <p>Praktik uji pelik</p> <p>Uraian</p> | <p>Read the following text carefully!</p> <p>Tsunami is a series of water waves caused by the displacement of a large volume of a body of water, typically an ocean or a large lake. Earthquakes, volcanic eruptions and other underwater explosions, landslides, glacier, calving, meteorite impacts and other disturbances above or below water all have the potential to generate a tsunami.</p> <p>Tsunami waves don't resemble normal sea waves, because their wave lengths far longer. Rather than appearing as a breaking wave, a tsunami may instead initially resemble a rapidly rising tide, and for this reason they are often referred to as tidal waves. Tsunamis generally consist of a series of waves with periods ranging from minutes to hours, arriving in a so-called "wave train". Wave heights of tens of meters can be generated by large events.</p> <p>Although the impact of tsunamis is limited to coastal areas, their destructive power can be enormous and they can affect entire ocean basins; the 2004 Indian Ocean tsunami was among the deadliest natural disasters in human history with over 230,000 people killed in 14 countries bordering the Indian Ocean.</p> | 4 jam pelajaran | 1. Buku bahasa Inggris kelas XI. |

Karakter peserta didik yang diharapkan: gemar membaca, kerja keras, rasa ingin tahu.

UIN SUSKA RIAU
 Hal-Cipta Dilindungi Undang-Undang
 Di larang menjiplak atau menyalin untuk tujuan komersial, publikasi, atau untuk tujuan lain tanpa izin tertulis dari penerbit.
 Pengutipan tidak mengindikasikan kepemilikan yang wajar UIN Suska Riau.
 Dilarang mengumumkannya dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun.

Nama Sekolah :
 Mata Pelajaran : Bahasa Inggris
 Kelas : XI
 Semester : Gasal
 Standar Kompetensi : Berbicara

4. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk *report*, *narrative*, dan *analytical exposition* dalam konteks kehidupan sehari-hari.

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator | Penilaian | | | Alokasi Waktu | Sumber Belajar |
|---|--|---|---|--------------------------------------|---|---|-----------------|----------------------------------|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | |
| <p>4.2. Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report</i>, <i>narrative</i>, dan <i>analytical exposition</i>.</p> | <p>Teks lisan berbentuk:</p> <ul style="list-style-type: none"> • <i>Report</i> • <i>Narrative</i> • <i>Analytical exposition</i> | <ol style="list-style-type: none"> 1. Menyusun teks monolog berbentuk <i>report</i>, <i>narrative</i>, dan <i>analytical exposition</i>. 2. Memahami makna gagasan teks monolog berbentuk <i>report</i>, <i>narrative</i>, dan <i>analytical exposition</i>. 3. Menjawab pertanyaan tentang makna gagasan teks secara lisan. | <ol style="list-style-type: none"> 1. Melakukan monolog dengan teks berbentuk <i>report</i>, <i>narrative</i>, dan <i>analytical exposition</i>. 2. Mengidentifikasi makna gagasan teks monolog berbentuk <i>report</i>, <i>narrative</i>, dan <i>analytical exposition</i>. 3. Merespon pertanyaan tentang makna gagasan teks secara lisan. | <p>Tes lisan</p> <p>Tes tertulis</p> | <p>Praktik uji petik</p> <p>Isian</p> <p>Uraian</p> | <p>Listen to the text to fill in the blanks!</p> <p>The Power of Music in Our Life</p> <p>Do you agree that music is important in our life? Yes I do, music has certain (1) role completing our day to day activities. Here are some reasons why music is (2) heard everywhere and anywhere.</p> <p>Music is a way to (3) express feelings. When we fall in love, the kind of music we'd listen to would be all about love. When we're sad, we would go for music that is (4) melancholic in nature and immerse ourselves in the sadness. When we're happy, we'd choose songs with happy (5) tunes too.</p> <p>Song can help to (6) memorize the last experiences. A favorite song is a powerful documentary. People with Alzheimer which are impaired the brain would remember details about songs they were familiar with. For example, an (7) elderly woman who couldn't even remember her husband's name would remember the details of her favorite song; when it was (8) played, how it made her feel and things about the song that made it especially memorable for her.</p> <p>Further, music can (9) unite people for a cause and changes the world. A song with good lyric and striking deep chord can stimulate the universal feeling of all people. We can see it in the case of the famous and legendary Michael Jacson's Heal the World. It can arouse (10) humanism of a lot people in this world.</p> <p>So what would the world be like without music? It would be lonely.</p> | 8 jam pelajaran | 1. Buku bahasa Inggris kelas XI. |

Karakter peserta didik yang diharapkan: bersahabat/komunikatif, kreatif, rasa ingin tahu.

Nama Sekolah :
 Mata Pelajaran : Bahasa Inggris
 Kelas : XI
 Semester : Gasal
 Standar Kompetensi : Berbicara

4. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk *report*, *narrative*, dan *analytical exposition* dalam konteks kehidupan sehari-hari.

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator | Penilaian | | | Alokasi Waktu | Sumber Belajar |
|---|--|---|---|--------------------------------------|---|---|-----------------|----------------------------------|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | |
| <p>4.2. Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report</i>, <i>narrative</i>, dan <i>analytical exposition</i>.</p> | <p>Teks lisan berbentuk:</p> <ul style="list-style-type: none"> • <i>Report</i> • <i>Narrative</i> • <i>Analytical exposition</i> | <ol style="list-style-type: none"> 1. Menyusun teks monolog berbentuk <i>report</i>, <i>narrative</i>, dan <i>analytical exposition</i>. 2. Memahami makna gagasan teks monolog berbentuk <i>report</i>, <i>narrative</i>, dan <i>analytical exposition</i>. 3. Menjawab pertanyaan tentang makna gagasan teks secara lisan. | <ol style="list-style-type: none"> 1. Melakukan monolog dengan teks berbentuk <i>report</i>, <i>narrative</i>, dan <i>analytical exposition</i>. 2. Mengidentifikasi makna gagasan teks monolog berbentuk <i>report</i>, <i>narrative</i>, dan <i>analytical exposition</i>. 3. Merespon pertanyaan tentang makna gagasan teks secara lisan. | <p>Tes lisan</p> <p>Tes tertulis</p> | <p>Praktik uji petik</p> <p>Isian</p> <p>Uraian</p> | <p>Listen to the text to fill in the blanks!</p> <p>The Power of Music in Our Life</p> <p>Do you agree that music is important in our life? Yes I do, music has certain (1) role completing our day to day activities. Here are some reasons why music is (2) heard everywhere and anywhere.</p> <p>Music is a way to (3) express feelings. When we fall in love, the kind of music we'd listen to would be all about love. When we're sad, we would go for music that is (4) melancholic in nature and immerse ourselves in the sadness. When we're happy, we'd choose songs with happy (5) tunes too.</p> <p>Song can help to (6) memorize the last experiences. A favorite song is a powerful documentary. People with Alzheimer which are impaired the brain would remember details about songs they were familiar with. For example, an (7) elderly woman who couldn't even remember her husband's name would remember the details of her favorite song; when it was (8) played, how it made her feel and things about the song that made it especially memorable for her.</p> <p>Further, music can (9) unite people for a cause and changes the world. A song with good lyric and striking deep chord can stimulate the universal feeling of all people. We can see it in the case of the famous and legendary Michael Jacson's Heal the World. It can arouse (10) humanism of a lot people in this world.</p> <p>So what would the world be like without music? It would be lonely.</p> | 8 jam pelajaran | 1. Buku bahasa Inggris kelas XI. |

Karakter peserta didik yang diharapkan: bersahabat/komunikatif, kreatif, rasa ingin tahu.

Silabus

Nama Sekolah
Mata Pelajaran
Kelas

Bahasa Inggris
XI

Semester

Gasal

Standar Kompetensi

Berbicara

4. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk *report*, *narrative*, dan *analytical exposition* dalam konteks kehidupan sehari-hari.

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator | Penilaian | | | Alokasi Waktu | Sumber Belajar |
|---|-------------------------|--|--|--------------------------------------|---|---|-----------------|---|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | |
| 4.1. Mengungkapkan makna dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari. | Teks fungsional pendek. | <ol style="list-style-type: none"> Menyusun teks fungsional pendek dengan benar. Mempresentasikan teks fungsional pendek secara lisan Memahami tata bahasa dalam teks fungsional pendek yang dibahas. | <ol style="list-style-type: none"> Menyampaikan teks fungsional pendek secara lisan. Merespon teks fungsional pendek yang disampaikan secara lisan. Menggunakan tata bahasa dalam teks fungsional pendek yang dibahas dengan benar. | <p>Tes lisan</p> <p>Tes tertulis</p> | <p>Praktik uji petik</p> <p>Isian</p> <p>Uraian</p> | <p>Answer the questions based on the dialogue!</p> <ol style="list-style-type: none"> Who are they in the dialogue? Answer: They are Agnes and Made. What does Agnes ask Made about? Answer: Agnes asks Made about the vacation. Where did Made go on vacation? Answer: Made went to Bali on vacation. What did Made do in Bali? Answer: Made saw sunset from the beach and went parasailing. Was Made satisfied with his vacation? Answer: Yes, he was | 4 jam pelajaran | <ol style="list-style-type: none"> Buku bahasa Inggris kelas XI Teks fungsional pendek. |

Karakter peserta didik yang diharapkan: bersahabat/komunikatif, kreatif, rasa ingin tahu.

Hak Cipta Dilindungi Undang-Undang. Dilarang mengutip atau menyalin dalam bentuk apapun tanpa izin dari UIN Suska Riau.

Silabus

Nama Sekolah : Bahasa Inggris
 Mata Pelajaran : Xi
 Kelas : Gasal
 Semester : Berbicara
 Standar Kompetensi : 3. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari.

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator | Penilaian | | | Alokasi Waktu | Sumber Belajar |
|--|--|---|--|--------------------------------------|---|---|------------------------|---|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | |
| <p>3.2. Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (<i>bersosialisasi</i>) resmi dan berlanjut (<i>sustained</i>) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati, memperingatkan, meluluskan permintaan, serta menyatakan perasaan <i>relief, pain, dan pleasure.</i></p> | <p>Percakapan singkat menggunakan tindak tutur:</p> <ul style="list-style-type: none"> • Menasehati: <ul style="list-style-type: none"> - <i>You should ...</i> - <i>You had better ...</i> • Memperingatkan: <ul style="list-style-type: none"> - <i>Be careful!</i> - <i>Look out!</i> • Meluluskan permintaan: <ul style="list-style-type: none"> - <i>Certainly.</i> - <i>Right away.</i> • Menyatakan perasaan <i>relief, pain, dan pleasure.</i> <ul style="list-style-type: none"> - <i>Thank God!</i> - <i>I feel hurt.</i> - <i>Fantastic.</i> | <ol style="list-style-type: none"> 1. Bermain peran menggunakan tindak tutur menasehati. 2. Bermain peran menggunakan tindak tutur memperingatkan. 3. Bermain peran menggunakan tindak tutur meluluskan permintaan. 4. Bermain peran menggunakan tindak tutur menyatakan perasaan <i>relief, pain, dan pleasure.</i> 5. Menyusun dialog berdasarkan situasi. | <ol style="list-style-type: none"> 1. Menggunakan tindak tutur menasehati dalam percakapan dengan baik. 2. Menggunakan tindak tutur memperingatkan dalam percakapan dengan baik. 3. Menggunakan tindak tutur meluluskan permintaan dalam percakapan dengan baik. 4. Menggunakan tindak tutur menyatakan perasaan <i>relief, pain, dan pleasure</i> dalam percakapan dengan baik. 5. Melakukan percakapan berdasarkan situasi dengan ungkapan-ungkapan yang berterima. | <p>Tes lisan</p> <p>Tes tertulis</p> | <p>Bermain peran</p> <p>Isian</p> <p>Uraian</p> | <p><i>Memorize and practice the dialogue below in front of the class!</i></p> <p>Ditto gets a call. It tells Ditto that his friend, Wiki got an accident and now he is hospitalized. Ditto goes to the hospital to visit Wiki.</p> <p>Ditto : Hi, Wiki. What happens to you?</p> <p>Wiki : Hi, Ditto. I got an accident this morning. When I wanted to cross the road, suddenly a motorcycle hit me. After that, I did not know what happened. When I opened my eyes, I am here in this hospital</p> <p>Ditto : How are you now? Do you get serious injure?</p> <p>Wiki : I am OK now. Doctor said that I have no serious injure There are just bruises on my forehead and knee</p> | <p>4 jam pelajaran</p> | <ol style="list-style-type: none"> 1. Buku bahasa Inggris kelas XI. 2. Script percakapan bahasa Inggris kelas XI. |

Karakter peserta didik yang diharapkan: bersahabat/komunikatif, kreatif, rasa ingin tahu.

Silabus

Nama Sekolah : Bahasa Inggris
 Mata Pelajaran : XI
 Kelas : Gasal
 Semester : Mendengarkan
 Standar Kompetensi : 2. Memahami makna teks fungsional pendek dan monolog berbentuk *reports, narrative, dan analytical exposition* dalam konteks kehidupan sehari-hari

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator | Penilaian | | | Alokasi Waktu | Sumber Belajar |
|---|--|---|---|-------------------------------|--------------------------------|---|-----------------|--|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | |
| 2.2. Merospon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report, narrative, dan analytical exposition.</i> | Teks lisan berbentuk: <ul style="list-style-type: none"> • <i>Report</i> • <i>Narrative</i> • <i>Analytical exposition</i> | <ol style="list-style-type: none"> 1. Mendengarkan teks monolog sederhana berbentuk <i>report, narrative, dan analytical exposition.</i> 2. Memahami makna gagasan dalam teks <i>report, narrative, dan analytical exposition.</i> 3. Menjawab pertanyaan-pertanyaan tentang berbagai informasi yang terdapat dalam materi teks. | <ol style="list-style-type: none"> 1. Mengidentifikasi makna gagasan dalam teks berbentuk <i>report.</i> 2. Mengidentifikasi makna gagasan dalam teks berbentuk <i>narrative.</i> 3. Mengidentifikasi makna gagasan dalam teks berbentuk <i>analytical exposition.</i> | Tes lisan Tes tertulis | Praktik Isian Uraian | <p>Listen and complete the following text!</p> <p style="text-align: center;">Kite's Tale</p> <p>The sun (1) shone brightly and the west breeze blew. The kite was (2) flying this way and that way tied to her string.</p> <p>Suddenly the (3) string snapped. The kite was free. She soared high in the air until she (4) could see far, far away</p> <p>The kite followed some (5) parrots who took her to see the rainforests. The air was cool and the kite got (6) wet.</p> <p>The kite followed some crocodiles who took her to see the (7) rivers. The air was misty and the kite (8) caught a fish.</p> <p>The kite followed some wallabies who took her to see the deserts. The air was hot and the kite got (9) tired So the kite followed the sun who took her back home, (10) right to her string.</p> | 8 jam pelajaran | <ol style="list-style-type: none"> 1. Rekaman kaset, CD, VCD listening bahasa Inggris kelas XI. 2. Buku bahasa Inggris kelas XI. |

Karakter peserta didik yang diharapkan: disiplin, rasa ingin tahu, kerja keras.

Silabus

Nama Sekolah : Bahasa Inggris
 Mata Pelajaran : XI
 Kelas : Gasal
 Semester : Mendengarkan

Standar Kompetensi : 1. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari



| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator | Penilaian | | | Alokasi Waktu | Sumber Belajar |
|--|--|---|--|-------------------------------|----------------------|--|-----------------|---|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | |
| 1.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (<i>bersosialisasi</i>) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: <i>granting request</i> (<i>meluluskan permintaan</i>). | Percakapan singkat menggunakan tindak tutur: <i>Granting request</i> <ul style="list-style-type: none"> - <i>Sure, I will</i> - <i>Ok.</i> - <i>Alright.</i> | 1. Membahas ungkapan yang terkait dengan tindak tutur <i>granting request</i> (<i>meluluskan permintaan</i>). 2. Mendengarkan percakapan yang terkait dengan materi. 3. Menjawab/ merespon pertanyaan tentang percakapan yang didengar. | 1. Mengidentifikasi makna tindak tutur meluluskan permintaan. 2. Merespon ungkapan yang terkait tindak tutur meluluskan permintaan. | Tes lisan Tes tertulis | Praktik Isian | Listen to the dialogue to fill in the blanks! Mother: I am (1) so tired . Nina : Do you want something to drink, Mom? Mother: Yes, please. Can you make me a cup of coffee? I (2) feel dizzy and tired . Nina : (3) Sure , Mom Mother: Nina, are you busy? Nina : (4) Not really . What's going on? Mother: Can you pick your sister up? She doesn't (5) ride a bike today. Nina : Yes, sure. I will pick her up (6) What's wrong with her bike? Mother: Her bike is (7) broken . Nina : What time (8) should I pick her up? Mother: (9) Right now , please. Nina : (10) Okay , Mom. | 4 jam pelajaran | 1. Rekaman kaset CD, VCD listening bahasa Inggris kelas XI 2. Buku bahasa Inggris kelas XI |

Karakter peserta didik yang diharapkan: disiplin, rasa ingin tahu, kerja keras.

Silabus

Nama Sekolah :
Mata Pelajaran : Bahasa Inggris
Kelas : XI
Semester : Gasal
Standar Kompetensi : Mendengarkan

1. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator | Penilaian | | | Alokasi Waktu | Sumber Belajar |
|--|--|---|--|-------------------------------|----------------------|--|-----------------|---|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | |
| 1.1. Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: <i>Warning</i> (memperingatkan), <i>satisfaction</i> (menyatakan puas), dan <i>dissatisfaction</i> (ketidakpuasan). | Percakapan singkat menggunakan tindak tutur: <ul style="list-style-type: none"> Menyampaikan peringatan: <ul style="list-style-type: none"> <i>Be careful off....</i> <i>Look out!</i> <i>Don't ...!</i> Menyatakan puas dan tidak puas. | 1. Membahas ungkapan yang terkait dengan tindak tutur memperingatkan. 2. Mendengarkan percakapan yang terkait dengan materi. 3. Menjawab/ merespon pertanyaan tentang percakapan yang didengar. | 1. Mengidentifikasi makna tindak tutur menyampaikan peringatan. 2. Merespon ungkapan tindak tutur menyampaikan peringatan. 3. Merespon ungkapan tindak tutur meminta pendapat. 4. Mengidentifikasi makna tindak tutur menyatakan puas. 5. Merespon ungkapan tindak tutur menyatakan puas. 6. Mengidentifikasi makna tindak tutur menyatakan tidak puas. 7. Merespon ungkapan tindak tutur menyatakan tidak puas. | Tes lisan Tes tertulis | Praktik lisan | Listen and write the expression under the correct picture! 3  I warn you not to climb the tree. 4  Make sure you won't come late again. | 8 Jam pelajaran | 1. Rekaman kaset, CD, VCD listening bahasa Inggris kelas XI. 2. Buku bahasa Inggris kelas XI |

Karakter peserta didik yang diharapkan: disiplin, rasa ingin tahu, kerja keras.

Silabus

Nama Sekolah : Bahasa Inggris
 Mata Pelajaran : XI
 Kelas : XI
 Semester : Gasal
 Standar Kompetensi : Mendengarkan
 2. Memahami makna teks fungsional pendek dan monolog berbentuk *reports, narrative, dan analytical exposition* dalam konteks kehidupan sehari-hari

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator | Penilaian | | | Alokasi Waktu | Sumber Belajar |
|--|-------------------------|---|---|-------------------------------|--------------------------------|---|-----------------|--|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | |
| <p>2.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari.</p> | Teks fungsional pendek. | <ol style="list-style-type: none"> Membahas makna & informasi dalam teks fungsional pendek. Mendengarkan teks fungsional pendek. Menjawab/ merespon pertanyaan tentang: <ol style="list-style-type: none"> Isi teks yang didengar; tujuan teks fungsional; bentuk teks fungsional. | <ol style="list-style-type: none"> Mengidentifikasi makna dan informasi dalam teks fungsional pendek. Mengidentifikasi tujuan teks fungsional pendek. Mengidentifikasi isi, tujuan, dan bentuk teks fungsional pendek. | Tes lisan Tes tertulis | Praktik Lisan Uraian | <p>Listen to the text to fill in the blanks!</p> <p>The Power of Music in Our Life</p> <p>Do you agree that music is important in our life? Yes I do. music has certain (1) role completing our day to day activities. Here are some reasons why music is (2) heard everywhere and anywhere.</p> <p>Music is a way to (3) express feelings. When we fall in love, the kind of music we'd listen to would be all about love. When we're sad, we would go for music that is (4) melancholic in nature and immerse ourselves in the sadness. When we're happy, we'd choose songs with happy (5) tunes too.</p> <p>Song can help to (6) memorize the last experiences. A favorite song is a powerful documentary. People with Alzheimer which are impaired the brain would remember details about songs they were familiar with. For example, an (7) elderly woman who couldn't even remember her husband's name would remember the details of her favorite song. when it was (8) played, how it made her feel and things about the song that made it especially memorable for her.</p> | 4 jam pelajaran | <ol style="list-style-type: none"> Rekaman kaset, CD, VCD listening bahasa Inggris kelas XI Buku bahasa Inggris kelas XI |

Karakter peserta didik yang diharapkan: mandiri, rasa ingin tahu, kerja keras.



LESSON PLAN (EXSPERIMENTAL CLASS)

| | |
|----------------|--------------------------------|
| Subject | : English |
| Theme | : Narrative |
| Grade | : XI |
| Semester | : 1 |
| Time allotment | : 2 x 40 minutes (2nd meeting) |

A. Standard of Competence

11. Understand the meaning of monolog/short essai text that from: narrative and report text to interact with the environment

B. Basic competence

11.3. Responding meaning and rhetorical stages of a simple short essays accurately,fluently and thankful to interact with the environment in the form of narrative text.

C. Indicators

Students are able to identify the meaning of narrative text

D. Learning Aim

By the end of the lesson students will have been able to identify the purpose, generic structure and language features of narrative text.

- © Hak ciptam milik UIN Suska Riau
- State Islamic Uni
- Hak cipta dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan,
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa



E. Material

1. Definition

Narrative is kind of text which tells about events, or accuracies, which can make the reader feels that it is real.

2. Purpose

to amuse, entertain and to deal with actual or vicarious experience in different ways.

3. Type of narrative text

- Romance
- Science
- Humor
- Diary-novels
- adventure

4. The generic structure of narrative text

- Orientation : introduce the participants of the story and informs the settings.
- Complication : It tells the rising crises of the events.
- Resolution : the crisis which is resolved
- Re-orientation : ending of story or closure of events.

5. The language features

- The use of nouns and pronouns
- The use of spesific participants
- The use of adjective
- The use of verbs and adverb
- The use of past tense

Hak Cipta Dilindungi Undang-Undang

Hak Cipta Dilindungi Undang-Undang

State Islamic Uni

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan,
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa



6. The example of narrative text

THE TALE OF KITE

ORIENTATION

The sun shone brightly and the west breeze blew. The kite was flying this way and that way tied to her string.

COMPLICATION

Suddenly the string snapped. The kite was free. She soared high in the air until she could see far, far away.

The kite followed some parrots who took her to see the rainforests. The air was cool and the kite got wet.

The kite followed some crocodiles who took her to see the rivers. The air was misty and the kite caught a fish.

The kite followed some wallabies who took her to see the deserts. The air was hot and the kite got tired.

RESOLUTION

So the kite followed the sun who took her back home, right to her string.

Learning Activity

Pre Activity

Apperception (15 minutes)

- Greeting (Assalamualaikum Wr Wb)
- Teacher checks the students' attendance
- Teacher guide the studints to pray/ recite basmallah
- Teacher tells the students the learning aim

Main Activity (55 minutes)

1) Building Knowledge of the Field (BkoF)

Halaman ini dilindungi Undang-Undang. Hak cipta dilindungi Undang-Undang. 1. Dilarang memuat sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber. 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa

- Teacher gives the preview about the previous lesson
- Teacher show the pictures about the story which will be discuss and the students have to guess the picture.
- Teacher explain that the story include narrative.

2) **Modeling of the Text (MoT)**

- Teacher explains the definition of narrative text and some part of narrative text.
- Teacher gives another example of narrative text
- Students identify the generic structure of narrative text.

3) **Joint Construction of the Text (JcoT)**

- Teacher give the reading passage of narrative text for students to read and informs to the students how to find the main idea. (Preview)
- Teacher Inform the students to pay attention to the meaning of the passage, the generic structure of narrative text and give students' assignments to make the question of the main idea that found using the words what, why, who, and how.(Question)
- Teacher Instructs the students to read and respond / answer the questions that had been prepared before.(Read)
- Teacher Simulating / inform the materials on reading material.(Reflect)
- Teacher Ask students to make the essence of the whole discussion about narrative text (Recite)
- Ask students to read the essence that made from the details of narrative and ask students to read back the reading material, if still not sure with their answer.(Review)



4) Independent Construction of the Text (ICoT)

- Teacher divide students into groups
- Teacher Give another narrative text to each group
- Teacher Ask students to identify the topic, parts of narrative and language features of narrative in their group by using LRD strategy
- Teacher choose some group to present their discussion result
- The teacher gives feedback and conclusion
- The teacher close the class by recite hamdalah

F. Teaching Method

Method: LRD STRATEGY

G. Media

- English books

H. Assesment

- Instrument : Test
- Scoring guide :
 - Every correct answer scored 1
 - Maximum score $20 \times 5 = 100$
 - The Students' score $\frac{\text{the correct answer}}{\text{Total item}} \times 100$

Total item

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa



© Hak cipta milik UIN Suska Riau

State Islamic Uni

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tan



UIN SUSKA RIAU



LESSON PLAN (EXSPERIMENTAL CLASS)

| | |
|----------------|--------------------------------|
| Subject | : English |
| Theme | : Narrative |
| Grade | : XI |
| Semester | : 1 |
| Time allotment | : 2 x 40 minutes (2nd meeting) |

A. Standard of Competence

11. Understand the meaning of monolog/short essai text that from: narrative and report text to interact with the environment

B. Basic competence

11.3. Responding meaning and rhetorical stages of a simple short essays accurately,fluently and thankful to interact with the environment in the form of narrative text.

C. Indicators

Students are able to identify the meaning of narrative text

D. Learning Aim

By the end of the lesson students will have been able to identify the purpose, generic structure and language features of narrative text.

- © Hak ciptam milik UIN Suska Riau
- State Islamic Uni
- Hak cipta dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa



E. Material

1. Definition

Narrative is kind of text which tells about events, or accuracies, which can make the reader feels that it is real.

2. Purpose

to amuse, entertain and to deal with actual or vicarious experience in different ways.

3. Type of narrative text

- Romance
- Science
- Humor
- Diary-novels
- adventure

4. The generic structure of narrative text

- Orientation : introduce the participants of the story and informs the settings.
- Complication : It tells the rising crises of the events.
- Resolution : the crisis which is resolved
- Re-orientation : ending of story or closure of events.

5. The language features

- The use of nouns and pronouns
- The use of specific participants
- The use of adjective
- The use of verbs and adverb
- The use of past tense

Hak Cipta Dilindungi Undang-Undang

Hak Cipta Dilindungi Undang-Undang

State Islamic Uni

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan,
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa



Learning Activity

Pre Activity

ⓐ Apperception (15 minutes)

- Greeting (Assalamualaikum Wr Wb)
- Teacher checks the students' attendance
- Teacher guide the studints to pray/ recite basmallah
- Teacher tells the students the learning aim

Ⓜ Main Activity (55 minutes)

1) **Building Knowledge of the Field (BkoF)**

- Teacher gives the prievev about the previous lesson
- Teacher show the pictures about the story which will be discuss and the students have to guess the picture.
- Teacher explain that the story include naarative.

2) **Modeling of the Text (MoT)**

- Teacher explains the definition of narrative text and some part of narrative text.
- Teacher gives another example of narrative text
- Students identify the generic structure of narrative text.

3) **Joint Construction of the Text (JcoT)**

- Teacher give the reading passage of narrative text for students to read and informs to the students how to find the main idea. (Preview)
- Teacher Inform the students to pay attention to the meaning of the passage, the generic structure of narrative text and give students' assignments to make the question of the main idea that found using the words what, why, who, and how.(Question)

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan,
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa



- Teacher Instructs the students to read and respond / answer the questions that had been prepared before.(Read)
- Teacher Simulating / inform the materials on reading material.(Reflect)
- Teacher Ask students to make the essence of the whole discussion about narrative text (Recite)
- Ask students to read the essence that made from the details of narrative and ask students to read back the reading material, if still not sure with their answer.(Review)

4) Independent Construction of the Text (ICoT)

- Teacher divide students into groups
- Teacher Give another narrative text to each group
- Teacher Ask students to identify the topic, parts of narrative and language features of narrative in their group by using LRD strategy
- Teacher choose some group to present their discussion result
- The teacher gives feedback and conclusion
- The teacher close the class by recite hamdalah

F. Teaching Method

Method: LRD STRATEGY

G. Media

- English books

H. Assesment

- Instrument : Test
- Scoring guide :
- Every correct answer scored 1

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa

- Maximum score $20 \times 5 = 100$
- The Students' score the correct answer x 100

Total item

© Hak cipta milik UIN Suska Riau

State Islamic Uni

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan,
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa



UIN SUSKA RIAU



© Hak cipta milik UIN Suska Riau

State Islamic Uni

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa



UIN SUSKA RIAU



© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU



LESSON PLAN (EXSPERIMENTAL CLASS)

| | |
|----------------|--------------------------------|
| Subject | : English |
| Theme | : Narrative text |
| Grade | : XI |
| Semester | : 1 |
| Time allotment | : 2 x 40 minutes (2nd meeting) |

A. Standard of Competence

11. Understand the meaning of monolog/short essai text that from: narrative and report text to interact with the environment

B. Basic competence

11.3. Responding meaning and rhetorical stages of a simple short essays accurately,fluently and thankful to interact with the environment in the form of narrative text.

C. Indicators

Students are able to identify the meaning of narrative text

D. Learning Aim

By the end of the lesson students will have been able to identify the purpose, generic structure and language features of narrative text.

- © Hak ciptam milik UIN Suska Riau
- State Islamic Uni
- Hak cipta dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa



E. Material

1. Definition

Narrative is kind of text which tells about events, or accuracies, which can make the reader feels that it is real.

2. Purpose

to amuse, entertain and to deal with actual or vicarious experience in different ways.

3. Type of narrative text

- Romance
- Science
- Humor
- Diary-novels
- adventure

4. The generic structure of narrative text

- Orientation : introduce the participants of the story and informs the settings.
- Complication : It tells the rising crises of the events.
- Resolution : the crisis which is resolved
- Re-orientation : ending of story or closure of events.

5. The language features

- The use of nouns and pronouns
- The use of spesific participants
- The use of adjective
- The use of verbs and adverb
- The use of past tense

Hak Cipta Dilindungi Undang-Undang

Hak Cipta Dilindungi Undang-Undang

State Islamic Uni

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan,
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa



6. The example of narrative text

A Hungry Crocodile

ORIENTATION

One day, there was a hungry crocodile waiting a prey near the lake in the jungle.

That crocodile hiding under the surface of the lake for a long time, but there was not yet any prey approaching that lake to drink.

That crocodile was so cruel and thus it had no friend and the other animals hate it so much.

COMPLICATION

At the afternoon, the crocodile could not stay any longer to the lake. It finally walked to the ground.

But that day was unlucky day for that crocodile. After getting at the bank of the lake suddenly there was a big branch of the tree falling upon its neck. The crocodile could not move at all.

Not long after the falling branch, finally there was a buffalo coming to the lake to drink.

The buffalo saw the crocodile and the buffalo was afraid and would leave that lake soon. But the crocodile asked it sadly to help. The buffalo felt sad about it and decided to help the crocodile. But after helping the crocodile, the buffalo got something unexpected.

The crocodile bit the buffalo's leg and the buffalo shouted loudly asking help for any other animal near it.

The buffalo laid the big branch at the former position, upon the crocodile's neck.

After that suddenly kancil said, "Lets run buffalo, lets run!"

The buffalo and kancil run as fast as possible and the crocodile had realized that it is had been fooled by kancil.



The crocodile was still trapped there and there was no one helped it.

Kancil that was at the way to go to the Lake heard the buffalo's voice. Kancil run quickly to see what had happened to the buffalo.

Near the lake, kancil saw the buffalo and the crocodile.

Kancil asked: "what happened?"

And the buffalo answered: "the crocodile bite my leg after I help to remove the big branch from its neck".

The crocodile also said: "I'm hungry and you are at my territory, therefore I bit you poor buffalo."

The crocodile laughed at the buffalo.

Kancil said to buffalo, "It is impossible you had helped the crocodile, thus the crocodile had the right to bite you."

The buffalo said, "I'm not telling a lie. I can prove it."

Kancil said, "I believe that crocodile is right, but then you can try to prove your telling. But first crocodile must release your bite, okay?"

Crocodile said, "Okay, it is easy, but after that I will eat the buffalo."

Kancil said, "Okay, deal."

RESOLUTION

The buffalo laid the big branch at the former position, upon the crocodile's neck.

After that suddenly kancil said, "Lets run buffalo, lets run!"

The buffalo and kancil run as fast as possible and the crocodile had realized that it is had been fooled by kancil.

The crocodile was still trapped there and there was no one helped it.



Learning Activity

Pre Activity

Apperception (15 minutes)

- Greeting (Assalamualaikum Wr Wb)
- Teacher checks the students' attendance
- Teacher guide the studints to pray/ recite basmallah
- Teacher tells the students the learning aim

Main Activity (55 minutes)

1) **Building Knowledge of the Field (BkoF)**

- Teacher gives the prievev about the previous lesson
- Teacher show the pictures about the story which will be discuss and the students have to guess the picture.
- Teacher explain that the story include naarative.

2) **Modeling of the Text (MoT)**

- Teacher explains the definition of narrative text and some part of narrative text.
- Teacher gives another example of narrative text
- Students identify the generic structure of narrative text.

3) **Joint Construction of the Text (JcoT)**

- Teacher give the reading passage of narrative text for students to read and informs to the students how to find the main idea. (Preview)
- Teacher Inform the students to pay attention to the meaning of the passage, the generic structure of narrative text and give students' assignments to make the question of the main

Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN Suska Riau

State Islamic Uni

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan,
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa

idea that found using the words what, why, who, and how.(Question)

- Teacher Instructs the students to read and respond / answer the questions that had been prepared before.(Read)
- Teacher Simulating / inform the materials on reading material.(Reflect)
- Teacher Ask students to make the essence of the whole discussion about narrative text (Recite)
- Ask students to read the essence that made from the details of narrative and ask students to read back the reading material, if still not sure with their answer.(Review)

4) Independent Construction of the Text (ICoT)

- Teacher divide students into groups
- Teacher Give another narrative text to each group
- Teacher Ask students to identify the topic, parts of narrative and language features of narrative in their group by using LRD strategy
- Teacher choose some group to present their discussion result
- The teacher gives feedback and conclusion
- The teacher close the class by recite hamdalah

F. Teaching Method

Method: LRD strategy

G. Media

- English books

H. Assesment

➤ Instrument : Test



- Scoring guide :
- Every correct answer scored 1
 - Maximum score $20 \times 5 = 100$

The Students' score the correct answer x 100

Totalitem

© Hak cipta milik UIN Suska Riau

State Islamic Uni

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan,
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa





© Hak cipta milik UIN Suska Riau

State Islamic Uni

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tan



UIN SUSKA RIAU



© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU



LESSON PLAN (EXSPERIMENTAL CLASS)

| | |
|----------------|--------------------------------|
| Subject | : English |
| Theme | : Narrative text |
| Grade | : XI |
| Semester | : 1 |
| Time allotment | : 2 x 40 minutes (2nd meeting) |

A. Standard of Competence

11. Understand the meaning of monolog/short essai text that from: narrative and report text to interact with the environment

B. Basic competence

11.3. Responding meaning and rhetorical stages of a simple short essays accurately,fluently and thankful to interact with the environment in the form of narrative text.

C. Indicators

Students are able to identify the meaning of narrative text

D. Learning Aim

By the end of the lesson students will have been able to identify the purpose, generic structure and language features of narrative text.

- © Hak ciptam milik UIN Suska Riau
- State Islamic Uni
- Hak cipta dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan,
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa



E. Material

1. Definition

Narrative is kind of text which tells about events, or accuracies, which can make the reader feels that it is real.

2. Purpose

to amuse, entertain and to deal with actual or vicarious experience in different ways.

3. Type of narrative text

- Romance
- Science
- Humor
- Diary-novels
- adventure

4. The generic structure of narrative text

- Orientation : introduce the participants of the story and informs the settings.
- Complication : It tells the rising crises of the events.
- Resolution : the crisis which is resolved
- Re-orientation : ending of story or closure of events.

5. The language features

- The use of nouns and pronouns
- The use of spesific participants
- The use of adjective
- The use of verbs and adverb
- The use of past tense

Hak Cipta Dilindungi Undang-Undang

Hak Cipta Dilindungi Undang-Undang

State Islamic Uni

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan,
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa



6. The example of narrative text

The Mermaid

ORIENTATION

Long time ago there was a princess who was suffer of the witch's magic.

Actually, the princess was very beautiful and kind person. Anybody loved her except her sister who was so jealous of her.

If the princess still had her beauty, so every prince would prefer to marry her rather than her sister.

COMPLICATION

One day, the sister ordered a witch to change the princess beauty into an ugly face.

The witch gave a bottle of poison to her to be added into the princess food. That poison would change princess' appearance into an ugly one.

At the evening when the dinner started, the sister added the poison into the food for the princess. Nobody knew about that. The princess ate her food without noticed that there was a danger inside her food.

After eating, in the night, the princess' skin was blister. The princess felt hurt and she cried to ask for a help.

No one could help her even the physicians in that kingdom. The princess was looked so scary like a monster. She was so sad and shy because anybody was afraid of her. Then she ran away and away from the kingdom.

She walked alone through the deep forest day and night. She was like a monster so that no animal or predator was brave to close to her. That made her more and more sad.

She walked until she reached a beach and then she felt so tired because she never had a rest from walking.

- Hal-hal yang harus diperhatikan dalam menulis narasi deskriptif adalah sebagai berikut:
1. Pastikan untuk memperhatikan aspek selanjutnya:
 - a. Penggunaan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penerbitan, dan publikasi.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



RESOLUTION

At that beach she began to sleep. She did not realized that she had been sleeping for three months and she woke up because there was a very handsome man come and woke her up.

“Wake up dear poor princes.” The man said.

“Oh, who are you? Why are you not afraid of me?” the princess asked.

“I am the king of the sea. You have been sleeping here for three months in suffer. So, it is the time for me to help you. I will give back your beauty but after that you will never get your previous life.” The man said.

“Oh, my lord, you are so kind. I have lost my previous life so I like to have the new life. What should I do my lord?” the princess asked.

“Follow me to come closer to the sea.”

The princess followed that man walked into the sea. After touching the sea, the princess’ beauty was back to her. She also amazed that the half of her body was a fish body.

“Now you cannot stay at the land dear princess, you will forever live in the sea like the fish. But don’t be sad. I will marry you and you will be the queen in my kingdom.” The man said.

Since that, the princess never went back to the land. The king of the sea married her and she became the queen of the sea.

Sometimes she appeared at the corral to see the sun. Some sailors or fisherman who had ever seen her called her a mermaid.

Learning Activity

Pre Activity

Apperception (15 minutes)

- Greeting (Assalamualaikum Wr Wb)
- Teacher checks the students’ attendance

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan buku, dan sebagainya.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Hal ini akan mengakibatkan denda administratif dan sanksi hukum lainnya.



- Teacher guide the students to pray/ recite basmallah
- Teacher tells the students the learning aim

Main Activity (55 minutes)

1) **Building Knowledge of the Field (BkoF)**

- Teacher gives the preview about the previous lesson
- Teacher show the pictures about the story which will be discuss and the students have to guess the picture.
- Teacher explain that the story include narrative.

2) **Modeling of the Text (MoT)**

- Teacher explains the definition of narrative text and some part of narrative text.
- Teacher gives another example of narrative text
- Students identify the generic structure of narrative text.

3) **Joint Construction of the Text (JcoT)**

- Teacher give the reading passage of narrative text for students to read and informs to the students how to find the main idea. (Preview)
- Teacher Inform the students to pay attention to the meaning of the passage, the generic structure of narrative text and give students' assignments to make the question of the main idea that found using the words what, why, who, and how.(Question)
- Teacher Instructs the students to read and respond / answer the questions that had been prepared before.(Read)
- Teacher Simulating / inform the materials on reading material.(Reflect)

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan,
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa

- Teacher Ask students to make the essence of the whole discussion about narrative text (Recite)
- Ask students to read the essence that made from the details of narrative and ask students to read back the reading material, if still not sure with their answer.(Review)

4) **Independent Construction of the Text (ICoT)**

- Teacher divide students into groups
- Teacher Give another narrative text to each group
- Teacher Ask students to identify the topic, parts of narrative and language features of narrative in their group by using LRD strategy
- Teacher choose some group to present their discussion result
- The teacher gives feedback and conclusion
- The teacher close the class by recite hamdalah

F. Teaching Method

Method: LRD strategy

G. Media

- English books

H. Assesment

- Instrument : Test
- Scoring guide :
- Every correct answer scored 1
- Maximum score $20 \times 5 = 100$
- The Students' score the correct answer x 100

Totalitem



© Hak cipta milik UIN Suska Riau

State Islamic Uni

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan,
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tan



UIN SUSKA RIAU



© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU



LESSON PLAN (EXSPERIMENTAL CLASS)

| | |
|----------------|--------------------------------|
| Subject | : English |
| Theme | : Narrative text |
| Grade | : XI |
| Semester | : 1 |
| Time allotment | : 2 x 40 minutes (2nd meeting) |

A. Standard of Competence

11. Understand the meaning of monolog/short essai text that from: narrative and report text to interact with the environment

B. Basic competence

11.3. Responding meaning and rhetorical stages of a simple short essays accurately,fluently and thankful to interact with the environment in the form of narrative text.

C. Indicators

Students are able to identify the meaning of narrative text

D. Learning Aim

By the end of the lesson students will have been able to identify the purpose, generic structure and language features of narrative text.

- © Hak ciptam milik UIN Suska Riau
- State Islamic Uni
- Hak cipta dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa



E. Material

1. Definition

Narrative is kind of text which tells about events, or accuracies, which can make the reader feels that it is real.

2. Purpose

to amuse, entertain and to deal with actual or vicarious experience in different ways.

3. Type of narrative text

- Romance
- Science
- Humor
- Diary-novels
- adventure

4. The generic structure of narrative text

- Orientation : introduce the participants of the story and informs the settings.
- Complication : It tells the rising crises of the events.
- Resolution : the crisis which is resolved
- Re-orientation : ending of story or closure of events.

5. The language features

- The use of nouns and pronouns
- The use of spesific participants
- The use of adjective
- The use of verbs and adverb
- The use of past tense

Hak Cipta Dilindungi Undang-Undang

Hak Cipta Dilindungi Undang-Undang

State Islamic Uni

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan,
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa



The example of narrative text

CINDERELLA

ORIENTATION

One upon a time, there was a single father with a very beautiful daughter named Cinderella. Her mother had rested in peace in heaven.

The father looked for a new wife to take care of the home and his daughter when he worked at the day. The father got a wife with two daughters with the same age of her daughter.

For a couple of month after marriage, the father passed away. After that, the step mother and sisters of Cinderella showed their real face.

COMPLICATION

Cinderella was treated like a helper to do all of housework from early morning until night while the stepmother and the stepsisters were only having fun all the day.

One day, the king created a dance party to find the most beautiful girl to be the prince's wife. The king invited all people in that country, especially to whom who had daughters. The Cinderella's step mother had that invitation and asked her two daughters to come at the party. Of course they were so happy except Cinderella that was not allowed to come. Anyway, even Cinderella dressed in a poor dress, she looked more beautiful than her step sisters. The big day was coming and all girls were busy to prepare their beauty to come at the party except Cinderella.

A long the day, Cinderella desperately helped her sisters to prepare their dress, hair and everything to make them looked beautiful. Inside her heart, Cinderella really wants to join the party but she could not do that and she was too afraid to ask her step mother to join the party. Her step mother asked Cinderella to stay

- Haklupa dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mengacukan sumber.
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa



at home to wait their coming. In the evening, all people started to go to the party. Cinderella was alone at home and cried silently.

She prayed for the miracle coming for her. Her praying became true. Her Godmother came to help her to be able to join the party.

“Don’t cry, Cinderella, I am here to help you.”

After that the Godmother changed the pumpkin to be a very beautiful cart, changed six rats to be six big horses and changed a lizard to be a coachman. After that the Godmother changed Cinderella’s appearance to be looked more and more beautiful in a beautiful dress, hair, and also with a couple of glass shoes.

Surely, Cinderella was ready to come to the party and became the most beautiful girl there.

The Godmother said, “Cinderella, now you can go there, but remember that you have to come home before midnight because at that time everything that you have now will disappear.”

Cinderella went to the party by her magical cart. In the party, no body recognized her as Cinderella even her step mother and sisters. The prince saw Cinderella as the best girl in the party and he asked her to dance with him.

A long the party, the prince spent the time with Cinderella only to talk each other. Cinderella was so happy and she almost forgot that the time was already end. She ran quickly leaving the prince and the party and because of that one of her shoes was left. The prince took that shoe and kept that. The prince was already falling in love and he promised to find the girl who had that glass shoe. The next day after the party, the prince and his guardians went around looking for the girl who had the glass shoe.

Every girl in that country was asked to wear that shoe and so far there was no one who has the foot with the same size of that shoe. Finally, the prince came to Cinderella’s house. Her stepmother and sisters welcomed the prince proudly.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan

hak cipta di bidang pendidikan.

Dilarang memperbanyak atau memperjualbelikan karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

State Islamic University of Sultan Hassanudin



RESOLUTION

The prince said to the stepmother, “How many daughter you have madam?”

The stepmother said, “I have three daughters but I guess you will like one of my two daughters because the other one is so ugly.”

The prince said, “Okay, but I’m looking for the girl to whom this shoe belongs. Let me asked all your daughters try this shoe

One by one Cinderella’s step sisters try that shoe but they could not fix their feet in that shoe.

And the last, Cinderella try to wear her glass shoe and of course she could do that because she was the only one who can wear that shoe.

The prince looked Cinderella deeply and he remembered that Cinderella was the girl in that party who run away before midnight.

“I know you, beautiful lady. You cannot hide yourself in this dirty dress. I have been falling in love since I meet you in the party. Would you like to marry me?” The prince asked Cinderella.

“Yes I would, My Lord.” Cinderella replied.

After that, the prince married Cinderella and they were happy evermore shall be.

Learning Activity

Pre Activity

Apperception (15 minutes)

- Greeting (Assalamualaikum Wr Wb)
- Teacher checks the students’ attendance
- Teacher guide the studints to pray/ recite basmallah
- Teacher tells the students the learning aim

Main Activity (55 minutes)



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan,
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa

- 1) **Building Knowledge of the Field (BkoF)**
 - Teacher gives the preview about the previous lesson
 - Teacher show the pictures about the story which will be discuss and the students have to guess the picture.
 - Teacher explain that the story include narrative.
- 2) **Modeling of the Text (MoT)**
 - Teacher explains the definition of narrative text and some part of narrative text.
 - Teacher gives another example of narrative text
 - Students identify the generic structure of narrative text.
- 3) **Joint Construction of the Text (JcoT)**
 - Teacher give the reading passage of narrative text for students to read and informs to the students how to find the main idea. (Preview)
 - Teacher Inform the students to pay attention to the meaning of the passage, the generic structure of narrative text and give students' assignments to make the question of the main idea that found using the words what, why, who, and how.(Question)
 - Teacher Instructs the students to read and respond / answer the questions that had been prepared before.(Read)
 - Teacher Simulating / inform the materials on reading material.(Reflect)
 - Teacher Ask students to make the essence of the whole discussion about narrative text (Recite)
 - Ask students to read the essence that made from the details of narrative and ask students to read



back the reading material, if still not sure with their answer.(Review)

- 4) **Independent Construction of the Text (ICoT)**
- Teacher divide students into groups
 - Teacher Give another narrative text to each group
 - Teacher Ask students to identify the topic, parts of narrative and language features of narrative in their group by using LRD strategy
 - Teacher choose some group to present their discussion result
 - The teacher gives feedback and conclusion
 - The teacher close the class by recite hamdalah

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa

F. Teaching Method

Method: LRD strategy

G. Media

- English books

H. Assesment

➤ Instrument : Test

➤ Scoring guide :

- Every correct answer scored 1

- Maximum score $20 \times 5 = 100$

-The Students' score the correct answer x 100

Totalitem



© Hak cipta milik UIN Suska Riau

State Islamic Uni

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan,
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tan



UIN SUSKA RIAU



© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU



LESSON PLAN (EXSPERIMENTAL CLASS)

| | |
|----------------|--------------------------------|
| Subject | : English |
| Theme | : Narrative text |
| Grade | : XI |
| Semester | : 1 |
| Time allotment | : 2 x 40 minutes (2nd meeting) |

A. Standard of Competence

11. Understand the meaning of monolog/short essai text that from: narrative and report text to interact with the environment

B. Basic competence

11.3. Responding meaning and rhetorical stages of a simple short essays accurately,fluently and thankful to interact with the environment in the form of narrative text.

C. Indicators

Students are able to identify the meaning of narrative text

D. Learning Aim

By the end of the lesson students will have been able to identify the purpose, generic structure and language features of narrative text.

- © Hak ciptam milik UIN Suska Riau
- State Islamic Uni
- Hak cipta dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa



E. Material

1. Definition

Narrative is kind of text which tells about events, or accuracies, which can make the reader feels that it is real.

2. Purpose

to amuse, entertain and to deal with actual or vicarious experience in different ways.

3. Type of narrative text

- Romance
- Science
- Humor
- Diary-novels
- adventure

4. The generic structure of narrative text

- Orientation : introduce the participants of the story and informs the settings.
- Complication : It tells the rising crises of the events.
- Resolution : the crisis which is resolved
- Re-orientation : ending of story or closure of events.

5. The language features

- The use of nouns and pronouns
- The use of spesific participants
- The use of adjective
- The use of verbs and adverb
- The use of past tense

Hak Cipta Dilindungi Undang-Undang

Hak Cipta Dilindungi Undang-Undang

State Islamic Uni

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan,
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa



The example of narrative text

DOLPHIN AND THE FISHERMAN

ORIENTATION

One day there was a fisherman fishing in the sea. The fisherman was fishing alone on his small old boat.

COMPLICATION

That day was not a good day to fish. The fisherman got none of fish even he had been fishing for several hours.

The fisherman could not stay longer for fishing if there was no fish eating his bite.

He was bored and hungry. But he thought that he had no fish then he would have no money for his family.

He was confused and sad.

He prayed to the God for his lucky.

He decided to fish for more few minutes and if he got none then he would back home soon but if he got one then he would continue to fish. After praying, the fisherman changed his bait and fish one more again. Not too long after he threw his hook, a fish bite his bait. Finally, he got one.

After that he was so lucky, he got more and more fish easily. His boat was almost full of fish and he could go home and sell the fish. On the way back, he saw something at the sea surface. It was like a buoy moved round and round.

The fisherman moved his boat closer to it to see clearly. It was like what he thought, that thing is a net with the buoy at the surface. If the buoy was wobbling, there must be some fish trapped at the net. But whose net was that? There was no boat except that fisherman at that area. It meant that the net was a missing net.

The fisherman took that net to see what kind of fish which made the buoy wobbling. It was a dolphin trapped at that net.

What a pity dolphin.

Hal: Iptanologi Undang-undang
 1. Iptanologi adalah ilmu yang mempelajari seluruh kegiatan manusia yang berkaitan dengan pemanfaatan teknologi informasi dan komunikasi dalam kehidupan masyarakat.
 a. Penguasaan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, b. Penguasaan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



It was a beautiful dolphin with white colour and it was rare kind of dolphin at that sea.

The fisherman took it free. The dolphin looked happy after that. It swam around the fisherman and jumped three times before it finally leaved him.

RESOLUTION

A month after that, the fisherman met that white dolphin at the different situation. It was a cloudy day and the fisherman was still in the middle of the sea.

The storm would come soon and the fisherman in a hurry prepared to back home. But it was too late, before the fisherman closed to the beach the storm was coming. The wave was so high and the fisherman's boat was slowly sinking.

The fisherman could not do anything else except trying to swim. But he was too old and he could not stand any longer. At that moment the white dolphin came and saved the fisherman. The storm was over and the fisherman was already at the beach.

He did not remember how he was there but what he can remember was that the dolphin had saved him.

He looked at the middle of the sea and he saw the white dolphin jumped several times.

Learning Activity

Pre Activity

Apperception (15 minutes)

- Greeting (Assalamualaikum Wr Wb)
- Teacher checks the students' attendance
- Teacher guide the studints to pray/ recite basmallah
- Teacher tells the students the learning aim

Main Activity (55 minutes)



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan,
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa

- 1) **Building Knowledge of the Field (BkoF)**
 - Teacher gives the prieve about the previous lesson
 - Teacher show the pictures about the story which will be discuss and the students have to guess the picture.
 - Teacher explain that the story include naarative.
- 2) **Modeling of the Text (MoT)**
 - Teacher explains the definition of narrative text and some part of narrative text.
 - Teacher gives another example of narrative text
 - Students identify the generic structure of narrative text.
- 3) **Joint Construction of the Text (JcoT)**
 - Teacher give the reading passage of narrative text for students to read and informs to the students how to find the main idea. (Preview)
 - Teacher Inform the students to pay attention to the meaning of the passage, the generic structure of narrative text and give students' assignments to make the question of the main idea that found using the words what, why, who, and how.(Question)
 - Teacher Instructs the students to read and respond / answer the questions that had been prepared before.(Read)
 - Teacher Simulating / inform the materials on reading material.(Reflect)
 - Teacher Ask students to make the essence of the whole discussion about narrative text (Recite)
 - Ask students to read the essence that made from the details of narrative and ask students to read



back the reading material, if still not sure with their answer.(Review)

4) Independent Construction of the Text (ICoT)

- Teacher divide students into groups
- Teacher Give another narrative text to each group
- Teacher Ask students to identify the topic, parts of narrative and language features of narrative in their group by using LRD strategy
- Teacher choose some group to present their discussion result
- The teacher gives feedback and conclusion
- The teacher close the class by recite hamdalah

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa

F. Teaching Method

Method: LRD strategy

G. Media

- English books

H. Assesment

- Instrument : Test
- Scoring guide :
- Every correct answer scored 1
- Maximum score $20 \times 5 = 100$
- The Students' score $\frac{\text{the correct answer}}{\text{total item}} \times 100$

Totalitem



© Hak cipta milik UIN Suska Riau

State Islamic Uni

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tan



UIN SUSKA RIAU



© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU



UIN SUSKA RIAU

KEMENTERIAN AGAMA
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat: Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PD. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN
 UJIAN PROPOSAL**

Nama Mahasiswa : ELIZA YURIKA DEVI

Nomor Induk Mahasiswa : 11414200565

Hari/Tanggal Ujian :

Judul Proposal Ujian : IMPROVING ELEVENTH GRADE STUDENTS' READING COMPREHENSION THROUGH LKD STRATEGI IN SENIOR HIGH SCHOOL BOLAJAJAYA

: Proposal ini sudah sesuai dengan masukan dan saran yang Dalam Ujian proposal

| No | NAMA | JABATAN | TANDA TANGAN | |
|----|-----------------------|------------|--------------|------------|
| | | | PENGUJI I | PENGUJI II |
| | Nuardi, M.Ed. | PENGUJI I | | |
| | Doti Settiawan, M.Pd. | PENGUJI II | | |

Mengetahui
 a.n. Dekan
 Wakil Dekan I

Dr. Drs. Alimuddin, M.Ag.
 NIP. 19660924 199503 1 002

Pekanbaru,.....
 Peserta Ujian Proposal

Eliza Yurika Devi
 NIM. 114142000565

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Hak cipta dilindungi undang-undang. Dilarang mengutip atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: a. pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan laporan, penulisan kritik atau tinjauan suatu masalah. b. pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



KEMENTERIAN AGAMA
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA**

2. Dilarang mengumurkan dan mempernyet sebagian atau seluruh karya tulis ini tanpa mencantumkan atau menyebutkan sumber. UIN Suska Riau.

Jenis yang dibimbing :
 Seminar usul Penelitian :
 Penulisan Laporan Penelitian :
 Nama Pembimbing : Dra.Hj. Yusrida, M.Pd.
 Nomor Induk Pegawai (NIP) : 19660613199402001
 Nama Mahasiswa : Eliza Yurika Devi
 Nomor Induk Mahasiswa : 11414200565
 Kegiatan : Bimbingan

| No | Tanggal Konsultasi | Materi Bimbingan | Tanda Tangan | Keterangan |
|----|--------------------|------------------|--------------|------------|
| 1. | 4/4/2018 | Proposal 1-TII | | |
| 2. | 4/4/2018 | " | | |
| 3. | 4/4/2018 | Bab I - III | | |
| 4. | 4/4/2018 | Bab I | | |
| 5. | 4/5/2018 | Bab II - TII | | |
| 6. | 4/5/2018 | Bab III | | |
| | | Acc | | |

Pekanbaru, 1-8 2018
 Pembimbing,

Dra. Hj. Yusrida, M.Pd.
 NIP. 19660613199402001



KEMENTERIAN AGAMA
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
 FAKULTAS TARBIYAH DAN KEGURUAN
 كلية التربية والتعليم
 FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No. 155 Km 16 Tampar Pekanbaru Riau 28253 PO BOX 1004 Telp. (0761) 561047
 Fax. (0761) 561647 Web: www.ik.unsuka.ac.id E-mail: eftak_unsuka@yahoo.co.id

2. Dilarang men-
 mumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang
 UIN SUSKA RIAU
 Stat Islamic University of Sultan Syarif Kasim Riau

Un.04/F.II.4/PP.00.9/19502/2018

Pekanbaru, 08 November 2018

Biasa

Mohon Izin Melakukan PraRiset

Kepada
 Yth. Kepala Sekolah
 SMAS BINA SISWA BALAI JAYA
 di
 Tempat

Assalamu'alaikum warimatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

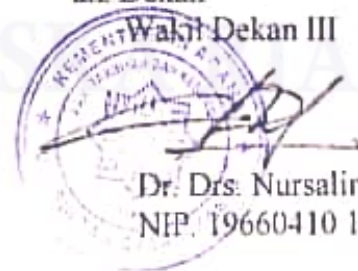
Nama : ELIZA YURIKA DEVI
 NIM : 11414200565
 Semester/Tahun : IX (Sembilan)/ 2018
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

an. Dekan
 Wakil Dekan III



Dr. Drs. Nursalim, M.Pd
 NIP. 19660410 199303 1 005



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBİYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

J. H. R. Seberantas Km 15½ Km 1E Tampai Pekanbaru Riau 28293 PG. ISK 1924 Telp. (061) 561647
Fak. (0751) 561647 Web: www.uinsuska.ac.id. E-mail: effak_uinsuska@yahoo.co.id

Pekanbaru, 11 Desember 2018 M

Un.04 F.II/PP.00.9/20836/2018
Biasa
1 (Satu) Proposal
Mohon Izin Melakukan Riset

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

| | |
|----------------|--|
| Nama | : ELIZA YURIKA DEVI |
| NIM | : 11414200565 |
| Semester/Tahun | : IX (Sembilan)/ 2018 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Fakultas | : Tarbiyah dan Keguruan UIN Suska Riau |

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : IMPROVING ELEVENTH GRADE STUDENTS' READING COMPREHENSION THROUGH LISTEN-READ-DISCUSS (LRD) STRATEGY IN SENIOR HIGH SCHOOL BINA SISWA BALAI JAYA

Lokasi Penelitian : SMAS BINA SISWA BALAI JAYA

Waktu Penelitian : 3 Bulan (11 Desember 2018 s.d 02 Februari 2019)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Rector
Dean

Dr. H. Muhammad Syaifuddin, S.Ag., M. Ag
NIP.19740704 199803 1 001

Tembusan :
Rektor UIN Suska Riau



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN

JL. CUT NYAK DIEN NO. 3 TELP 076122552 / 076121553
PEKANBARU

Pekanbaru, 26 Des 2018

Kepada
Yth. Dekan Fakultas Tarbiyah dan
Keguruan UIN Suska Riau
di-
Pekanbaru

800/Disdik/1.3/2018/13731
Biasa
Riset / Penelitian

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor 503/DPMPSTP/NON IZIN-RISSET/16676 Tanggal 19 Desember 2018 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : ELIZA YURIKA DEVI
NIM : 11414200565
Program Studi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S1
Alamat : PEKANBARU
Judul Penelitian : IMPROVING ELEVENTH GRADE STUDENTS' READING COMPREHENSION THROUGH LISTEN-READ-DISCUSS (LRD) STRATEGY IN SENIOR HIGH SCHOOL BINA SISWA BALAI JAYA
Lokasi Penelitian : SMAS BINA SISWA BALAI JAYA

Izin Riset / Penelitian diberikan dengan ketentuan

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
2. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS

AHYU SUHENDRA, SE
Perbina
NIP. 19711205 200012 1 006

Hak Cipta Dilindungi Undang-Undang
1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak diperbolehkan untuk kepentingan yang wajar UIN Suska Riau.
2. Diarangi mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No 155 Km 11 Tambora Pekanbaru Riau 28293 PD. BOX 1004 Telp. (0761) 561847
Fax (0761) 561847 Web: www.ri.uinsuska.ac.id E-mail: eflak_uinsuska@yahoo.co.id

Nomor : Un.04/F.11.4/PP.00.9/15136/2019

Pekanbaru, 16 Oktober 2019

Biasa

Pembimbing Skripsi (Perpanjangan)

Kepada

Yth. Dra. Hj. Yusrida, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : ELIZA YURIKA DEVI

NIM : 11414200565

Jurusan : Pendidikan Bahasa Inggris

Judul : IMPROVING ELEVENTH GRADE STUDENTS' READING
COMPREHENSION THROUGH LISTEN-READ-DISCUSS (LRD)
STRATEGY IN SENIOR HIGH SCHOOL BINA SISWA BALAI JAYA

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an. Dekan

Wakil Dekan I

H. Drs. Alimuddin, M. Ag.

NIP. 19660924 199503 1 002

Tembusan :

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

