

APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: MA FADLLILLAH TAMBAK SUMUR
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI / 1
Alokasi Waktu	: 2 X 45 Menit
Topik	: <i>Short Story</i>
Pertemuan ke	: ke 1-2 (<i>Experimental class dan Control Class</i>)

A. Kompetensi Inti

KI1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

3.5 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya

4.5 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif, lisan dan tulis, terkait cerita pendek berbentuk naratif.

4.5.1 Mengidentifikasi aspek – aspek dalam reading comprehension (*main idea, phrase in context, inference, grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context*)

4.5.2 Mengidentifikasi makna dalam cerita pendek berbentuk naratif.

C. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi aspek – aspek dalam reading comprehension (*Main idea, phrase in context, inference, grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context*).
2. Siswa dapat mengidentifikasi makna dalam cerita pendek berbentuk naratif.
3. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
4. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

D. Materi Pembelajaran

a. Narrative Text

Narrative text is a piece of text that tells a story and, in doing so, entertains or informs the reader or listener.

b. The Generic Structures of Narrative Text

1. Orientatation : introducing the participant and informing the time and place.
2. Complication : describing the rising crises which the participants have to do with.
3. Resolution : showing the way of participants to solve the crises, better or worse.
4. Coda : to be a moral or message to be learned from the story.

c. Language Features of Narrative Text

The language features of narrative text are as follows:

1. Descriptive words to portray the character and setting : Big Jaws, Giant, etc
2. Specific characters : name of people, name of animal, the king, etc
3. Using chronological connection : after, then, before, etc
4. Using action verb : ran, knocked, cleaned, dropped, etc
5. Using simple past tense : (S + V2 +) , **took, became, caught, etc**

Materi Pertemuan 1

Smart Rabbit

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "How many crocodiles are there in the river?" The

boss of crocodile answered, "We are twenty here." Where are they?" the rabbit asked for the second time. "What is it for?" the boss of the crocodile asked.

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

Snow White

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

Snow White didn't want her uncle and aunt to do this, so she decided to runaway. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs Doc, one of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White." The dwarf said, "if you wish, you may live here with us" Snow White said, "Oh, could I? Thank you." Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

Stupid Farmer

Once upon a time, there was a poor farmer who dug up a big box in his field. He took it home and showed it to his wife. His wife cleaned it and kept it in their house. One day, she dropped an apple into it. Immediately the box began to fill up with apples. No matter how many were taken out, others took their place. So the farmer and his wife sold the apples and were able to live quite comfortably. Then the farmer dropped a coin into the box. At once, the apples disappeared and the box began to fill itself with coins. Everyday, the farmer and his wife collected hundreds and hundreds of coins from the box. Soon they became very rich.

Now the farmer's grandfather lived with the couple. He was not very strong and he could not go out to work. So the farmer asked the old man to help him take the money out of the box. When his grandfather became tired and wanted to rest, the farmer shouted at him, "Why are you lazy? Why can't you work harder?" The old man did not say anything but he continued working until he fell inside the box and died. At once the money disappeared and the box began to fill up with dead grandfather.

The farmer had to pull them out and bury them. To do this, he had to spend all the money he had collected. When he had used up all the money, the box broke and the farmer was just as poor as he was before.

Materi Pertemuan 2

Samosir

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

One day, while the man was doing fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this first turned into a beautiful princess. He fell in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret

that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

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

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

The Lion & The Mouse

Once when a lion was a sleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him.

"Pardon, o King. Forgive me this time. I shall never forget it: who knows I maybe able to do you a good turn some of these day?" The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

One day the lion was caught in a trap. Some hunters who wanted to carry him a live the king, tied him to a tree while they went in search of a wagon to carry him in. just than the little mouse happened to pass. By and see the sad plight in which the lion was. The little mouse went up o him and soon gnawed away the ropes that bound the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

Kbo Iwo

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

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

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

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

E. Metode/Teknik Pembelajaran

Listen/Read/Discuss Strategy

F. Kegiatan Pembelajaran

Kegiatan Pembelajaran	Alokasi Waktu
Kegiatan Pendahuluan Apersepsi 1. Guru memberi Salam 2. Berdo'a Sebelum belajar 3. Mengecek kehadiran siswa 4. Menanyakan kabar siswa	10 menit

<p>Motivasi</p> <ol style="list-style-type: none"> 1. Guru Menyampaikan tujuan belajar berdasarkan situasi kelas 2. Guru menjelaskan tentang pentingnya pelajaran yang akan dipelajari 	
<p>Kegiatan Inti</p> <ol style="list-style-type: none"> 1. Listen Sebelum membaca, siswa mendengarkan penjelasan topik yang disampaikan/bacakan oleh guru. Panduan atau penyelenggara grafis yang dapat digunakan untuk membantu siswa mendapatkan informasi. 2. Read Kemudian siswa membaca teks pilihan tentang topik serta harus mencakup informasi yang sama. Waktu membaca topik tidak sesuai dan guru harus membiarkan siswa tahu bahwa tujuan untuk membaca dan membandingkannya dengan informasi yang mereka baru saja mendengarnya. 3. Discuss Setelah membaca, ada diskusi kelompok besar atau siswa terlibat dalam diskusi kelompok kecil tentang topik. Kemudian siswa mungkin akan diminta untuk melengkapi lembar informasi atau 	<p>70 menit</p>

menulis kegiatan untuk mengembangkan pemahaman.	
<p>Kegiatan Penutup</p> <ol style="list-style-type: none"> 1. Siswa ditanya terhadap kesulitan materi yang telah dibahas. 2. Siswa dipandu guru membuat kesimpulan tentang materi yang sudah dipelajari hari itu. 3. Guru memberikan pekerjaan rumah untuk siswa. 4. Guru menutup pelajaran dengan berdoa bersama – sama. 	10 menit

G. Media dan Sumber

5. *white board, marker dan dictionary*
6. Teks/ccontoh yang berhubungan dengan teks narrative

H. Penilaian

Jenis tagihan : Tes Tertulis
 Bentuk Instrument : Pilihan Ganda
 Instrument : Narrative Text

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

Text 1 is for question no. 1 - 4

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, “How many crocodiles are there in the river?” The

boss of crocodile answered, “We are twenty here.” Where are they?” the rabbit asked for the second time. “What is it for?” the boss of the crocodile asked.

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

1. The story mainly tells us about ...
 - a. twenty crocodiles
 - b. the boss of the crocodile
 - c. a rabbit and twenty crocodiles
 - d. a rabbit and the boss of crocodiles

2. We know from the first paragraph that the rabbit actually wanted ...
 - a. to cross the river
 - b. to swim across the river
 - c. to meet the boss of crocodile
 - d. to know where the crocodile are

3. “All of you are good, nice, gentle and kind”. The underlined word is synonymous with ...
 - a. strong
 - b. diligent
 - c. cheerful
 - d. mild

4. The word “he” (the last line) refers to ...
 - a. The boss of crocodiles
 - b. The crocodiles
 - c. The rabbit
 - d. The rabbit’s friend

Key Answer

1. C
2. A
3. D
4. C

I. Scoring

Pedoman penskoran : masing – masing soal jika dijawab dengan benar, proses yang benar mendapat skor 1.

Perhitungan nilai akhir dalam skala 0 – 100 sebagai berikut :

$$\text{Nilai Akhir} = \frac{\text{Jumlah Jawaban}}{\text{Jumlah Soal}} \times 100$$

Mengetahui,
Guru Bahasa Inggris

Ustadzah. Masriyah, S.Pd

Sidoarjo, 10 Februari 2019
Mahasiswa Peneliti

Ainur Rofik
NIM. 20131111025

Mengetahui

Kepala Sekolah MA Fadlillah Tambak Sumur



Agus Rahman Iskandar, S.Pd.I

APPENDIX 2

LIST SAMPLE OF THE RESEARCH

EKSPRIMENTAL CLASS			CONTROL CLASS		
NO	NAMES	GENDER	NO	NAMES	GENDER
1	Adelia Nur Rohma	F	1	Achmad Azhar F	M
2	Adinda Muhasona	F	2	Achmad Shodiq	M
3	Amalia Salsabilla	F	3	Agung Hamdani	M
4	Anik Jazirotul Ilmiah	F	4	Amir Ivanto	M
5	Arfirda Dwi Sabila	F	5	Anang Saputra	M
6	Asmaul Khusnah	F	6	Aqmar Arsyad Haidar	M
7	Dewi A'issyatur Rohmah	F	7	Ibnu Nur Iskharudin	M
8	Dewi Nur Kharisma	F	8	Ilman Fatjeri Maulana	M
9	Dewi Qurota 'Ayun	F	9	M. Abdillah Rafsanjani	M
10	Fatimah Aqmarina Aziz	F	10	M. Syaroni	M
11	Firda Aisa	F	11	Muhammad Aliyulhaq Al Mustofa	M
12	Fitriyatus Sholikhah	F	12	Muhammad Idham Kholid	M
13	Khoirrotun Nisa	F	13	Muhammad Maulana	M
14	Lu'luul Maknunah	F	14	Muhammad Nur Faisal	M

15	Maria Widya Wanti	F	15	Ramadhani	M
16	Naila Alfi Fadhilah	F	16	Umar Rohman Yuda Tama	M
17	Naila Salsabila	F	17	Ana Silvia	F
18	Nuril Fahmi Imamiah	F	18	Diana Ilmiatul Azzizah	F
19	Nurul Kamilah	F	19	Himatul Awaliatus Sholicha	F
20	Nurusshofa	F	20	Indana Aminatuz Zulfa	F
21	Nuzulatul Waliyah Rahmawati	F	21	Isma Nurlailia	F
22	Putri Sabina Nur Avitalia	F	22	Ivana Putri Arofah	F
23	Risa Febriyanti	F	23	Maicha Wulan Anggraini	F
24	Riza Dini Meilia	F	24	Naila Faradisal Kaunaini	F
25	Silvia Aina Salsabila	F	25	Nanda Hamidah	F
26	Sita Rahmasari	F	26	Olivia Aldina	F
27	Siti Khusniah	F	27	Putri Maulidatul Hidayah	F
28	Vidy Aisyah	F	28	Rahmania Jihan Sadidah	F
29	Vivi Aprillia Mansyur	F	29	Setya Ayu Mustika	F
30	Warda Awaliyah	F	30	Ummul Arifah Chafsoh	F
31	Yulis Nur Lailiyah	F	31	Umrotus Sholikhah	F

APPENDIX 3

**Students Score Of Pre-Test and Post-Test in Experimental Class XI B at MA
FADLLILLAH Tambak Sumur Waru Sidoarjo in Academic Year of
2019/2020**

NO	NAMES	PRE TEST	POST TEST
1	ADELIA NUR ROHMA	64	76
2	ADINDA MUHASONA	58	73
3	AMALIA SALSABILLA	67	76
4	ANIK JAZIROTUL ILMIAH	76	80
5	ARFIRDA DWI SABILA	46	60
6	ASMAUL KHUSNAH	52	64
7	DEWI A'ISSYATUR ROHMAH	76	82
8	DEWI NUR KHARISMA	70	79
9	DEWI QUROTA 'AYUN	67	74
10	FATIMAH AQMARINA AZIZ	81	88
11	FIRDA AISA	67	70
12	FITRIYATUS SHOLIKHAH	67	69
13	KHOIRROTUN NISA	60	79
14	LU'LUUL MAKNUNAH	46	61
15	MARIA WIDYA WANTI	70	76

16	NAILA ALFI FADHILAH	73	85
17	NAILA SALSABILA	67	70
18	NURIL FAHMI IMAMIAH	64	79
19	NURUL KAMILAH	75	82
20	NURUSSHOFA	49	79
21	NUZULATUL WALIYAH RAHMAWATI	61	73
22	PUTRI SABINA NUR AVITALIA	70	76
23	RISA FEBRIYANTI	67	74
24	RIZA DINI MEILIA	73	80
25	SILVIA AINA SALSABILA	76	81
26	SITA RAHMASARI	73	79
27	SITI KHUSNIAH	73	85
28	VIDY AISYAH	76	86
29	VIVI APRILLIA MANSYUR	34	50
30	WARDA AWALIYAH	85	90
31	YULIS NUR LAILIYAH	73	82

APPENDIX 4

**Students Score Of Pre-Test and Post-Test in Control Class XI Aat MA
FADLLILLAH Tambak Sumur Waru Sidoarjo in Academic Year of
2018/2019**

NO	NAMES	PRE TEST	POST TEST
1	ACHMAD AZHAR F	80	82

2	ACHMAD SHODIQ	64	70
3	AGUNG HAMDANI	50	67
4	AMIR IVANTO	91	82
5	ANANG SAPUTRA	56	60
6	AQMAR ARSYAD HAIDAR	76	64
7	IBNU NUR ISKHARUDIN	80	82
8	ILMAN FATJERI MAULANA	40	40
9	M. ABDILLAH RAFSANJANI	91	82
10	M. SYARONI	28	32
11	MUHAMMAD ALIYULHAQ AL MUSTOFA	76	82
12	MUHAMMAD IDHAM KHOLID	80	82
13	MUHAMMAD MAULANA	70	73
14	MUHAMMAD NUR FAISAL	55	60
15	RAMADHANI	50	54
16	UMAR ROHMAN YUDA TAMA	61	61
17	ANA SILVIA	79	67
18	DIANA ILMIATUL AZZIZAH	91	76
19	HIMATUL AWALIATUS SHOLICHA	70	64
20	INDANA AMINATUZ ZULFA	91	82
21	ISMA NURLAILIA	61	73
22	IVANA PUTRI AROFAH	79	76
23	MAICHA WULAN ANGGRAINI	82	79
24	NAILA FARADISAL KAUNAINI	91	91
25	NANDA HAMIDAH	82	69
26	OLIVIA ALDINA	91	85
27	PUTRI MAULIDATUL HIDAYAH	94	91
28	RAHMANIA JIHAN SADIDAH	76	76
29	SETYA AYU MUSTIKA	88	78
30	UMMUL ARIFAH CHAFSOH	67	61
31	UMROTUS SHOLIKAH	65	82

APPENDIX 5
SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS-WAJIB

Kelas : XI

Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar dan mengkaji dalam ranah kongkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan	<ul style="list-style-type: none"> • Fungsi sosial Memperoleh hiburan, menghibur dan mengajarkan nilai – nilai luhur, meneladani nilai –	<ul style="list-style-type: none"> • Menyimak guru membacakan beberapa teks naratif berbentuk cerita pendek. • Menirukan guru

<p>memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya</p> <p>4.5 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, terkait cerita pendek</p>	<p>nilai moral, dsb.</p> <ul style="list-style-type: none"> • <i>Struktur text</i> (gagasan utama dan informasi rinci) <ul style="list-style-type: none"> - Pendahuluan (orientasi) <p>Dengan memperkenalkan tokoh, tempat, waktu, terjadinya cerita.</p> - Penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita. - Krisis yang terjadi terhadap tokoh utama (komplikasi) - Akhir cerita di mana krisis berakhir (resolusi) dengan bahagia atau sedih - Ulasan atau komentar umum (reorientasi), opsional. • <i>Unsur kebahasaan</i> <ul style="list-style-type: none"> - Tata bahasa: <i>tense Simple, Continuous, Perfect</i>, dalam bentuk <i>Present</i> dan <i>Past</i>, dengan atau tanpa kata 	<p>membaca teks tersebut secara bermakna, dengan intonasi, ucapan, dan tekanan kata yang benar.</p> <ul style="list-style-type: none"> • Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks tersebut. • Membaca dan mendiskusikan contoh tabel analisis isi teks yang sedang dipelajari. • Membahas cara mempresentasikan hasil analisis tersebut. • Mempresentasikan hasil analisis secara lisan dalam kelompok masing-masing. • Membaca dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif
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	<p>kerja bantu modal, secara terintegrasi.</p> <ul style="list-style-type: none"> - Kosakata: terkait karakter, watak, dan setting dalam cerita pendek. - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal - Semua jenis adverbia. - Ucapan, tekanan kata, intonasi, ejaan dan tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • <i>Topik</i> <p>Cerita-cerita pendek yang memberikan keteladanan dan yang dapat menumbuhkan perilaku yang termuat dalam KI.</p>	<p>berbentuk cerita pendek dari sumber lain.</p> <ul style="list-style-type: none"> • Mempresentasikan hasil analisis secara lisan di depan kelompok lain. • Menceritakan kembali teks naratif berbentuk cerita pendek yang telah dipelajari dengan menggunakan bahasa sederhana. • Melakukan refleksi tentang proses dan hasil belajarnya.
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APPENDIX 6
THE RESULT OF INTERVIEW FOR THE ENGLISH TEACHER
IN THE PRELIMINARY RESEARCH

No	Questions	Answer	Conclusion
1	Strategy Apa yang biasa Mam Terapkan di dalam kelas untuk mengajar Bahasa Inggris terutama Membaca (reading) ?	Untuk sejauh ini saya tidak menggunakan strategy khusus dalam pengajaran bahasa Inggris di kelas XI (Sebelas) terutama membaca, tetapi saya mengajarkan siswa/I untuk pemahaman membaca mereka dengan cara memberikan pertanyaan tentang teks yang sedang di pelajari.	Guru Tidak Memiliki Strategy Khusus yang diterap kan saat mengajar di kelas XI (Sebelas) di MA Fadlillah Tambak Sumur Waru Sidoaro.
2	Bagaimana prosedure strategy yang Mam terapkan tersebut ?	Prosedure nya pertama saya membagi kan lembaran kertas berisi teks pendek biasanya 2 atau 3 paragraph setelah itu saya menyuruh mereka membaca satu baris atau lebih, kemudian saya	Guru memberi kan teks kepada siswa setelah itu memberikan pertanyaan tentang teks yang telah siswa baca.

		bertanya tentang teks yang telah siswa baca dan begitu selanjutnya.	
3	Adakah kesulitan kesulitan yang sering Mam alami ketika mengajar membaca dengan strategy yang Mam terapkan didalam kelas ?	Kesulitan yang saya alami ketika memberikan tugas kepada Siswa/I saya tentunya banyak sekali ya kesulitan-kesulitan terutama kepada siswa/I yang tidak mengerti sama sekali bahasa inggris saya harus berulang kali menjelaskan kepada mereka yang memang tidak memahami isi teks yang saya berikan, bukan hanya itu saja ada banyak hal lain, seperti banyak diantara mereka tidak mengerti arti teksnya sehingga mereka tidak memahami isi teksnya dengan baik karena mereka tidak memiliki banyak kosa kata	Faktor utama dari kesulitan guru mengajar adalah Banyak siswa yang malas dan tidak mau berusaha lebih giat lagi.
4	Menurut Mam Apakah strategy yang Mam terapkan Siswa/I yang Mam ajarkan	Menurut saya Siswa/I yang memang pintar sudah pasti mereka dengan mudah memahami teks yang saya berikan tetapi bagi siswa/I	Lebih Banyak siswa yang kurang pemahaman membacanya di bandingkan dengan yang sudah

	pemahaman membaca mereka meningkat lebih baik ?	yang memang malas untuk membaca pemahaman mereka masih sangat kurang.	baik pemahaman membacanya.
5	Sejauh ini bagaimana Penilaian Mis tentang Kemampuan pemahaman membaca siswa/I didalam kelas ?	Saya menilai Siswa/I yang memang aktif dikelas, sudah sedikit lumayan pemahaman mereka tetapi lebih banyak yang tidak mampu memahami teks bacaan yang saya berikan selama ini, itu saya buktikan ketika saya mengoreksi tugas-tugas mereka karena setiap saya memberikan tugas lebih banyak yang mendapatkan nilainya kecil dibandingkan nilai yang tinggi.	Nilai Pemahaman membaca siswa Masih rendah.

APPENDIX 7
THE RESULT OF INTERVIEW WITH THE STUDENT
IN THE PRELIMINARY RESEARCH

No	Question	Answer	Conclusion
1	Apa Panggilan kalian kepada Ibu Masriyah guru Bahasa Inggris yang mengajar kalian ?	Biasa Memanggil nya dengan panggilan Mam sesuai yang Mam Masriyah minta waktu awal pertemuan dulu.	Mereka biasa menyapanya dengan sebutan Mam Masriyah .
2	Apakah Mam Masriyah mengajar bahasa Inggris Menyenangkan ?	Lumayan menyenangkan tetapi kadang juga tidak, karena bahasa inggris pelajaran yang sulit bagi kami, dan kami tidak menyukai pelajaran bahasa inggris.	Permasalahan siswa : 1. Siswa banyak yang menganggap Pelajaran Bahasa Inggris sebagai pelajaran yang sulit sehingga mereka sulit juga untuk memahami konteks kalimat yang siswa baca. 2. Siswa juga masih banyak yang kurang menyukai pelajaran Bahasa inggris dan itu berdampak juga dengan pemahaman membaca siswa.

3	<p>Bagaimana perasaan kamu didalam kelas Ketika belajar Bahasa Inggris dengan Mam Masriyah ?</p>	<p>Kami Kadang-kadang tidak nyaman ingin cepat selesai, Ingin cepat istirahat ketika jam pelajaran sedang berlangsung, karena tugas yang kami dapat sangat banyak dan ada Perasaan takut ketika di suruh membaca dan menjawab pertanyaan yang di berikan.</p>	<p>Kurang menariknya Strategy yang guru terapkan membuat siswa bosan saat proses belajar bahasa inggris berlangsung.</p>
4	<p>Menurut kamu apakah kamu sudah mampu memahami teks yang diberi kan Mam Masriyah ketika memberikan tugas ?</p>	<p>Kadang-kadang kami tidak memahami karena kami tidak tau banyak arti dari kosa kata bahasa inggris jadi sering tidak maksud apa yang di suruh Mam Masriyah. Kami juga malas Membaca teks yang begitupanjang karena tidak mengerti arti dari teks dan kami juga malas jika terlalu sering membuka kamus.</p>	<p>Banyak siswa yang masih sulit memahami sesuatu yang siswa baca karena selain mereka malas, siswa juga tidak memiliki banyak pembendaharaan kosa kata bahasa inggris yang siswa kuasai.</p>
5	<p>Selama ini apa yang membuat kamu sulit untuk memahami teks yang kamu baca ?</p>	<p>Kami Tidak memiliki banyak kosa kata bahasa inggris karena susah untuk di pelajari jadi kami malas belajar</p>	<p>Siswa tidak banyak memiliki pembendaharaan kosa kata bahasa inggris, dan membuat siswa</p>

		<p>bahasa inggris, dan kami malas membaca text bahasa inggris karena sulit untuk di pahami.</p>	<p>malas untuk membaca teks yang diberikan guru secara sungguhan, sehingga membuat siswa kurang pemahaman dalam membaca.</p>
6	<p>Metode/ strategi apa yang Mam Masriyah gunakan dalam mengajar teks prosedur misal nya ada strategy kah ?</p>	<p>Tidak ada metode/ strategi belajar khusus, hanya saja dia berpacu dalam buku pelajaran saja.</p>	<p>Guru tidak menggunakan strategi atau metode mengajar yang menarik.</p>

APPENDIX 8

**VALIDATION FORM FOR READING TEST
FOR PRE TEST AND POST TEST**

Direction:

For each questions, please give your response by ticking (✓) a box representing your choice.

NO	Question	Yes	No	Comments
1.	Apakah petunjuk pengerjaan sudah jelas?	✓		
2.	Apakah Alokasi waktu sudah cukup?	✓		
3.	Apakah butir soal nomor 1, 5, 10,15 di table specification pre-test and post-test sudah sesuai dengan aspek <i>main idea</i> ?	✓		
4.	Apakah butir soal nomor 2, 7, 12, 18 di table specification pretest and post-test sudah sesuai dengan aspek <i>expression/idiom/phrase in context</i> ?	✓		
5.	Apakah butir soal nomor 3, 6, 14, 17 di table specification pre-test and post-test sudah sesuai dengan aspek <i>inference (implied detail)</i> ?	✓		
6.	Apakah butir soal nomor 4, 20, 30 di table specification pre-test and posttest sudah sesuai dengan aspek <i>grammatical features</i> ?	✓		
7.	Apakah butir soal nomor 9, 14, 18, 24 di table specification pretest and post-test sudah sesuai dengan aspek <i>stated detail</i> ?	✓		
8.	Apakah butir soal nomor 2, 7, 11, 19, 23 di table specification pre-test and post-test sesuai dengan aspek <i>unstated detail</i> ?	✓		
9.	Apakah butir soal nomor 3, 6, 14, 17,24, 27 di tableSpecification pre-test and posttest sesuai dengan aspek <i>vocabulary in context</i> ?	✓		

Surabaya, 18 februari 2019

Validator

Drs. Wijayadi, M.Pd

APPENDIX 9

Worksheet

Mata Pelajaran : Bahasa Inggris
Kelas : XI IPA/IPS
Waktu : 90 menit

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

Text 1 is for question no. 1 - 4

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

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

5. The story mainly tells us about ...
- e. twenty crocodiles
 - f. the boss of the crocodile
 - g. a rabbit and twenty crocodiles
 - h. a rabbit and the boss of crocodiles
6. We know from the first paragraph that the rabbit actually wanted ...
- e. to cross the river
 - f. to swim across the river
 - g. to meet the boss of crocodile
 - h. to know where the crocodile are

7. "All of you are good, nice, gentle and kind". The underlined word is synonymous with ...

- e. strong
- f. diligent
- g. cheerful
- h. mild
- i.

8. The word "he" (the last line) refers to . . .

- e. The boss of crocodiles
- f. The crocodiles
- g. The rabbit
- h. The rabbit's friend

Text 2 is for question no. 5 – 9

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

Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. One of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White." The dwarf said, "if you wish, you may live here with us" Snow White said, "Oh, could I? Thank you." Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

Adapted From: <http://kumpulan-soal-blogspot.co.id/2015/12/kumpulan-contoh-soal-ceritanarrative.html>

9. The third paragraph is TRUE according to the text?
- Where Snow White's aunt and uncle had breakfast.
 - What Snow White did after hearing her uncle's plan.
 - How Snow White went into the cottage.
 - With whom Snow White ran away into the woods.
6. The word "woods" in line 8 is closest in meaning to....
- Forest
 - Garden
 - Cottage
 - Edifice
7. What did Snow White when she is tired and hungry....
- Snow White going to in the forest.
 - Snow White sleeping in the garden.
 - Snow White going to a little cottage.
 - Snow White tired and sleeping.
8. Which the following is NOT true according to the text?
- Snow White aunt and uncle had breakfast.
 - Snow White went into a little cottage.
 - She ran away into the woods.
 - She was very tired and hungry.
9. The dwarf said, "If you wish, you may live here with us." What did the dwarf mean with the words underlined?
- He asked Snow White for a permission to stay with her.
 - He offered Snow White to stay with them.
 - He showed his interest in Snow White.

- d. He agreed to stay with Snow White.

Text 3 is for question no. 10 - 14

Once upon a time, there was a poor farmer who dug up a big box in his field. He took it home and showed it to his wife. His wife cleaned it and kept it in their house. One day, she dropped an apple into it. Immediately the box began to fill up with apples. No matter how many were taken out, others took their place. So the farmer and his wife sold the apples and were able to live quite comfortably. Then the farmer dropped a coin into the box. At once, the apples disappeared and the box began to fill itself with coins. Everyday, the farmer and his wife collected hundreds and hundreds of coins from the box. Soon they became very rich.

Now the farmer's grandfather lived with the couple. He was not very strong and he could not go out to work. So the farmer asked the old man to help him take the money out of the box. When his grandfather became tired and wanted to rest, the farmer shouted at him, "Why are you lazy? Why can't you work harder?" The old man did not say anything but he continued working until he fell inside the box and died. At once the money disappeared and the box began to fill up with dead grandfather.

The farmer had to pull them out and bury them. To do this, he had to spend all the money he had collected. When he had used up all the money, the box broke and the farmer was just as poor as he was before.

Adapted From: <http://mahir-msoffice.blogspot.co.id/2016/03/contoh-soal-narrative-text-pilihan.html>

10. The main idea of paragraph 2 is that....
- A. The farmer and his wife had a magic box.
 - B. The farmer became rich because of the box.
 - C. The farmer dropped a coin into the box to have a lot of money.
 - D. The apples disappeared accidentally because of the farmer's fool.
11. Which of the following NOT true in the text above?
- A. He could not go out to work.

- B.He had used up all the money.
- C.He has not very strong.
- D.He has couples and harder.

12. The sentence “Why are you lazy? Why can’t you work harder?” in line 12 express....

- A.Angry
- B.Pity
- C.Distressed
- D.Contended

13. Which statement is TRUE according to the text?

- A.His wife cleaned and kept it for her.
- B.The grandfather died because he was killed.
- C.The farmer became richer after his grandfather died.
- D.The poor farmer found a big box when he dug his field.

14. The word “Disappeared” in line 6 is closest meaning to....

- A.Going
- B.Destroyed
- C.Dead
- D.Fall

Text4 is for question no. 15 - 20

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

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

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

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

Adapted From: (<http://feeenglishcourse.info/story-of-narrative-text/>)

15. What is the main idea of the first paragraph?
- A. The man was do fishing.
 - B. There was a man who was living in north Sumatra.
 - C. A man caught a big golden fish in his trap.
 - D. A man turned into an island.
16. Which of the following is NOT true about the man?
- A. The man was do fishing and he caught a big golden fish in his trap.
 - B. The man made the deal and they got married, lived happily and had a daughter.
 - C. The man did not angry to his daughter.
 - D. The man became the island of Samosir.
17. The word "Huge" in line 14 is closest in meaning....
- A. Big
 - B. Old
 - C. Tall
 - D. Small

18. What is the expression of “you damned daughter of a fish” (paragraph 3)?
- A. Happy
 - B. Afraid
 - C. Angry
 - D. Proud
19. Which of the following is implied in the passage?
- A. Daughter would help bringing lunch to her father out in the fields.
 - B. The man keeps his promise to his wife.
 - C. The man broke his promise than the man became the island of Samosir.
 - D. She told her daughter to run up the hills because a huge disaster was about to come.
20. He lived in a simple hut in a farming field.
- The underline word refers to....
- A. Daughter
 - B. Fish
 - C. Beautiful
 - D. A man

Text5 is for question no. 21 - 25

Once when a lion was a sleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him.

“Pardon, o King. Forgive me this time. I shall never forget it: who knows I maybe able to do you a good turn some of these day?” The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

One day the lion was caught in a trap. Some hunters who wanted to carry him alive the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass. By and see the sad plight in which the lion was. The little mouse went up on him and soon gnawed away the

ropes that bound the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

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

21. The sentence "Pardon, O King" cried the little mouse "forgive me for this time" in line 4 expresses....

- A. Interested
- B. Happy
- C. Afraid
- D. Angry

22. The best title for the passage is....

- A. The Lion and The Little Mouse
- B. The Hunters Carried The Lion Alive To The King
- C. The Lion Was Tied To A Tree By The Hunters
- D. The Little Mouse Could Prove That He Could Help The Lion

23. Which of the following is NOT true about the little mouse?

- A. The little mouse went up to him and soon gnawed away the ropes that bound the king of the beasts.
- B. He tried hard to help the lion free.
- C. The little mouse happened to pass by and see the sad plight in which the lion was.
- D. He will forget the lion's help.

24. The word "Paw" in line 2 is closest in meaning....

- A. Bite
- B. Claw
- C. Push
- D. Pull

25. Which of the following is implied in the passage?

- A. Don't look at someone because of their clothes
- B. It is best to prepare for the days of necessity
- C. Common people may prove great ones
- D. United we stand, divided we fall

Text 6 is for question no. 26 - 30

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

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

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

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

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

26. Which of the following facts is TRUE about Kbo Iwo?

- A. Kbo Iwo ate a little amount of meat.
- B. Kbo Iwo was angry because his food was stolen by Balinese people.
- C. Kbo Iwo's food was equal for food of thousand people.
- D. Kbo Iwo destroyed all the houses but not the temple.

27. So, they came together to plan steps to oppose this powerful gian. The word “oppose” in line 9 is closest in meaning to....

- A.Support
- B.Defied
- C.Turn Against
- D.Beat

28. What is mount batur?

- A.A lake build by KboIwa.
- B.A well dug by Kboiwa.
- C.The mountain build by KboIwa.
- D.A mound of earth dug from the well by Kboiwa.

29. Which the following is NOT true in the text above?

- A.Kebo Iwo ate a little amount of meat.
- B.Kbo Iwo wild with great anger.
- C.Kbo Iwo is known as Mount Batur.
- D.Kebo eat food was equal for food of thousand people.

30. “It made the Balinese turn to rage”. What does the underline word mean?

- A.Angry
- B.Crying
- C.Running
- D.Eating

Kunci jawaban

1 c	11d	21c
2 a	12a	22a
3 d	13d	23d
4 c	14b	24b
5 c	15b	25a
6 b	16c	26c
7d	17a	27b
8a	18c	28d
9a	19c	29a
10c	20d	30a

APPENDIX 10

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN



YAYASAN PONDOK PESANTREN "FADLILLAH"

MA FADLILLAH

NSM: 131235150003

NPSN: 20540043

Jl. Kyai Ali 57 A Tambak Sumur Waru Sidoarjo Telp. (031) 8684252/ 8673292 email: mtmappf@yahoo.com

Surat Keterangan

Yang bertandatangan di bawah ini :

Nama : Al-Ustadz K.H. Agus Rahman Iskandar, S.Pd.I
NIP : -
Jabatan : Kepala Sekolah
Unit Kerja : MA Fadlillah Tambak Sumur Waru Sidoarjo
Jl. Kyai Ali 57a

Menerangkan bahwa :

Nama : Ainur Rofik
Prodi Jurusan : FKIP/Pendidikan Bahasa Inggris
NIM : 20131111025
Judul Skripsi : The Influence of Short Story in Teaching Students Reading
Comprehension Through Listen-Read-Discuss (LRD) Strategy
on The Second Graduate of High School at MA Fadlillah
Sidoarjo (Academic Year 2019/2020)

Telah melaksanakan penelitian pada tanggal 04 Maret – 11 Maret 2019 di MA Fadlillah
Tambak Sumur Waru Sidoarjo.

Surat keterangan ini kami sampaikan buat untuk melengkapi dan membantu kevalidan data
skripsi, atas perhatiannya kami sampaikan terima kasih.

Sidoarjo, 28 Maret 2019

Kepala Sekolah



Al-Ustadz K.H. Agus Rahman Iskandar, S.Pd.I

APPENDIX 11

SURAT KETERANGAN BUKTI PLAGIASI



PERPUSTAKAAN
UNIVERSITAS MUHAMMADIYAH SURABAYA

ASLI

SURAT KETERANGAN BUKTI BEBAS PLAGIASI

Naskah tugas akhir / skripsi / karya tulis / tesis*) yang diserahkan atas :

Nama : Amir Pofik
NIM : 2013 1111 025
Fakultas/Jurusan : Bahasa Inggris
Alamat : Jl. Pungkit Tengah 62 A 507
Judul : The Influence of Short Story in Teaching Students
Reading Comprehension Through Letter-read-discuss (LRD) Strategy.

telah diserahkan dan memenuhi kriteria batas maksimal yang sudah ditentukan.

Petugas perpustakaan

Ardi S.

Surabaya, 30 Januari 2020
Mahasiswa,

Amir Pofik



APPENDIX 12

BERITA ACARA BIMBINGAN SKRIPSI

Nama PTS : Universitas Muhammadiyah Surabaya
 Fakultas : Keguruan dan Ilmu Pendidikan

BERITA ACARA BIMBINGAN SKRIPSI

Nama Mahasiswa : Amir Rafik
 NIM : 2013 1111 025
 Judul Skripsi : THE INFLUENCE OF SHORT STORY IN TEACHING STUDENTS READING COMPREHENSION THROUGH LISTEN-READ-DISCUSS (LRD) STRATEGY ON THE SECOND GRADUATE OF HIGH SCHOOL AT MA FADLILLAH SIDOARJO
 Tanggal Pengajuan Pembimbing : 1 Dra Mas'ulah, M.A
 2 Ari Setlorini, M.A
 Konsultasi :

Tanggal	Materi Bimbingan	PARAF	
		Pembimbing I	Pembimbing II
4/5/2018	Bab I		
10/5/2018	Revisi bab I		
15/6/2018	Bab II		
13/7/2018	Revisi bab II		
5/10/2018	Bab III		
10/11/2018	Revisi bab III		
7/6/2019	Bab IV		
9/8/2019	Revisi bab IV		
13/8/2019	Revisi bab IV		
9/10/2019	Revisi bab IV		
8/11/2019	Bab V		
15/11/2019	Bab I - V		
20/11/2019	Revisi bab I - V		
20/12/2019	Revisi bab I - V		
7/1/2020	Bab 1-5 Fixed		

Tanggal Selesai Penulisan Skripsi :
 Keterangan : Bimbingan Telah Selesai
 Telah dievaluasi/diuji dengan nilai :

Dosen Pembimbing I,

Dra. Mas'ulah, M.A

Surabaya, 8 Januari 2020
 Dosen Pembimbing II,

Ari Setlorini, M.A

APPENDIX 13
THE PICTURES OF PROCESS GIVING LRD STRATEGY TEST
PRE-TEST BY CONTROL CLASS XI A



TREATMENT BY EXPERIMENTAL CLASS XI B



POST-TEST BY EXPERIMENTAL CLASS XI B



RESEARCHER'S CURRICULUM VITAE



Ainur Rofik

He was born on February 13th, 1991 in Surabaya. He graduated from Elementary School Wachid Hasyim Surabaya, 23 Junior High School of Surabaya, Islamic Senior High School (Madrasah Aliyah) at Fadllillah Boarding School Tambak Sumur, and the Bachelor's Degree (S-1) of Education in Muhammadiyah University of Surabaya 2020