



**THE EFFECT OF PRE-READING PLAN (PREP)
STRATEGY ON STUDENTS' READING COMPREHENSION
AT GRADE XI MADRASAH ALIYAH NU BATANGTORU
TAPANULI SELATAN**

A Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary
Padangsidempuan as a partial Fulfillment of the requirement of the Graduate Degree of
Education (S. Pd) in English*

Written By:

MEZY ARNI PULUNGAN.

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ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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Assalamu'alaikum Wr. Wb

After reading, studying and giving advice for necessary revision on thesis belongs to **Mezy Arni Pulungan** entitled "**The Effect of Pre-Reading Plan (PreP) Strategy on Students' Reading Comprehension at Grade XI Madrasah Aliyah Nu Batangtoru Tapanuli Selatan**" we approved that the thesis has been acceptable to complete the requirement to fulfil for the degree of Graduate of Education (S. Pd) in English.

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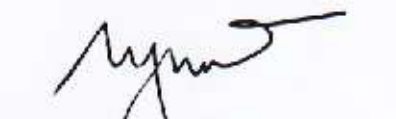

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ABSTRACT

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The Title of The Thesis : **The Effect of Pre-Reading Plan (Prep) Strategy in Students' Reading Comprehension at Grade XI Madrasah Aliyah Nu Batangtoru Tapanuli Selatan.**

The objective of this research is to find out the effect the Effect Of Pre-Reading Plan (Prep) Strategy In Students' Reading Comprehension At Grade XI Madrasah Aliyah NU Batangtoru Tapanuli Selatan. This study aim to examine the significant effect of using Pre-Reading Plan strategy (PReP) on students' reading comprehension at grade XI of Madrasah Aliyah NU Batang Toru Tapanuli Selatan. This research has a problem formulation they are, how is students' reading comprehension in narrative text before learning using Pre-Reading Plan Strategy (PReP) At Grade XI Madrasah Aliyah NU Batang Toru Tapanuli Selatan, how is students' reading comprehension in narrative text after learning using Pre-Reading Plan Strategy (PReP) At Grade XI Madrasah Aliyah NU Batang Toru Tapanuli Selatan. This research is experimental study. In conducting the research, the researcher used two group design. The stratified random sampling technique is used to take the sample. Sample of this research is 30 students taken from second grade of Madrasah Aliyah NU Batangtoru Tapanuli Selatan, which are 15 students as experimental group and 15 students as controlled group. In collecting data, the researcher conducted pre-test and post-test by serving reading comprehension test which consist 25 multiple choice for the test. In analyzing data, the researcher used T-test. The result of research showed that the students' score in the experimental class was higher than control class. The result proved that t_0 was higher than t_t . t_0 was 3.098 and t_t was 2.160 ($3.098 > 2.160$). So, the hypothesis was accepted. It means that there was a significant effect of using pre-reading plan strategy on students' reading comprehension at grade XI of Madrasah Aliyah NU Batang Toru Tapanuli Selatan.

Key Words: Pre-Reading Plan (Prep) Strategy, Reading Comprehension

ABSTRAK

Nama : Mezy Arni Pulungan
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Judul : Pengaruh dari Strategi Pre-Reading Plan (Prep) pada pemahaman membaca di kelas sebelas Madrasah Aliyah NU Batangtoru Tapanuli Selatan.

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh Strategi Pre-Reading Plan (Prep) Terhadap Pemahaman Membaca Siswa Kelas XI Madrasah Aliyah NU Batangtoru Tapanuli Selatan. Penelitian ini bertujuan untuk menguji pengaruh signifikan penggunaan strategi Pre-Reading Plan (PreP) terhadap pemahaman membaca siswa kelas XI Madrasah Aliyah NU Batang Toru Tapanuli Selatan. Penelitian ini memiliki rumusan masalah yaitu, bagaimana pemahaman membaca siswa pada teks naratif sebelum pembelajaran menggunakan Strategi Rencana Pra-Bacaan (PreP) Di Kelas XI Madrasah Aliyah NU Batang Toru Tapanuli Selatan, bagaimana pemahaman membaca siswa pada teks naratif setelah Pembelajaran dengan Strategi Pre-Reading Plan (PreP) Pada Siswa Kelas XI Madrasah Aliyah NU Batang Toru Tapanuli Selatan. Penelitian ini merupakan penelitian eksperimen. Dalam melakukan penelitian, peneliti menggunakan two group design. Teknik stratified random sampling digunakan untuk mengambil sampel. Sampel penelitian ini adalah 30 siswa yang diambil dari kelas II Madrasah Aliyah NU Batangtoru Tapanuli Selatan, yang terdiri dari 15 siswa sebagai kelompok eksperimen dan 15 siswa sebagai kelompok kontrol. Dalam mengumpulkan data, peneliti melakukan pre-test dan post-test dengan menyajikan tes membaca pemahaman yang terdiri dari 25 tes pilihan ganda. Dalam menganalisis data, peneliti menggunakan T-test. Hasil penelitian menunjukkan bahwa nilai siswa di kelas eksperimen lebih tinggi dari kelas kontrol. Hasilnya membuktikan bahwa t_0 lebih tinggi dari t_t . t_0 adalah 3,098 dan t_t adalah 2,160 ($3,098 > 2,160$). Jadi, hipotesis diterima. Artinya ada pengaruh yang signifikan penggunaan strategi rencana membaca awal terhadap pemahaman membaca siswa kelas XI Madrasah Aliyah NU Batang Toru Tapanuli Selatan.

Kata Kunci: Strategi Pre-Reading Plan (Prep), Pemahaman Membaca

خلاصة

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الكلية	: كلية التربية وتدريب المعلمين
القسم	: تعليم اللغة الانجليزية عنوان الأطروحة: تأثير استراتيجية خطة ما قبل القراءة (الإعدادية) في الفهم القرائي لدى الطلاب في الصف الحادي عشر بالمدرسة العالية نهضة العلماء باتانجتورو تابانولي سيلاتان.

الهدف من هذا البحث هو معرفة تأثير استراتيجية خطة ما قبل القراءة (الإعدادية) في الفهم القرائي للطلاب في الصف الحادي عشر بالمدرسة العالية نهضة العلماء باتانجتورو تابانولي سيلاتان. تهدف هذه الدراسة إلى فحص التأثير الكبير لاستخدام استراتيجية خطة ما قبل القراءة على فهم القراءة لدى الطلاب في الصف الحادي عشر بالمدرسة العالية نهضة العلماء باتانجتورو تابانولي سيلاتان. يحتوي هذا البحث على صياغة مشكلة، كيف يتم فهم القراءة لدى الطلاب في النص السردي قبل التعلم باستخدام استراتيجية خطة ما قبل القراءة في الصف الحادي عشر بالمدرسة العليا نهضة العلماء باتانجتورو تابانولي سيلاتان، كيف يتم فهم القراءة لدى الطلاب في النص السردي بعد التعلم باستخدام استراتيجية خطة ما قبل القراءة في الصف الحادي عشر بالمدرسة العليا نهضة العلماء باتانجتورو تابانولي سيلاتان. هذا البحث هو دراسة تجريبية. وفي إجراء البحث استخدم الباحث تصميم المجموعتين. يتم استخدام تقنية أخذ العينات العشوائية الطبقية لأخذ العينة. عينة من هذا البحث هي ٣٠ طالباً مأخوذين من الصف الثاني بالمدرسة العالية باتانجتورو تابانولي سيلاتان ، وهم ١٥ طالباً كمجموعة تجريبية و ١٥ طالباً كمجموعة ضابطة. وفي جمع البيانات، أجرى الباحث الاختبار القبلي والاختبار البعدي من خلال خدمة اختبار الفهم القرائي المكون من ٢٥ اختياراً متعدداً للاختبار. ولتحليل البيانات استخدم الباحث اختبار ت. وأظهرت نتائج البحث أن درجات الطلاب في الفصل التجريبي كانت أعلى من الفصل الضابط. أثبتت النتيجة أن ت. كان أعلى من ت. كان ت. ٣.٠٩٨ وكان ت. ٢.١٦٠ (٣.٠٩٨ < ٢.١٦٠). لذا تم قبول الفرضية. وهذا يعني أن هناك تأثيراً كبيراً لاستخدام استراتيجية خطة القراءة المسبقة على فهم القراءة لدى الطلاب في الصف الحادي عشر بالمدرسة العالية نهضة العلماء باتانجتورو تابانولي سيلاتان.

الكلمات المفتاحية: استراتيجية خطة ما قبل القراءة (الإعدادية)، الفهم القرائي

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading was a process that was carried out by the reader to get the message the writer conveys through the text. Reading gives us a wealth of information, knowledge, and even solutions to problems. Being able to reads in any form for the reader. Therefore, reading became the main purpose of language teaching, to include in the teaching section skills.

Reading can be defined simply as making meaning from print. Four key elements combine in the process of making meaning from print: the reader, the text, reading strategies, and influence. Reading is a process of readers combining information from a text and their own background knowledge to build meaning. Meaning does not rest in the reader, nor does it rest in the text. The reader's background knowledge integrates with the text to create the meaning.¹ The conclusion from the statement above, reading is gathering information the reader gets from the text with their background knowledge to determine the aim of meaning.

However, there was a problem in the student's reading comprehension at grade XI Madrasah Aliyah NU Batang Toru Tapanuli Selatan. Learning reading often gets some problems, such as teacher ability to teach. The problem can be caused by several things. First, the problem for the students was being lazy in the reading activity; beside that students are too lazy to look for the book, so the

¹ Neil J. Anderson, *Practical English Language Teaching: Reading*, ed. Mc (New York: McGraw-Hill, 2008), p.2-3.

increase in their strategy is less optimal. In fact, many students were lazy to read a book by the reason of have not enough time, make boring. Second, there are also some students who still can't understand the meaning, not even understand the word or sentence that is read in English. This means that students reading comprehension skills were still lacking, and their vocabulary was still very less.

Reading has many purposes. Not only be got new information, but also the purpose of reading is to arrange idea. When the students found such difficulties, they may read some books to enlarge and recognize their ideas as good as possible. Then, in this case, the student's problem is having difficulty in main idea.

One of the reading skills was reading comprehension. The reader who understands what he reads can answer questions about it. Especially for students who want to develop and extend their knowledge, reading comprehension was a fundamental skill in obtaining progress. Students can extend their knowledge by reading books.

Though it was a vital the teacher give information about the text, activating students background knowledge before reading to increase their comprehension was more important than giving them a short summary. Students need to be engaged and associate the information with their reading. It is evident that comprehension is a reading process; however struggling readers tend to rely on comprehension as answering questions correctly after reading the text. In an effort to integrate instructional assessment with pre-reading instruction, a Pre-Reading Plan (PReP) was designed to provide an easy-to-use format that includes

both an assessment component and an instructional component.² Aspects of this plan will be familiar to many teachers and may bring to mind teaching strategies. However, what PReP provides that is new and helpful is an organization of activities within a structured framework based on recently expended understandings of how knowledge. Structured in memory, how it is retrieved, and how it is used to facilitate comprehension.

So, to comprehend the text, the students should be able to manage every part of the text, because it is easy to gain comprehension in reading when students are able to organize the text. Sometimes, the students may find a form of pre-reading plan strategy, and it is important for students to comprehend a reading text with knowledge in general view of the text. Theoretically, the pre-reading plan strategy itself can build the student's interest and motivation before they read the whole text.

There were three main reasons for focusing on pre-reading strategies: establishing a purpose for reading a text, activating existing knowledge to enable the student to get more out of the reading, and establishing realistic expectations about the content of the text in order to read more effectively. The first of these, establishing a purpose includes the consideration necessary to match the reader with the text in terms of content and language. The teacher needed to consider and be clear about the purpose of reading an actual text. Sometimes the purpose can be to get general knowledge about the content of the text; other times students are asked for a thorough understanding. These two purposes require different

² Judith A. Langer, *From Theory to Practice: A Pre-Reading Plan* (Berkeley, California: University of California - Berkeley Tolman Hall, 2012), papers3://publication/uuid/a0a266f4-18e4-41c4-b1f6-edfb58c6e8ce.

strategies. Another reason for preparing students to read is the way existing knowledge may have a positive impact on the reading comprehension.³ The teacher usually brainstorming or draw students' attention about the text. During pre-reading strategies, the teacher encouraged the students to activate their background knowledge with what they understood.

Based on the problem and explanation above, the researcher was too motivated to teach reading through strategy and pre-reading plan strategy on students' reading comprehension at grade XI of Madrasah Aliyah NU Batang Toru Tapanuli Selatan. The researcher also wants to know whether the pre-reading strategy will have an effect on students' reading comprehension.

B. Identification of the Problem

Based on the background of the problem above, the researcher found some problems at grade XI of Madrasah Aliyah NU Batang Toru Tapanuli Selatan, can be identified as follows:

1. The students were not interested in reading
2. The students were lacking in vocabulary
3. The teacher strategy may not attract students in teaching reading
4. The students having difficulty finding main idea

C. Limitation of the problem

The scope of the study was the use of a strategy of teaching reading comprehension. The limitation was to focus on the effect of the pre-reading plan strategy. In this study, the researcher focused on the student's reading

³ Ingrid Toftemo Arneson, "The Relationship Between Pre-Reading Strategies and Reading Comprehension in The ESL Classroom," *Journal Language Teaching*, <http://www.hiof.brage.unit.no>.

comprehension in a text. There were so many interested in text, such as narrative, descriptive, recount, etc. The researcher chooses narrative text because its text is a fiction story; thus, the students will find it more interesting to read the story.

Based on the identification of the problem above, some of the students cannot comprehend the text. The students have some difficulties finding the overall meaning of the text; some of the students have no enthusiasm, and the teaching strategy used by the teacher does not give a good result.

D. Formulation of the Problem

Based on identification of the problem above, the researcher can formulate the problem as follows:

1. How is students' reading comprehension in narrative text before learning to use Pre-Reading Plan Strategy (PReP) At Grade XI Madrasah Aliyah NU Batang Toru Tapanuli Selatan?
2. How is students' reading comprehension in narrative text after learning to use Pre-Reading Plan Strategy (PReP) At Grade XI Madrasah Aliyah NU Batang Toru Tapanuli Selatan?
3. Is there any significant effect of using Pre-Reading Plan Strategy (PReP) on students' reading comprehension At Grade XI Madrasah Aliyah NU Batang Toru Tapanuli Selatan?

E. Purpose of the Research

Based on the research question stated, this research has three objectives as follows:

1. To obtain the information about pre-reading plan strategy on students' reading comprehension before learning using narrative text;
2. To obtain the information about students reading comprehension in narrative text after learning to use the pre-reading plan strategy (PReP);
3. To examine the significant effect of using the Pre-Reading Plan strategy (PReP) on students' reading comprehension at grade XI of Madrasah Aliyah NU Batang Toru Tapanuli Selatan.

F. Significances of the Research

The significance of the research were:

1. For the teacher, in the learning process, the teacher can apply the strategies to make the students motivated in learning English by reading more.
2. For the students, this research makes students more interesting in reading with pre-reading plan strategies, especially in reading narrative text.
3. For the readers, the result of this research makes the readers motivated and get additional knowledge about Pre-Reading Plan Strategy (PReP).
4. For the researcher, the result of this research expected can be useful information and to increase knowledge and to create another idea about reading strategy, especially in Pre-Reading Plan Strategy (PReP) with narrative text.

G. Definition of Operational Variables

The writer has conveyed some important theories of this research.

Therefore, the researcher concludes there are two variables; they are as follows:

1. Reading Comprehension

Reading comprehension was a highly complex process in which the reader's previous knowledge and their reading techniques interact with the component such as interest in the text, kind of text, etc.

2. Pre-Reading Plan Strategy (PReP)

Pre-Reading Plan was one of the techniques or strategies used in the reading learning to improve students' reading interest and understanding the content of the readings performed before reading activities.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

To finish the research, the researcher needs to explain some concepts that are applied in the research. Therefore, the clarification of the concept will be explained clearly to minimize misunderstanding between reader and the writer.

1. General Concept Reading and Reading Comprehension

a. Definition of Reading

Reading is part of the education process, as explained by the Minister of Education in Regulation of Minister Regulation Number 68 of 2013 concerning the Basic Framework and Curriculum Structure which states that education is a process that gives students the opportunity to develop students' potential. The statement explained that reading is part of the educational process of developing self-potential.⁴ Therefore, reading becomes material for developing self-potential and thus has a thinking ability.

Reading is a means of language acquisition of communication and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader that is shaped by the reader's prior knowledge, experience, attitude, and language community which is

⁴ M, Sari, Susetyo, Noermanzah et. al, "Understanding the Level of Students' Ability Reading Comprehension Ability," *Universal Journal of Education Research* 8, no. 5 (2021): 1848, <https://www.researchgate.net/publication/341104837>.

culturally and socially situated.⁵ In reading, student's not only read a text but they also have to comprehend the text and integrate with what the reader already knows.

Based on definition, the researcher concludes that reading is a process of constructing meaning from written text through some interactions like the reader's knowledge, the reader's interpretation and the situation, the act of responding with appropriate meaning to print or written verbal symbols, and reading is a complex and active cognitive process of interacting with printed and monitoring comprehension to establish.

According to Harris and Sipaty the definition of reading is the meaningful interpretation of written or verbal symbols. Reading (comprehension) is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skills and knowledge of the world. In this process, it tries to create the meaning intended by the writer.⁶ Reading is not just read aloud voice but reading is established to understand the meaning of words, sentences, and paragraphs as well as sense relationship among the ideas.

Based on the explanation above, the researcher can get the conclusion that reading is means communication between reader and writer for sharing the information from what they read in the text with their prior knowledge to develop their self-potential. Whenever a student just reads

⁵Diaz Maulida Karini, "The Effectiveness Of Using Pre-Reading Plan (Prep) Strategy Toward Students' reading Comprehension," *File:///C:/Users/Vera/Downloads/Askep_Agregat_Anak_And_Remaja_Print.Docx* (Pancasakti University Tegal, 2020), p.7.

⁶ Albert.J. Harris and Edward R. Sipay, *How to Increase Reading Ability* (New York: Seven Edition Revise and Enlarged Longman, 1980), p.8.

loudly but cannot understand the content of the text, it means that the reader fails to comprehend the text.

b. Purpose of Reading

Reading activity, the teacher and students catch the material in the process of direct communication. It means that one function of reading has been fulfilled. The student categories out what is simply enabling from what is wished to take as a permanent addition to his domain of understanding and capability. The actual purpose of reading is not humbly to occupy in a communication but to develop from this communication to something that endures or spreads the student's conceptual world.⁷ So, reading occurs when words on a page are not just mere words but thoughts and ideas.

If the interaction between reader and writer is effective, so that there is a close relationship between them, then there will be settlement on relative implication. But the reader is always possible to enforce his own allowances on the information he obtains. The reader may then be indicted of missing the point or taking remarks out of context. As if the abstract world do not match, there can be a precise equivalence of encoders and decoders meanings so an interaction can be estimated naturally.

⁷ Rohib Andrianto, *The Process And Purpose Of Reading* (Ministry Of Religious Affair RI, 2014), p.7, <https://www.researchgate.net/publication/327976279>.

c. Types of Reading

According to Grellet there are four types of reading. They are:

1) Scanning

Scanning is quickly going through a text to find a particular piece of information. On the other hand, it says that scanning means glancing rapidly through the text either to search for a specific piece of information or to get an initial impression of whether the text is suitable for a given purpose.

2) Skimming

Skimming is a reading strategy in which the reader reads quickly, running over the text and the purpose of the reader is to get the gist of the text.

3) Intensive Reading

The reader extracts specific information from a quite short passage. According to Brown “Intensive reading calls attention to grammatical forms, discourse markers and other surface structure details for the purpose of understanding literal meaning, implication, and rhetorical relationship”.

4) Extensive reading

Extensive reading is defined as an individualized approach to reading material and reading at their own pace. According to Nuttall “extensive reading is actually a private and personalized task in which the reader is willing to dwell in his private world of reading for his very

own interest. Extensive reading helps the readers to improve their reading skills, serves a different atmosphere for students and provides them with enjoyment”.⁸ The focus is on the quantity of reading materials and the readers’ enjoyment of their reading. There is no formal assessment of extensive reading.

From the explanation above you can conclude that all of these types of reading are useful to comprehend the text based on the strategy that teacher uses to gain the specific information and understand the meaning of the text.

d. Definition of Reading Comprehension

Comprehension is a kind of upmarket synonym for understanding in discussion that is (or is intended to appear) technical and scientific. In such contexts the word frequently does not appear alone, but in such combinations as comprehension skills or the comprehension process, even by people who would never use expressions like understanding skills or the understanding process.⁹ It means that comprehension may be regarded as relating aspects of the world around us including what we read to knowledge.

Comprehension is not always effortless and fast, of course. When beginning readers struggle over individual words, reading is slowed to a near halt and deeper levels of comprehension are seriously compromised.

⁸ Yanti Kristina Sinaga, “The Effect of Scanning Technique on Students’ Reading Comprehension in Narrative Text at Grade Ten of SMA Negeri 2 Pematangsiantar,” *Journal of English Teaching As A Foreign Language* 5, no. 2 (2019): 3–6, <https://uhn.ac.id/files/akademik>.

⁹ Frank Smith, *Understanding Reading Sixth Edition* (New Jersey: Lawrence Associates, 2004), p.12.

Comprehension is not only cognitive competence or understanding knowledge but also ability to grasp something mentally. Because it is not easy to understand the difference between ideas and facts, beside the definition that shows us that comprehension is the main mode in reading skills in order to understand the whole of the text.

Reading comprehension is a mental process in which the readers try to understand the meaning in the text by interpreting what have been read in order to find the idea given by the writer. In reading comprehension, the reader should pay attention to some aspects such as how they understand the words and the information from the text, understanding the main ideas and details, and will be able to make conclusions. All of these aspects will be the indicators of this research on reading comprehension.¹⁰ It is the process of understand the text to get the information or the meaning.

Reading comprehension is the ability to read a text, process it, and understand its meaning. Reading comprehension is defined as the level of understanding of a text or its meaning. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside of the text or message. Westwood revealed that reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of

¹⁰ E. S. Harida, "An Evaluation on Students' Reading Motivation And Their Reading Comprehension of The English Department Students' IAIN Padangsidimpuan," *Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 3, no. 1 (2017): 187, <http://jurnal.iain-padangsidimpuan.ac.id>.

concepts and information presented in a text.¹¹ When the reader's ability is at a certain level, the reader is not only able to understand the text but also it will improve their English skill, easily to make communication or to improve self-potential, and the students are able to comprehend and answer the question based on the text.

From the explanation above it can be concluded that everyone needs to comprehend the text while reading. Read it and process it to become symbols that have meaning. Comprehending the meaning of the text is not only for students but also for everyone. Even kids, adult, young or old.

e. Tips on Teaching Reading Comprehension

There are many tips on teaching reading comprehension. Below are the tips to teach reading comprehension by Adler which are:

1) Monitoring comprehension

Students who are good at monitoring their comprehension know when they understand what they read and when they do not. They have strategies to "fix" problems in their understanding as problems arise. Research shows that instruction, even in the early grades, can help students become better at monitoring their comprehension.

Comprehension monitoring instruction teaches students to:

- a) Be aware of what they do understand
- b) Identify what they do not understand

¹¹ Khairunnisa, "An Analysis of Teachers' Strategies in Teaching Reading Comprehension of First Grade Students at SMK Tunas Karya Batang Kuis" Transform FBS Unimed," *Journal of English and Education* 9, no. 2 (2020): 4, <https://jurnal.unimed.ac.id/2012/index.php/jelt/article/view/19960>.

- c) Use appropriate strategies to resolve problems in comprehension

2) Metacognition

Metacognition can be defined as "thinking about thinking." Good readers use metacognitive strategies to think about and have control over their reading. Before reading, they might clarify their purpose for reading and preview the text. During reading, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and "fixing" any comprehension problems they have. After reading, they check their understanding of what they read.

Students may use several comprehension monitoring strategies:

- a) Identify where the difficulty occurs

"I don't understand the second paragraph on page 76."

- b) Identify what the difficulty is

"I don't get what the author means when she says, 'Arriving in America was a milestone in my grandmother's life.'"

- c) State the difficult sentence or passage in their own words

"Oh, so the author means that coming to America was a very important event in her grandmother's life."

- d) Look back through the text

"The author talked about Mr. McBride in Chapter 2, but I don't remember much about him. Maybe if I reread that chapter, I can figure out why he's acting this way now."

- e) Look forward in the text for information that might help them to resolve the difficulty

"The text says, 'The groundwater may form a stream or pond or create a wetland. People can also bring groundwater to the surface.' Hmm, I don't understand how people can do that... Oh, the next section is called 'Wells.' I'll read this section to see if it tells us how they do it.

3) Graphic and semantic organizers

Graphic organizers illustrate concepts and relationships between concepts in a text or by using diagrams. Graphic organizers are known by different names, such as maps, webs, graphs, charts, frames, or clusters.

Regardless of the label, graphic organizers can help readers focus on concepts and how they are related to other concepts. Graphic organizers help students read and understand textbooks and picture books.

Graphic organizers can be:

- a) Help the readers develop comprehension skills by learning how to ask questions and look for the answer in a text.
- b) Help the students organize their thoughts about the similarities and differences between a book and a movie telling the same story.
- c) Help students write well-organized summaries of a text.

So, students can be taught to use this technique to identify and record events that occur in a text and the reason why that event occurred.

4) Answering questions

Questions can be effective because they:

- a) Give student a purpose for reading
- b) Focus students' attention on what they are to learning
- c) Help students to think actively as they read
- d) Encourage students to monitor their comprehension
- e) Help students review content and relate what they have learned to what they already know

The Question-Answer Relationship strategy (QAR) encourages students to learn how to answer questions better. Students are asked to indicate whether the information they used to answer questions about the text was textually explicit information (information that was directly stated in the text), textually implicit information (information that was implied in the text), or information entirely from the student's own background knowledge.

5) Generating questions

By generating questions, students become aware of whether they can answer the questions and if they understand what they are reading. Students learn to ask themselves questions that require them to combine information from different segments of the text. For example, students can be taught to ask main idea questions that relate to important information in a text.

6) Recognizing story structure

In story structure instruction, students learn to identify the categories of content (characters, setting, events, problems, and resolution). Often, students learn to recognize story structure through the use of story maps. Instruction in story structure improves students' comprehension.

7) Summarizing

Summarizing requires students to determine what is important in what they are reading and to put it in their own words. Instruction in summarizing helps students:

- a) Identify or generate main ideas
- b) Connect the main or central ideas
- c) Eliminate unnecessary information
- d) Remember what they read.¹²

Based on the explanation above, in reading comprehension we have some tips because reading comprehension is so complicated. So, it might be learned through practice, focus, and diligence.

f. Reading Comprehension Process

Most models may be placed in one of three categories: bottom-up, top-down, and interactive. The three categories from Anderson are:

¹² C.R. Adler, "Put Reading First: The Research Building Blocks for Teaching Children to Read," *National Institute for Literacy*, 2001, 49–54, http://www.nifl.gov/partnershipforreading/publications/reading_first1text.html. Retrived On Sunday 30th April 2023 at 12.54 p.m.

1) Bottom-Up

Bottom-up models consist of a lower-level reading process. Students start with the fundamental basics of letter and sound recognition, which in turn allows them to move up to morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences, longer texts, and finally meaning is the order in achieving comprehension.

2) Top-Down

Top-down reading begins with the idea that comprehension resides in the reader. The reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made. The several sources say point out that in a top-down model of reading, comprehension is directed by the reader's goals and expectation. A reading passage can thus be understood even if not all of the individual words are understood. Within a top-down approach to reading, the teacher focuses on meaning-generating activities rather than on mastery of the bottom-up skills of letter, sound, and word recognition.

3) Interactive reading

Interactive approach is accepted as the most comprehensive description of the reading process. This third type combines elements from both bottom-up and top-down approaches.¹³

¹³ Neil J. Anderson, *Practical English Language Teaching: Reading*, p.5-7.

Reading is a process that involves recognizing words, leading to the development of comprehension. The process of reading can negotiate the meaning between the text and the reader. Comprehension is an intentional, active, and interactive process that occurs before, during and after a person reads a particular piece of reading.

There are some indicators for assessing students' reading, as follows:

Table 1
Table: Indicators of Reading Assessment

No	Indicators of Reading Assessment
1	Able to identify the main idea in the text
2	Able to identify specific information of the text
3	Able to identify the vocabulary of the text
4	Able to identify the meaning of the text ¹⁴

2. Pre-Reading Plan Strategy

a. Definition Of Pre-Reading Plan Strategy

Pre-reading is a way to familiarize yourself quickly with the organization and content of the material. According to Silberstein states pre-reading activities are activities created that occur before the students read the whole passage or text. Before students read any text, teachers can direct their attention to how a text is organized. It could be a way to help students comprehend the text easily.

According to Langer, The Pre Reading Plan is a 3-step assessment/instructional procedure for teachers to use before assigning textbook reading to their classes. It is a group discussion activity which

¹⁴ Silabus, Bahasa Inggris-Wajib SMA Kelas XII, Kurikulum 2013, retrieved from www.jagoanbahasainggris.com on Saturday, July 25th, 2020.

helps both teachers and students gain information about students' text-related prior knowledge.¹⁵ In preparation for the discussion, the teacher using a pre reading plan examines the text and selects a key word, phrase, or picture to stimulate the group discussion.

Pre-reading strategies allow students to think about what they already know about a given topic and predict what they will read or hear. Therefore, by understanding what students want to read, it will help them to comprehend the text better. It will affect students' reading comprehension test achievement.

b. Goals of Pre-Reading Plan

The pre-reading activity is established to help students make schemata or prior knowledge about the text that they want to face.

Based on Willis, the goal of pre-reading is to give students an overview of the topic, book, or story, to be read so they can develop mental templates upon which to pattern the new information. Therefore, a pre-reading plan is needed in reading class. Giving the students such as prediction cues to warm up their brains will give many benefits. This activity purpose is to shape background knowledge to make a base for new information.

In conclusion, pre-reading plans have beneficial goals in giving students preparation before reading. There are some strategies that can be

¹⁵ Judith Lamger, *From Theory to Practice: A Pre-Reading Plan*, Educational Resource Information Center, 2017, p.6, <http://files.eric.ed.gov/fulltext/ED197283.pdf>.

used to make a connection in the reader's thoughts. The most important one is to set a reading purpose before someone begins to read

c. The Procedure of Pre-Reading

In the step of pre-reading, the teacher usually brainstorms or arouses students' prediction about the text. There are some procedures for applying a pre-reading plan strategy in the classroom, especially in teaching and learning reading. The three phases are as follows:

1) The first phase, initial associations with the concept

It requires that teachers review the section of text to be read by students, decide on a key concept, and select a word, phrase, or picture that can be presented to the group to start a discussion on the topic. For example, before giving a text to the students, the researcher just gives the title of the text about "The Donkey And A Lapdog".

Students discussed about the initial understanding or outlook on the concepts specified in the text, which is about "The Donkey And A Lapdog". The researchers give some questions to the students such as: "What do you think about "The Donkey And A Lapdog"?". During this phase, the goal is to have students brainstorm as many free associations with the chosen concept as possible.

2) The second phase, reflections on initial associations.

The students are asked to explain their free associations. The teachers asked questions such as, "What might you see, hear, feel about "The Donkey And A Lapdog"?". By listening to the associations and

explanations of others, the students are extending their background knowledge. This sharing may also help to correct accessing of potentially misleading background knowledge, providing students an opportunity to correct misconceptions.

3) The third phase, provides the reformulation of knowledge.

The basis for students to understanding is how text and background knowledge interrelate. In the final phase of the Pre-Reading Plan (PreP) strategy, reformulation of knowledge, students again make free associations with the original concept, prompted by the question, “Have you any new ideas about “The Donkey And A Lapdog”?”.

Often, the students’ responses in this phase reflect a higher level of understanding than responses in the first phase, that is, the use of super ordinate concepts, analogies, and characteristics versus remotely related first hand experiences or phonetic word associations.¹⁶

d. Reading Phases

Reading phases is a process that includes three phases: before reading, during reading and after reading. In the before-reading phase, the reader establishes in his or her mind a purpose and a plan for reading. Then, the reader begins to read the written text-in the during-reading phase. While he or she reads, the reader will think about the purpose of reading and about his or her prior knowledge. This may occur during short pauses taken while reading. Finally, the after-reading phase of the process occurs when the

¹⁶ Lapp Diane, *Content Area Reading and Learning Instructional Strategies* (London: Lawrence Erlbaum Associates, Publishers, 2004), p.311-312.

reader finishes reading the written text. The reader takes time to think about what he or she knew before reading and what he or she learned or connected with during the reading, and then he or she links this information together to build new knowledge. Throughout the reading process, but specifically in the during-reading phase, reading strategies can be useful to improve comprehension.

There are three phases reading activity. They are as follows:

- 1) Pre-reading. Pre-reading is an important stage that must be done by students. It needs to be done better by students to make it easier for them to activate their background knowledge to help them understand the text. Pre-reading makes comprehension easier and better. The harder the material, the more pre-reading will help the understanding.
- 2) While reading. While reading is an activity that involves students in reading a text. While reading guides students through texts, understands of the complex text, and considers the relationship between ideas or characters in the text.
- 3) Post-reading. Post reading is to expand the ideas and information on the that text are well understood by the students. Post reading also checks students' understanding and leads the students to deeper analysis of the text.¹⁷ Post reading can be done via various activities related to passage that has been read. An oral or written follow up activity, students can be

¹⁷ E. S. Harida, "An Evaluation on Students' Reading Motivation And Their Reading Comprehension of The English Department Students' IAIN Padangsidempuan.",p.189

asked to describe a situation related to the passage or an incident similar to the passage.¹⁸

So, the reading phases is important in order to thus achieve a greater learning of the subject at hand. This study methodology is one of the most used since always in schools, institutes and universities, since it is **the most effective when it comes to acquiring knowledge** and carrying out meaningful learning by the student of concepts and data to be memorized. That is why reading highlight each of these phases below and summarizes very briefly what each, the reader consists of.

3. Narrative Text

a. Definition of Narrative Text

Folktales, fables, legends, fairytales, and myths belong to narrative text. Narrative text is a spoken or written account of a story. The social function of narrative text is to entertain and amuse the reader about a story and to teach a lesson or moral. Narrative text can be funny, sad, frightening, ordinary, or a happy ending.

Narrative text is a text that almost all people especially children liked. It is because the narrative text has a purpose to entertain the readers. It is supported by Giyyedtjrdytf, the narrative text is an imaginative story to entertain people.¹⁹ By that purpose, writing a narrative text allows students to express themselves and do creative writing in creative ways.

¹⁸ Dinarti, "The Effect of Using Pre-Reading Plan (Prep) Strategy Toward Reading Comprehension of The Second Year Students at SMA 2 Singgi" (Uin Suska Riau, 2013), <http://repository.uin-suska.ac.id/9707/1/2013>.

¹⁹ L. Giyyedtjrdytf, "Narrative Text," n.d, p. 10 <http://www.academia.edu/28119796/>.

According to Abbott, narrative is the representation of events, consisting of a story and the story is an event or sequence of events.²⁰ It is supported by Langan opinion. It is said that narrative is a simple story that illustrates a point. The point is often an emotion that you feel.²¹ By sequences of event the reader will be wondering about the next event. It makes narrative text become more interested.

Narrative is one of the most frequently occurring and ubiquitous forms of discourse and stories of personal experience. For example, it crops up repeatedly in informal conversation, in doctor-patient talk, in newspaper reporting, in many books and films, both fictional and non-fictional.²² Narrative includes fairy stories, fables, mystery, stories, science fiction, romance, horror, etc.

From the explanation above, it can be concluded that narrative is a text that represents events or sequences of events in order to entertain the reader or listener. Narrative text is a story with complications or problematic events and it tries to find resolutions to solve the problems.

²⁰ H. Porter Abbott, *The Cambridge Introduction to Narrative* (The Edinburgh Building: Cambridge University Press, 2002).

²¹ Jhon Langan, *English Skill with Readings*, Seventh Ed (Mc-Graw-Hill, 2006).

²² Martin Cortazzi, "Narrative Analysis," *Journal Language Teaching* Vol.27, no. 3 (1994).

b. Generic Structure of Narrative Text

The generic structure is divided into five stages²³, they are:

1) Orientation (introduction)

It contains the thesis of the text. At this level, the characters of the story introduce the students. In this level also used to produce atmosphere so that makes the students are persuaded to follow the story. In other words the orientation of the narrative text tells who the character was/ where, where it happened, when it happened.

2) Sequence of events (complication)

This part tells the sequence of the story. The problem faced by the character. The complication makes their story more interesting because the character is prevented from reaching his or her wants. It is in the middle of the story.

3) Resolution

It tells the reader (student) how the problem was solved. It is also called solving a problem. A satisfying narrative will give you the resolution of the problem

4) Re-orientation/ Coda

It tells what the story has told and tells again to the character and contains the message of moral value to the readers. Those elements must exist in a narrative text. It gives more explanation in order to make the

²³ Irwan Sulisty, "An Analysis of Generic Structure of Narrative Text," *English Journal* Vol.2 (2013): 181.

story clear and understandable. But sometimes students find more than one complication and resolution.

5) Evaluation

This part can be joined is an orientation part. It contains the narrative that begins. Evaluation tells you about the time and place of it being storied.

c. Language Features of Narrative Text

Based on Knapp,²⁴ when sequencing people and times in time and space, narrative text typically uses:

- 1) Action verb, example: saw, got, heard.
- 2) Temporal connectives, for example: after, then.
- 3) Past tense, for example: ate, said.
- 4) Mental verb, for example: thought, didn't know.
- 5) Using rhythm/ repetition, example: riding.

There are several language features of narrative text, such as:

- 1) Using a processed verb.
- 2) Using temporal conjunctions, example: one day, a week, later, then long time, long time ago, when, etc.
- 3) Using the simple past tense, for example: lived, stayed.
- 4) Using a noun phrase, example: long black hair.
- 5) Using pronouns, for example: I, me, they, their, it, its, etc.
- 6) Using saying verb, for example: said, told, promised

²⁴ Peter & Watkins Knapp, *Genre, Text, Grammar* (Australia: UNSW Press, 2005).

d. Function of Narrative Text

Narrative is a kind of genre which has a social function to amuse, entertain and to deal with actual or vicarious experience in different ways. According to Siahaan, a narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.²⁵ A narrative tells a story by representing a sequence of events. Narrative can be a dominant pattern in many types of writing formal, such as history, biography, autobiography, and journalism, as well as less formal, such as personal letters and entries in diaries and journals.

Narrative is also an essential part of casual conversation, and it may dominate tell tales. In short, any time you “tell what happened” you are using a narrative. The function of narrative text is argued that the social function of narrative is to amuse, entertain and to deal with actual or vicarious experience in difference ways. Narratives deal with problems that lead to a crisis or turning point of some kind, which in turn finds a resolution.

It means that functions to entertain or to amuse the reader and to deal with actual or imaginative experience in a different way that show by problem and resolution as the way to solve the problem before.

²⁵ Sanggam Siahaan, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.73-74.

e. The Reading Material

Below is an example of text reading material.²⁶

Donkey and A Lapdog

Once upon a time there was a farmer who owned a little dog that he keeps constantly by his side and a donkey, which lived in a warm stable and got plenty of fresh grain and sweet hay. But, unfortunately the donkey was not satisfied with his condition.

"I slave all day long, hauling wood or pulling the cart to market while the dog sleeps on the master's lap and eats from his plate!," the donkey grumbled. "Perhaps, he thought, if he behaved like the dog, his master would reward him with the same life of ease.

That very night, the donkey crept out of the stable and into the house where the farmer sat at supper. "First I'll frisk about and chase my tail, just as the dog does," thought the donkey. And he danced about the room, flinging up his hooves until the table toppled over and dishes went flying.

"Now I'll sit on his lap!" said the donkey, and he put his hooves up on the master's chair.

"Help! Save me from this mad beast!" the terrified farmer bellowed. Then his servants came running and, with shouts and blows, drove the donkey back to the stable.

"I suppose I'm a fine donkey," the donkey lamented, "but I'll never be a lapdog!"

Moral of the Story- What's right for one may be wrong for another. So, never try to copy another person in front of you.

²⁶<http://britishcourse.com/contoh-narrative-text-a-donkey-and-a-lapdog-beserta-terjemahannya.php>

B. Review of Related Findings

This study is related to several researches that have been done. The first is Mar'atus Sholihah research. This research is aimed to know whether the use of Pre-Reading Plan (PReP) Strategy can enhance students' achievement in reading skill of Narrative text at first grade of SMK PGRI 1 Salatiga. The result of this study shows that there is significant difference in students' reading comprehension in Narrative text with pre-reading plan (PReP) strategy. On the table of significance, it can be seen that because the $df = 38$ and the degree of significance is 5% and 1%, the value of significance degree is 2.02 and 2.71. By comparing the value t_o is bigger than t_t , that is $2.02 < 5.43 > 2.71$, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Therefore, it can be interpreted that teaching reading through a pre-reading strategy can enhance the students' reading comprehension.²⁷

The second is Ramli's research. The study is to see the effectiveness of the Pre Reading Plan (PREP) technique to improve students' reading comprehension. The result in this research indicated that there was an improvement in the students' reading comprehension. It was indicated by students' mean score of post-test (73.76) was greater than pre-test (56.45). Even, at the level of significant (p) 5% and $df = 37$ and the value of is 1.69, while the value of t-test is 3.35. So it means the result of this research is showing that the suspicion mean of students reading comprehension of narrative text before and after given treatment by pre-

²⁷ Mar'atus Sholihah, Ibid, p. 54

reading plan technique is increase. Therefore, it means that applying the technique is effective to improve students reading comprehension of narrative text.²⁸

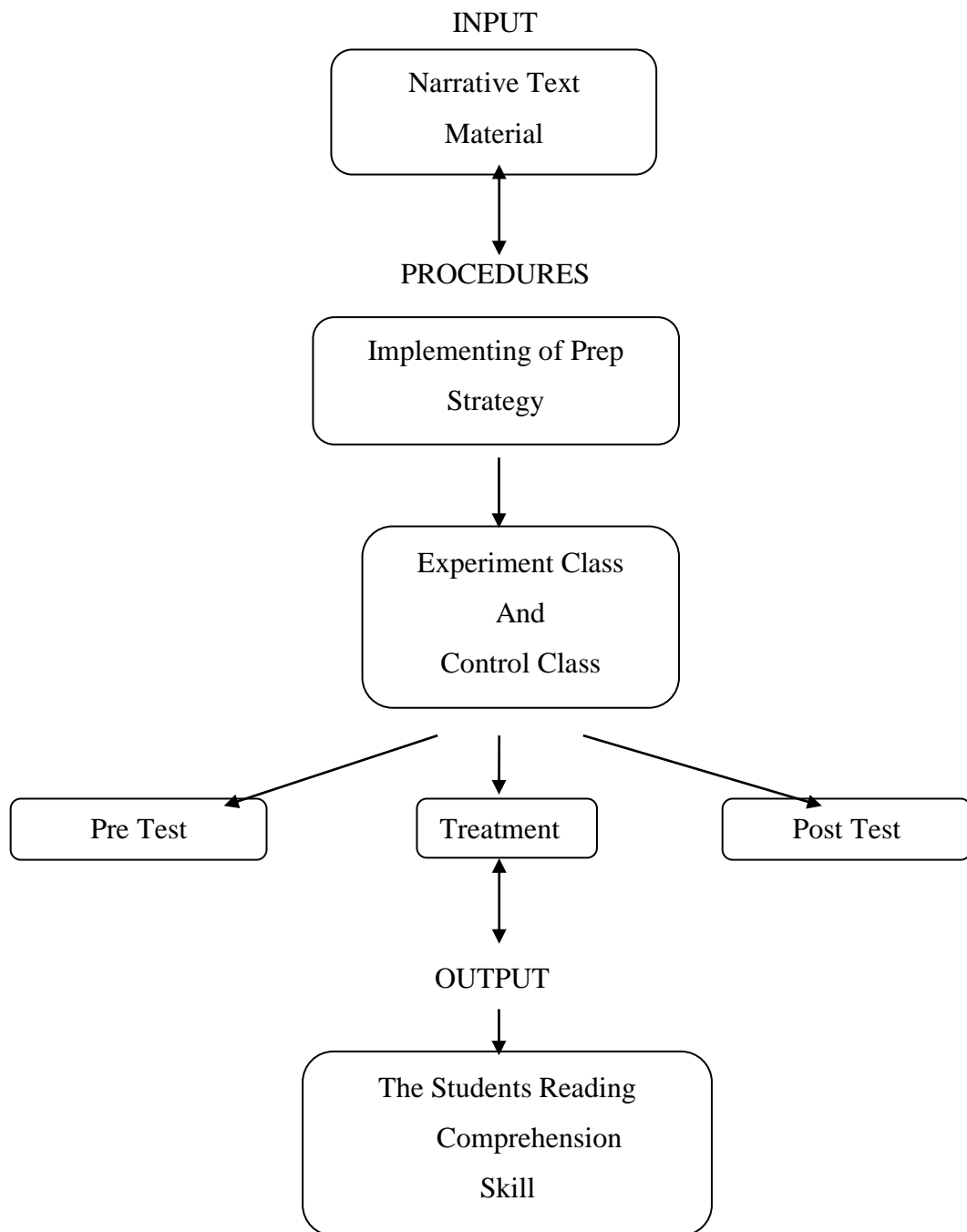
The third is from Karini's research. The objective of this research is to find out the effect of using Pre Reading Plan (PREP) Strategy toward Method in Teaching English reading for seventh Grade Students of Junior High School at MTs Ma'arif NU 12 Bulakparen in the Academic Year of 2019/2020.²⁹ The result of the analysis using the independent t-test obtained a p-value of 5,438>0,05. According to this calculation, the research hypothesis of this research is accepted. It means that there is a significant difference in reading achievement between students who are taught by using pre reading plan (PREP) Strategy toward method and those who are not taught by pre reading plan (PREP) Strategy toward.

C. Conceptual Framework

Some expert define the conceptual framework. Sugiono in his book state that the framework is a conceptual model of how theory related to a variety of factors that have been identified as important issues. The conceptual framework of the research can be classified into three parts or variables as follows:

²⁸ Ramli, "The Effectiveness of Pre Reading Plan (Prep) Technique To Improve Students' Reading Comprehension of Narrative Text at The Second Grade Students' of SMAN 3 Pinrang," *Journal Computer And Industrial Engineering* 2 (2018): 56.

²⁹ Diaz Maulida Karini, "The Effectiveness Of Using Pre-Reading Plan (Prep) Strategy Toward Students' reading Comprehension."p.50



- 1) Input: refers to the material that is applied.
- 2) Procedures: this variable refers to activities in English language and implementing pre-reading plan strategy.
- 3) Output: this variable refers to the result of students achievement.

D. Hypothesis

The researcher formulates the hypothesis of the research started as follows:

1. Alternative hypothesis(H_a): there is a significant effect of using pre-reading plan strategy on students' reading comprehension at grade XI of Madrasah Aliyah NU Batang Toru Tapanuli Selatan.
2. Null Hypothesis(H_0): there is no significant effect of using the pre-reading plan strategy on students' reading comprehension at grade XI of Madrasah Aliyah NU Batang Toru Tapanuli Selatan.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

The location of this research was in Madrasah Aliyah NU Batangtoru. It was located in Merdeka Barat Street, Desa Napa, Batangtoru District, South Tapanuli, North Sumatra Province. It was started on 17th January 2022.

B. Design of Research

The kind of this research was quantitative research with experimental method in pre test and post test control group design. The researcher uses two classes, which are experimental class and control class. The experimental research controls the selection of participants for the study and divides the select participants in more groups having similar characteristic as the start of experimental. In this case, the experimental was the class that though by Pre-Reading Plan Strategy. Meanwhile control Class was the class though by using Teacher Technique.

Table 2
Table of Collecting Data Design

Class	Pre Test	Treatment	Post Test
Experimental Class	✓	✓ Pre-Test and Post Test	✓
Control Class	✓	×	✓

C. Population and Sample

1. Population

Before the sample was collected, the researcher had to determine the population. According to Sugiyono stated that population was geographic generalization there were: object/subject has quality and certain of characteristic that set by researcher to learning to make the conclusion.³⁰

The research was done in the grade XI students of Madrasah Aliyah NU Batangtoru Tapanuli Selatan. The population of the sample was consisted of 2 classes with 30 students. It can be seen from the table follows:

Table 3
The Population of the Grade XI Madrasah Aliyah Nu Batangtoru
Tapanuli Selatan

No	Class	Total Students
1.	XI IPA	15
2.	XI IPS	15
Total		30

2. Sample

Selecting of the sample was very important step in conducting a research. Sample was the small group that is observed. It selected from a lager group which consist of the individuals, items or event referred to as population. According to Arikunto stated that “a sample must be representative to a population”. So, sample was part of population which to be analyzed. Sample confidents were from the sample to population.

³⁰ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2008), p.117.

The sample of this research was at grade XI students of Madrasah Aliyah NU Batangtoru Tapanuli Selatan. The researcher chose grade XI by using stratified random sampling technique. The stratified random was a process of taking a sample through how the population divided into groups and selecting a random sample from each group and combining it to count the population. Because the populations of the grade XI was 101 students.

Therefore, the researcher divided the group into two classes. The students of XI IPA that consist of 15 students were namely experimental class and the students of XI IPS that consist of 15 students were namely control class. Total sample of this research were 30 students.

Table 4
Samples of the Research

Experimental Class	Control Class
XI IPA = 15	XI IPS = 15

D. Instrument of the Research

In this research, the researcher used a test as instrument in collecting data. The test that used in this research was multiple choices that consist of five option a, b, c, d, and e. There were two kinds of tests in this research; they were pre-test and post- test; each of tests consisted of 25 items. The test will done twice, before and after treatment intended to obtain students' reading comprehension. Each question was given 4 score to get the students' score in answering the question so, the maximum score of test is 100.

Table 5
The Indicators of Reading Comprehension Test

No	Indicator of Reading Assessment	Item	Number of Items	Score	Total Score
1	Able to identify the main idea of the text	3	1,11,18	4	25
2	Able to identify specific information of the text	10	2,3,4,9,10,12,17,20,23,24	4	25
3	Able to identify vocabulary of the text	2	7,15	4	25
4	Able to identify the meaning of the text	10	5,6,8,13,14,16,19,21,22,25	4	25
Total		25		4	100

E. Validity and Reliability Instrument

A good test must have validity so the test can measure the aspects that measured. In this case, the researcher used construct validity to measure whether the test has good validity or not. The result of research must be also reliable. Reliability instrument is requirement for getting the result of researcher reliability.

Construct validity and reliability are a test validity based on the judgment of the experts. In this case, expert gave opinion about the instrument, what is instrument can be used or still need improving, or may be the instrument is failed. The researcher used essay test to test students' reading comprehension. In this research, scoring criteria is based on the four aspects of reading; Able to identify the main idea of the text, Able to identify specific information of the text, Able to identify vocabulary of the text, Able to identify the meaning of the text. To make it sure, the researcher consult to the English teacher of Madrasah Aliyah NU Batangtoru Tapanuli Selatan.

F. Procedure of the Research

To get the data from the students, the researcher collects the data by pre-test, treatment and post-test. Procedures of data collection are as follows:

1. Pre-Test

The pre-test was conducted to find out the homogeneity of the sample. The pre-test was given to both of the class experimental class and control class. To know the students basic ability of the students before applying pre-reading plan strategy on students reading comprehension, the researcher giving some steps for pre-test as follows:

- a. The researcher prepared the multiple choice test about narrative text.
- b. The researcher distributed the paper of the test and answer sheets to both control and experimental class.
- c. The researcher explained the tips to answer.
- d. The students answered question
- e. The researcher collected the students answer.
- f. Finally, the researcher checked the answer sheet and counts the students score.

2. Treatment

The experimental class and control class are given the same material (lesson topic) which talk about narrative text, but it gave by different ways. The experimental class gave in treatment by using pre-reading plan strategy, while control class only do reading learning without treatment like teacher usually used to teach in classroom.

3. Post-Test

The post test was given for both of classes after implementing pre-reading plan strategy to know the ability of the students after doing treatment. This post-test is the final test in this research, it was to find out whether there was significant effect or not. In this test, the procedures still same with pre- test before. They are:

- a. The researcher prepared the multiple choice test about narrative text.
- b. The researcher shared the paper of the test and answer sheets to both control and experimental class.
- c. The researcher explained the tips to answer.
- d. The students answered question
- e. The researcher collected the students answer.
- f. The last, the researcher checked the students answer and counts their score.

G. Techniques of Data Analysis

In order to find out whether there was a significant The Effect of Pre-Reading Plan Strategy (Prep) on Students' Reading Comprehension at Grade XI Madrasah Aliyah NU Batangsooru Tapanuli Selatan. The technique of the data analysis that uses in this research is T-test formula.

As the requirements of t-test, the data must use normality and homogeneity test.

1. Normality Test

Normality test used to know whether research the data normal or not.

Test of normality in this research used SPSS v.23 using the Shapiro-wilk test

with a significant level of 5% or 0.05 with criteria. If the value is significant ($\text{sig} < 0.05$), the students' pre-test and post-test were not distributed.

2. Homogeneity test

Homogeneity test is used to find out whether control class and experimental class have the same variant or not. The researcher used SPSS v.23 to calculate the data. The test criteria are:

If the significant value ($\text{sig} > 0.05$) the data variance of the two classes is homogeneous (accept H_0).

If the significant value ($\text{sig} < 0.05$), the data variance of the two classes is not homogeneous (accept H_a).

3. Hypothesis Test

Hypothesis was using T-test. The researcher used Independent Sample T-test by using SPSS v.23. The test criteria are:

- a. H_0 : (hypothesis was accepted if $t_{\text{count}} < t_{\text{table}}$ or $\text{Sig. (2-tailed)} > 0.05$), it means there is no significant effect of Pre-Reading Plan (Prep) Strategy On Students' Reading Comprehension At Grade Xi Madrasah Aliyah NU Batangtoru Tapanuli Selatan.
- b. H_a : (hypothesis was accepted if $t_{\text{count}} < t_{\text{table}}$ or $\text{Sig. (2-tailed)} > 0.05$), it means there is significant effect of Pre-Reading Plan (Prep) Strategy On Students' Reading Comprehension At Grade Xi Madrasah Aliyah NU Batangtoru Tapanuli Selatan.

CHAPTER IV

RESULT OF THE RESEARCH

As mentioned in earlier chapter, in order to examine The Effect Of Pre-Reading Plan (Prep) Strategy On Students' Reading Comprehension At Grade Xi Madrasah Aliyah NU Batangtoru Tapanuli Selatan, the researcher collected the data by using test. Sample of the research were XI IPA-1 and XI- IPS 1 class. XI IPA-1 as an experimental class and XI IPS-1 as a control class. Then, the test divided into two aspects, they were pre-test and post-test. Pre-test was done before giving treatment whereas post-test was done after giving treatment. The researcher applied quantitative analysis by using formulation of T-test to test the hypothesis. Next, the researcher described the data as follow:

A. Description of Data

1. Description of Data before Using Pre-Reading Plan (Prep) Strategy

a. Pre-test Score of Experimental Class

Based on students' answers in pre-test the researcher has calculated the students' score. The lowest score was 52, the highest score was 76, range was 24, the total score of experimental class in pre-test was 988, median was 68, mean score was 65,87, modus was 76, interval was 4, standard deviation was 8.667 and variant was 75.124. The researcher drawn the table sum in the following:

Table 6
The Score of Experimental Class in Pre-test

Data statistic	Score
Lowest score	52
Highest score	76
Range	24

Total	988
Median	68
Mean	65.87
Modus	76
Interval	4
Standard deviation	8.667
Variant	75.124

Then, the calculation of the frequency distribution of the students' score in experimental class can be applied into table frequency distribution as follow:

Table 7
Frequency Distribution of Experimental Class Pre-test

No.	Interval	Mid-point	Frequency	Percentages
1	52 – 56	54	2	13.3%
2	57 – 61	59	2	13.3%
3	62 – 66	64	3	20%
4	67 – 71	69	3	20%
5	72 – 75	73.5	1	6.7%
6	76 – 81	78.5	4	26.7%
$i = 4$			15	100%

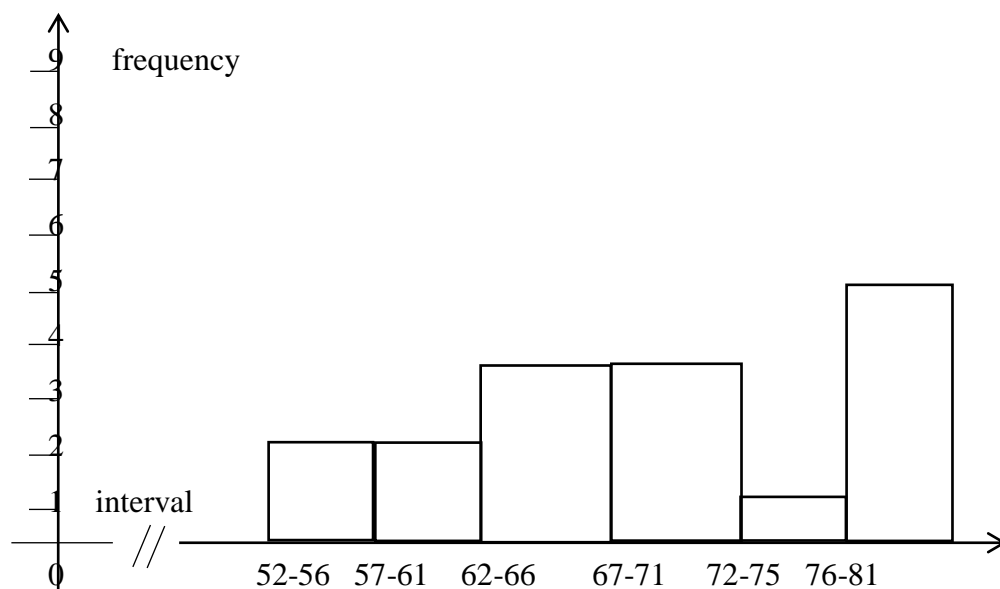


Figure 1. Histogram Result Score of Students' Reading Comprehension in Experimental Class in Pre-Test

Based on the figure above, the frequency of students' score from 52 up to 56 was 2; 67 – 61 was 2; 62 up to 66 was 3; 67 up to 71 was 3; 72 up to 75 was 1; 76 up to 81 was 4. The histogram shows that the highest interval (76-81) was 4 students and the lowest interval (72-75) was 1 student.

b. Pre-test Score of Control Class

In pre-test of control class, the researcher calculated the result that had been gotten from the students answering in test. The lowest score was 20, the highest score was 72, range was 52, total score of control class in pre-test was 620, median score was 36, mean score was 41.33, modus was 36, interval was 8, standard deviation was 15.169 and variant was 230.095. It can be seen on appendix. The score of pre- test control class can be seen in the following table below;

Table 8
The Score of Control Class in Pre-Test

Data statistic	Score
Lowest score	20
Highest score	72
Range	52
Total	620
Median	36
Mean	41.33
Modus	33
Interval	8
Standard deviation	15.169
Variant	230.095

Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table 9
Frequency Distribution of Control Class (Pre-Test)

No	Interval	Mid-point	Frequency	Percentages
1.	20 – 28	24	3	20%
2.	29 – 37	33	7	46.7%
3.	38 – 46	42	2	13.5%
4.	47 – 55	51	1	6.6%
5.	56 – 64	60	1	6.6%
6.	65 – 73	69	1	6.6%
$i = 8$			15	100%

In order to get description of the data clearly and completely, the researcher presented them in histogram on the following figure:

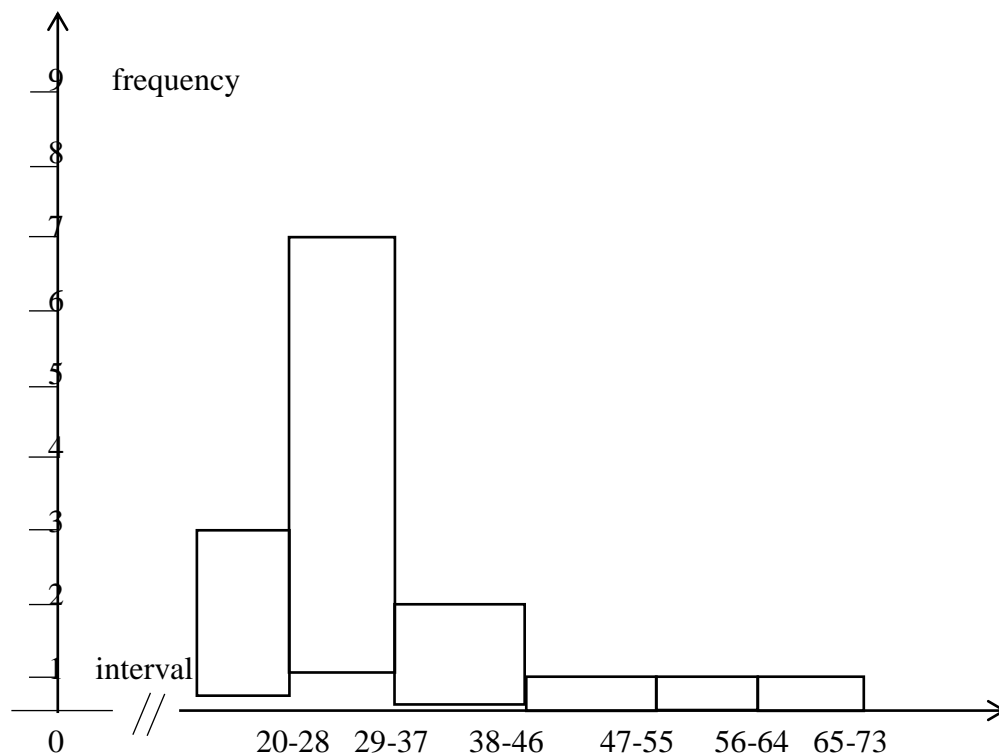


Figure 2. Histogram Result Score of Students' Reading Comprehension in Control Class in Pre test

Based on the figure 2 above, the frequency of students' score from, 20 up to 28 was 3; 29 up to 37 was 7; 38 up to 46 was 1; 47 up to 55 was

1; 56 up to 64 was 1; 65 up to 73 was 1.

2. Description of data after Using Pre-Reading Plan (Prep) Strategy

a. Post-test Score of Experimental Class

The calculation of the result that had been gotten by the students answering in question (test) after the researcher did the treatment by using Pre-Reading Plan (Prep) Strategy. The lowest score was 68, the highest score was 84, range 16, total score of experiment class in post-test was 1156, median was 76, mean score was 77.07, modus was 76, interval was 3, standard deviation was 5.120, variant was 26.210. It can be seen on appendix and it can be seen in the following table:

Table 10
The Score of Experimental Class in Post Test

Data statistic	Score
Lowest score	68
Highest score	84
Range	16
Total	1156
Median	76
Mean	77.07
Modus	76
Interval	3
Standard deviation	5.120
Variant	26.210

Based on the table above the calculation of the frequency distribution of the students' score of experiment class can be applied into table frequency distribution as follow:

Table 11
Frequency Distribution of Students' Score

No	Interval	Mid-point	Frequency	Percentages
1.	68 – 71	69.5	2	13.3%
2.	72 – 75	73.5	1	6.7%

3.	76 – 79	77.5	6	40%
4.	80 – 83	83.5	3	20%
5.	84 – 87	85.5	3	20%
$i = 3$			15	100%

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

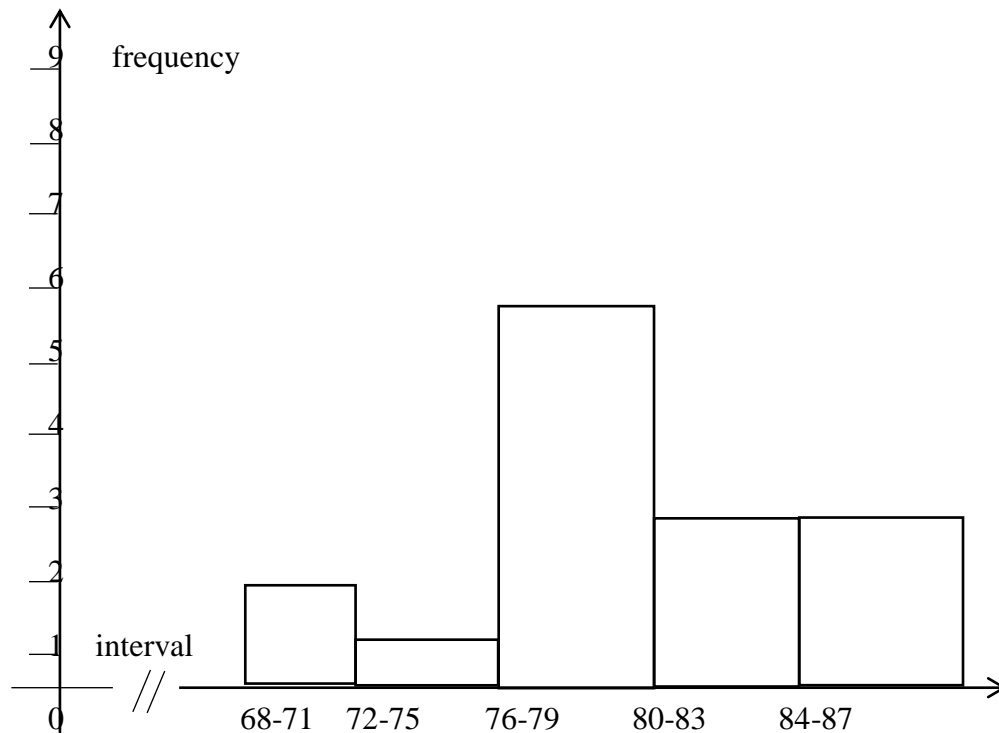


Figure 3. Histogram Result Score of Students' Reading Comprehension in Experimental Class in Post test

Based on the figure above, the frequency of students' score from 68 up to 71 was 2; 72 up to 75 was 1; 76 up to 79 was 6; 80 up to 83 was 3; 84 up to 87 was 3. Then, the interval which had highest frequency was 76 up to 79 was 6 students and the lowest interval 72 up to 75 was 1 student.

b. Post-test Score of Control Class

The result that had been gotten by the students in answering the question (test) after the researcher taught the reading by using Pre-Reading

Plan (Prep) Strategy. The lowest score was 36 , the highest score was 72 , range was 36 , the total score of control class in post-test was 781, median was 52 , mean was 52.07 , modus was 52 , interval was 6, standard deviation was 9.684 , variant was 93.781 . It can be seen on appendix. The table can be seen in the following:

Table 12
The Score of Control Class in Post-Test

Data statistic	Score
Lowest score	36
Highest score	72
Range	36
Total	781
Median	52
Mean	52.07
Modus	52
Interval	6
Standard deviation	9.684
Variant	93.781

Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as following:

Table 13
Frequency Distribution of Students' Score

N	Interval	Mid-point	Frequency	Percentage
1.	36 – 42	39	3	20%
2.	43 – 49	46	2	13.3%
3.	50 – 56	53	6	40%
4.	57 – 63	60	2	13.3%
5.	64 – 70	67	1	6.7%
6.	71 – 77	74	1	6.7%
<i>i = 6</i>			15	100%

For the clear description of the data, the researcher presents them

in histogram on the following figure:

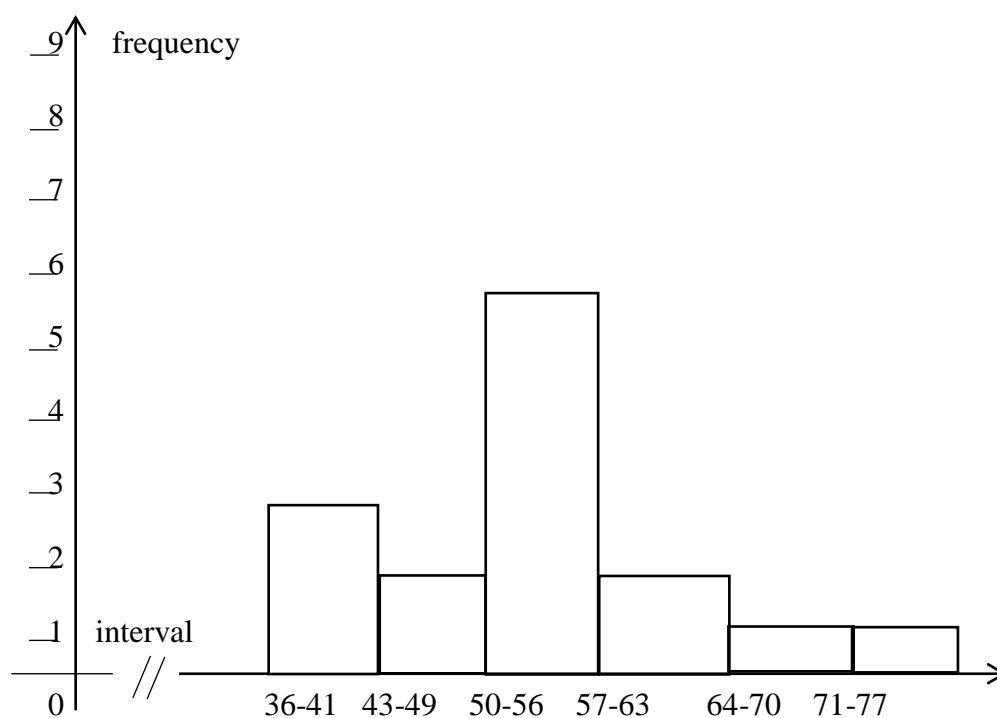


Figure 4. Histogram Result Score of Students' Writing narrative text in Control Class in Post test

Based on the figure 4, the frequency of students' score from 36 up to 41 was 3; 43 up to 49 was 2; 50 up to 56 was 6 ; 57 up to 63 was 2 ;64 up to 70 was 1; 71 up to 77 was 1.

3. Description of Comparison Score of Pre-Test and Post Test

a. Comparison Score of Pre-test in Experimental and Control Class

Based on students' answers in pre-test in experimental and control class, the researcher has calculated the students' score and most of students both of classes were low in reading. Experimental class consisted of 15 students (XI-IPA 1), the lowest score was 52 whereas the highest score was 76. Beside that, control class consisted of 15 students (XI IPS -1), the lowest

score was 20 whereas the highest score was 72. In pre-test the researcher did not apply the technique to both of class. It can be seen in the following table below:

Table 14
Comparison Score of Students Reading Comprehension
in Pre-test (Experimental and Control Class)

No	Initial Name	Result Pre-Test of Experimental Class	Initial Name	Result Pre-Test of Control class
1	AN	68	A	20
2	DL	76	AAS	44
3	DSS	68	AT	36
4	EL	52	DS	60
5	HLS	76	FM	24
6	NAS	72	FT	44
7	NU	56	N	36
8	NHB	52	PAN	36
9	NSR	64	R	60
10	RH	64	S	60
11	RO	68	SA	28
12	S	76	SD	32
13	SADA	56	SK	72
14	SM	64	SO	60
15	SR	76	SRP	36

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

histogram on the following figure:

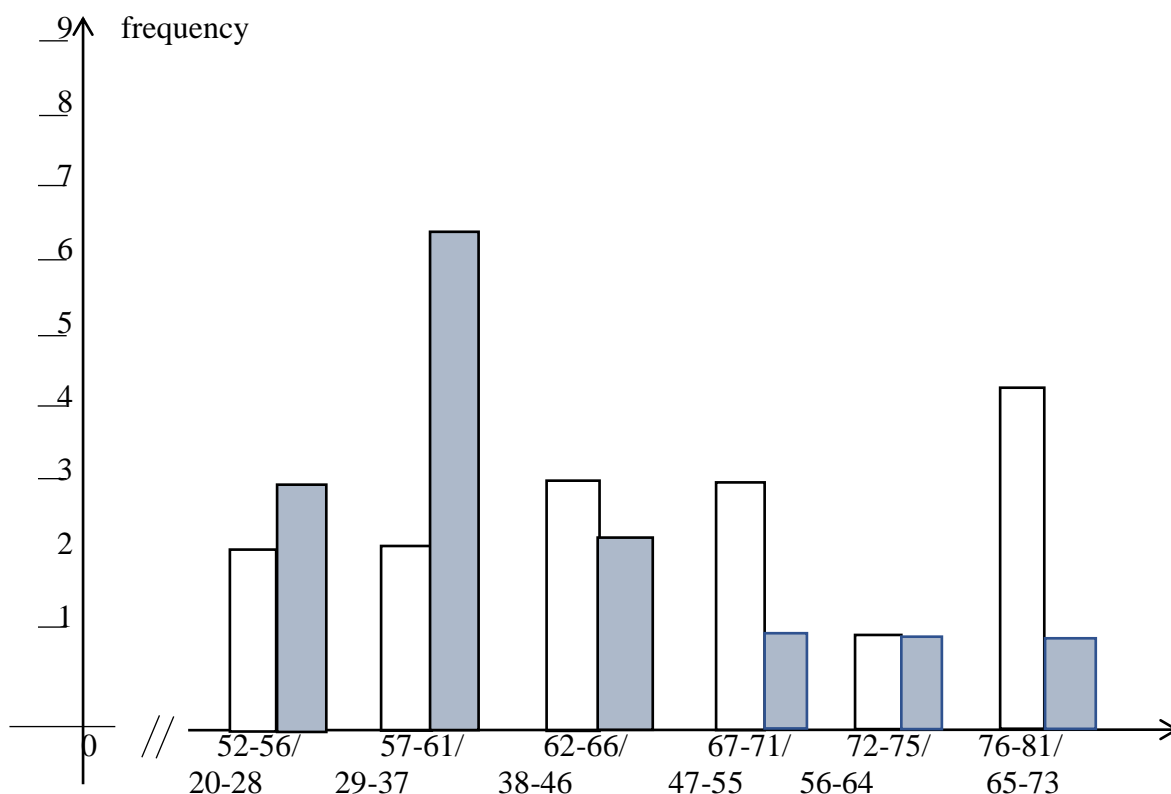


Figure 5. Histogram of comparison Score of Students' Reading Comprehension

b. Comparison Score of Post-test in Experimental and Control Class

Based on students' answers in post-test in experimental and control class, the researcher has calculated the students' score and most of students both of classes increased in reading. Experimental class consisted of 15 students (XI IPA-1), the lowest score was 68 whereas the highest score was 84. Then, most of students got raising score and their score increased very significant. Control class consisted of 15 students (XI IPS-1), the lowest score was 36 whereas the highest score was 72. Students' score increased too but not significant. In post-test, the researcher applied reading strategy in experimental class and control class was give conventional strategy.

It can be seen in the following table:

Table 15
Comparison Score of Students Reading Comprehension
in Post-Test(Experimental and Control Class)

No	Name	Result post-test of experimental class	Name	Result post-test of control class
1	AN	84	A	48
2	DL	84	AAS	44
3	DSS	68	AT	36
4	EL	68	DS	72
5	HLS	80	FM	52
6	NAS	72	FT	56
7	NU	56	N	52
8	NHB	52	PAN	52
9	NSR	64	R	60
10	RH	64	S	53
11	RO	68	SA	60
12	S	76	SD	52
13	SADA	56	SK	53
14	SM	64	SO	54
15	SR	76	SRP	40

It can be seen in histogram too, the figure following below:

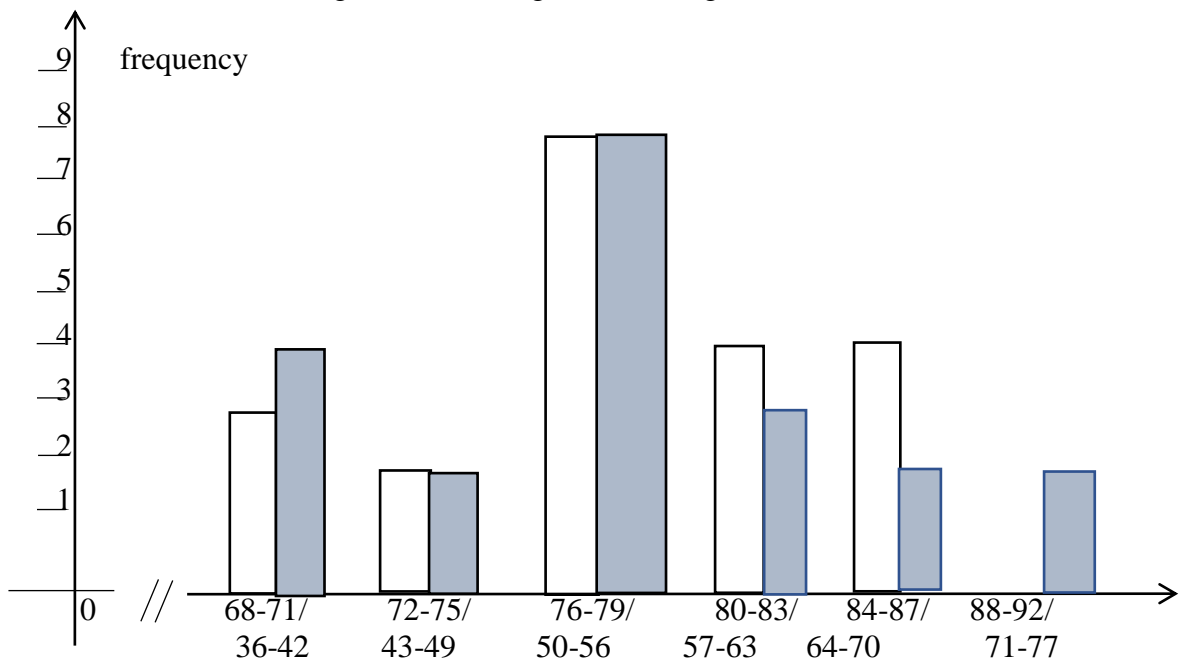


Figure 6. Histogram of Comparison Score of Students' Reading Comprehension in Post-Test (Experimental and Control Class)

B. Data Analysis

1. Requirement Test

Researcher took requirement test as the way to get mean score of the also to know whether the data are normality homogenous or not.

a. Normality and Homogeneity Pre-test

1) Normality of Experimental and Control Class in Pre-test

Table 16

Tests of Normality							
Result of Reading Comprehension	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
	Pre Test Experiment	.148	15	.200*	.893	15	.075
	Pre Test Control	.237	15	.023	.914	15	.154
*. This is a lower bound of the true significance.							
Lilliefors Significance Correction							

Based on the table above, the score of Experimental class $Lo = .200 < Lt = .075$ with $n = 15$ and control class $Lo = .023 > Lt = .154$ with $n = 15$ and real level 0.05. so the result was H_a accepted means that experimental class and control class are normal.

2) Homogeneity of Experimental class and Control Class in Pre-test

Table 17

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Result of Reading Comprehension	Based on Mean	6.990	1	58	.011
	Based on Median	6.090	1	58	.017

	Based on Median and with adjusted df	6.090	1	57.949	.017
	Based on trimmed mean	7.125	1	58	.010

Based on the table above, based on mean = .011 was compared with based on trimmed mean = .010. So by using the list of based on mean distribution is got = .010 showed that both of them was homogeneous.

b. Normality and Homogeneity in Post-test

1) Normality of Experimental and Control Class in Post-Test

Table 18

Tests of Normality							
Result of adding impre- sion	Class	Kolmogorov- Smirnov ^a			Shapiro- Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
	Post Test Experiment	.217	15	.055	.900	15	.094
	Post Test Control	.164	15	.200 [*]	.967	15	.817
*. This is a lower bound of the true significance.							
Lilliefors Significance Correction							

Based on the table above, the score of Experimental class $Lo = .055 < Lt = .094$ with $n = 15$ and control class $Lo = .200 < Lt = .817$ with $n = 15$ and real level 0.05. so the result was H_a accepted means that experimental class and control class are normal.

2) Homogeneity of Experimental and Control Class in Post-test

Table 19

Test of Homogeneity of Variance					
		vene Statistic	df1	df2	Sig.
Reading Comprehension	ased on Mean	2.788	1	28	.106
	ased on Median	2.976	1	28	.096
	ased on Median and with adjusted df	2.976	1	21.763	.099
	Based on trimmed mean	2.849	1	28	.103

Based on the table above, based on mean = .106 was compared with based on trimmed mean = .103. So by using the list of based on mean distribution is got = .103 showed that both of them was homogeneous.

2. Hypothesis Test

Hypothesis can be occur after pre-test and post-test in treatment. After calculating the data of post-test, researcher has found that post-test result of experimental and control class is normal and homogenous. The data would be analyzed to prove the hypothesis. It used t-test formula. Hypothesis of the research was “there was the significant effect pre-reading plan strategy on students’ reading comprehension at grade XI of Madrasah Aliyah NU Batang Toru Tapanuli Selatan”. The result of researcher’s calculation can be seen below:

Table 20
Result of T-test

Treatment		Post-test	
T _{count}	T _{table}	T _{count}	t _{table}
-5.221	2.160	3.098	2.160

The test hypothesis have two criterias. First, if $t_{\text{count}} < t_{\text{table}}$, H_0 is accepted. Second, $t_{\text{count}} > t_{\text{table}}$, H_a is accepted. Based on researcher calculation, researcher found that t_{count} -5.221 while t_{table} 2.160 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 15 + 15 - 2 = 28$. Cause $t_{\text{count}} > t_{\text{table}}$ ($3.098 > 2.160$), it means that hypothesis H_a was accepted and H_0 was rejected. So, there was the effect pre-reading plan strategy on students' reading comprehension at grade XI of Madrasah Aliyah NU Batang Toru Tapanuli Selatan . It described the mean score of experimentalclass by using pre-reading plan strategy was 65.87 and the mean score of control class by using conventional strategy was 41.33. So form the explanation above that students' writing narrative text by using pre-reading plan strategy was better than using conventional strategy. Then there was significant effect on students' reading comprehension at grade XI of Madrasah Aliyah NU Batang Toru Tapanuli Selatan.

C. Discussion

The researcher discussed the result of this research with the theory that related reading strategy. In this case, the theory which has been discussed by the researcher was from Diaz, The result of the analysis using the independent t-test

obtained a pvalue of $5,438 > 0,05$.³¹ According to this calculation, the research hypothesis of this research is accepted. It means that there is significant difference in reading achievement between the students who are taught by using pre reading plan (PREP) Strategy toward method and those who are not taught by pre reading plan (PREP) Strategy toward.

The other researcher is by Mujahidah, it was concluded that they can improve their reading comprehension after joining treatment by using pre reading plan (PReP) technique, because they were enthusiastic, enjoy and motivated to learn English especially reading comprehension.³² In this, the researcher analyzed the data of students' score in pre-test and post-test to know whether there is or there is no a significant difference of students achievement before and after learning process in pre reading plan (PReP) technique in reading comprehension. the mean score of the pre-test was 56,42 (X1) while the mean score of the post-test increased 73,76 (X2). The standard deviation of pre-test was 0, 21 while the standard deviation of post test was 0, 14. As the result at this item is the mean score of the post-test was greater than the mean score in pre-test.

It means that the students' reading comprehension had increased after doing the learning process by using pre reading plan (PReP) technique. For the level, significant (α) 5% and $df=37$, and the value of the table is 1, 69, while the

³¹Diaz Maulida Karini, "The Effectiveness Of Using Pre-Reading Plan (Prep) Strategy Toward Students' reading Comprehension," *File:///C:/Users/Vera/Downloads/Askep_Agregat_Anak_And_Remaja_Print.Docx* (Pancasakti University Tegal, 2020).

³²Mujahidah Mujahidah and Ramli Ramli, "The Effectiveness of Pre Reading Plan (PReP) Technique to Improve Student's Reading Comprehension of Narrative Text," *Lisan: Jurnal Bahasa Dan Linguistik* 8, no. 2 (2019): 91–100, <https://ejournal.um-sorong.ac.id/index.php/li/article/view/376>.

value of t-test 3, 35. It means that the t-test value is greater than t-table ($3, 35 \geq 1, 69$). Thus, it can be concluded the students' reading comprehension through pre reading plan (PReP) technique is significant better after getting the treatment. Thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

The next researcher is by Alemi et al. The present study intended to investigate the effects of pre-reading activities in reading comprehension of a group of students involved in the area of science and technology.³³ In this respect the following question was under consideration: Will comprehension be facilitated if students are instructed through restoring to pre-reading activities? To carry out this research, participants were selected on the basis of Michigan test of English proficiency, and were put in one control group and one experimental group. Members of each group were randomly assigned to one of the two following testing conditions: Experimental group was instructed and tested through restoring to pre-reading activities. Control group was taught in the normal way without restoring to pre-reading activities. T-test was employed as for the purpose of data analysis.

The calculated T-test proved that better comprehension can be gained through restoring to pre-reading activities. In fact experimental group which was exposed to pre-reading activities gained considerable abilities in comprehension than control group. The computation and analysis of the T-test provided us with the judgment to reject the null hypothesis of this study that employment of pre-

³³Minoo Alemi and Saman Ebadi, "The Effects of Pre-Reading Activities on ESP Reading Comprehension," *Journal of Language Teaching and Research* 1, no. 5 (2010): 569–77, <https://doi.org/10.4304/jltr.1.5.569-577>.

reading activities would not significantly improve ability in ESP reading comprehension. Results of this study indicated that giving prior information through restoring to pre-reading activities might become a useful tool for teachers of ESP to facilitate the learner's reading comprehension ability. The results of this study also, provided empirical answers for the research question posed, and stressed the effectiveness of employment of pre-reading activities in ESP reading comprehension ability.

From the result of the research that is previously stated, it was proved that the students who were taught by using reading strategy got better result. As in this research, the mean score of experimental class was higher than control class ($65.87 > 41.33$). The obtained of result from the mean and getting better, but it does not have a significant effect on both classes. Especially in control class. Thus, the researcher concluded that there does not significant effect of pre-reading plan strategy on students' reading comprehension at grade XI of Madrasah Aliyah NU Batang Toru Tapanuli Selatan. Moreover, pre reading plan was an effective and efficient strategy and it could increase students' reading comprehension.

D. Threats of The Research

While doing this research, the researcher realized that there were many threats on the part of the researcher. It goes from headlines to data analysis techniques, so the researcher knows it was not the best thesis to date.

On doing the test, there were the threats of time to collect the data from school, because the time of data collection in the last semester. Then, students also did not do the test seriously and some of students absent in the day the researcher

do the test. Researcher knew that everything wants to be searched, but it was more difficult to obtain excellent results from research, because the help of authors, researcher and entire

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. The students' reading comprehension before using pre-reading plan strategy on students' reading comprehension at grade XI of Madrasah Aliyah NU Batang Toru Tapanuli Selatan is low. Before using pre-reading strategy, the mean score of experimental class is 65.87 and the mean score of control class is 41.33. Both of the scores are low.
2. After using pre-reading strategy, the mean score of experimental class are 77.07 and the mean score of control class 52.07. The score of experimental is higher than the score of control class. So, after using pre-reading strategy students' reading comprehension increases.
3. The result of research shows that the students' score in the experimental class is higher than control class. The result proved that t_0 was higher than t_t . t_0 is 3.098 and t_t is 2.160 ($3.098 > 2.160$). So, the hypothesis is accepted. It means that there is a significant effect of using pre-reading plan strategy on students' reading comprehension at grade XI of Madrasah Aliyah NU Batang Toru Tapanuli Selatan.

B. Suggestion

After finishing the research, the researcher got many informations in English teaching and learning. Therefore, from that experience, the researcher saw

some things need to be improved. It makes the researcher give some suggestions, as follow:

1. The headmaster of of Madrasah Aliyah NU Batang Toru Tapanuli Selatan, it can be use to motivate the teachers to teach as well as possible to maximize learning reading process because through this research it is proven that this technique increased students reading comprehension.
2. English teacher, from the research result it can be seen that the students' score are unsatisfied. So, the researcher hopes to English teacher of Madrasah Aliyah NU Batang Toru Tapanuli Selatan to apply various innovative techniques in teaching English. It also can be supported by choosing right technique and good class management. Besides it, it is also important for students to follow learning process seriously because the success of learning is in students' result.
3. Next researcher, the finding of this research were subject matter, it can be developed largely and deeply by adding other variables. It also may be useful with different students' condition like different population characteristic.
4. Readers, this research can be used as well as possible as positive input.

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LAMPIRAN 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
CONRTOL CLASS

Nama Sekolah	: MAS NU Batang Toru
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: 11/1
Materi Pokok	: Narrative Text
Alokasi Waktu	: 4 x 45
Tahun Ajar	: 2021/2022

A. Kompetensi Inti:

1. Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual operasional dasar, dan metakognitifsesuai dengan bidang dan lingkup kajian/kerja Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks
2. Melaksanakan tugas spesifik dengan menggunakan informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian/kerja Bahasa Inggris. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi.

B. Indicator:

1. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana sesuai dengan konteks penggunaannya.
2. Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana sesuai dengan konteks penggunaannya.
3. Mengkomunikasikan secara lisan dan tertulis teks naratif berupa legenda rakyat sederhana dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan.

C. Tujuan Pembelajaran:

1. Disajikan teks lisan dan tulis teks Narrative, peserta didik mampu menentukan fungsi sosial, struktur teks dan unsur kebahasaan teks narrative dengan tepat.
2. Peserta didik mampu menentukan informasi umum dan rinci dari teks Narrative dengan tepat setelah berdiskusi dan menemukan informasi dari teks
3. Siswa mampu menangkap makna dari isi cerita dalam teks narrative secara tertulis sesuai pertanyaan.

D. Materi Pembelajaran:

1. Definition of narrative text
2. Generic structure of narrative text
3. Element of narrative text
4. Kinds of narrative text

E. Metode Pembelajaran:

Pendekatan : Communicative Approach

Model Pembelajaran : Pre Reading Plan Strategy

Teknik : Tanya Jawab, Diskusi, dan Penugasan

F. Kegiatan Pembelajaran:

Pertemuan Ke-1 (1x60')

No	Langkah Pembelajaran	Kegiatan Pembelajaran		Alokasi Waktu
		Guru	Siswa	
1	Kegiatan Pendahuluan	a. Guru tegur sapa dan salam kepada murid saat masuk ke dalam kelas dan lanjut untuk berdoa bersama b. Guru mengecek kehadiran siswa c. Guru menyampaikan tujuan	a. Siswa menjawab tegur dan salam guru saat masuk ke dalam kelas dan berdoa bersama guru b. Siswa menjawab absensi yang dilakukan oleh guru c. Siswa	5 menit

		<p>pembelajaran</p> <p>d. Guru menyampaikan skenario pembelajaran</p>	<p>mendengarkan tujuan pembelajaran yang disampaikan oleh guru dan bertanya apabila ada yang tidak paham tentang tujuan pembelajaran</p> <p>d. Siswa mendengarkan guru menyampaikan skenario pembelajaran</p>	
2	<p>Kegiatan</p> <p>Inti</p>	<p>Pre-Reading</p> <p>a. Guru membagikan teks yang berjudul “Donkey and A Lapdog”</p> <p>b. Guru memberikan instruksi untuk menganalisis teks yang diberikan</p> <p>While Reading</p> <p>a. Guru menginstruksikan siswa mencari kata-kata yang tidak dimengerti dan dianalisis</p> <p>b. Guru menginstruksikan siswa untuk mencari generic structure, social function dan language feature yang digunakan dalam narrative text</p> <p>c. Guru menginstruksikan</p>	<p>Pre-Reading</p> <p>a. Siswa memperhatikan instruksi guru</p> <p>b. Siswa mengamati teks yang diberikan</p> <p>c. Siswa berdiskusi dengan teman sebelahnya tentang teks yang diberikan</p> <p>While reading</p> <p>a. Siswa mencari informasi tentang isi teks dan mencari kata-kata yang sulit dan artinya</p> <p>b. Siswa mencari pola yang digunakan dalam teks</p> <p>c. Siswa memperhatikan instruksi</p> <p>d. Siswa mencatat hasil diskusi di</p>	50 menit

		<p>siswa untuk mencatat hasil diskusi dan mengumpulkan data yang diperoleh</p> <p>Post Reading</p> <p>a. Guru menanyakan hasil diskusi dari teks yang dianalisis yang diperoleh oleh siswa dan meminta siswa untuk menjelaskannya</p> <p>b. Guru bertanya kepada siswa apa generic structure, language feature dan social function dari teks yang diberikan dan meminta</p> <p>c. Guru menilai hasil analisis siswa tentang teks yang diberikan</p>	<p>buku catatan</p> <p>e. Siswa bekerjasama menganalisis teks</p> <p>f. Siswa mengumpulkan data yang diperoleh</p> <p>Post Reading</p> <p>a. Siswa membacakan dan menjelaskan hasil diskusi analisis teks yang diberikan oleh guru</p> <p>b. Siswa menjawab pertanyaan guru tentang generic structure, social function dan language feature</p>	
3	Kegiatan Penutup	<p>a. Guru menyimpulkan hasil pembelajaran hari itu</p> <p>b. Guru meminta salah satu siswa untuk membacakan doa sebelum menutup kelas</p>	<p>a. Siswa mendengarkan simpulan hasil pembelajaran yang diberikan guru</p> <p>b. Membaca doa bersama</p>	5menit

Teks Narrative:

Donkey and A Lapdog

Once upon a time there was a farmer who owned a little dog that he keeps constantly by his side and a donkey, which lived in a warm stable and got plenty of fresh grain and sweet hay. But, unfortunately the donkey was not satisfied with his condition.

"I slave all day long, hauling wood or pulling the cart to market while the dog sleeps on the master's lap and eats from his plate!," the donkey grumbled. "Perhaps, he thought, if he behaved like the dog, his master would reward him with the same life of ease.

That very night, the donkey crept out of the stable and into the house where the farmer sat at supper. "First I'll frisk about and chase my tail, just as the dog does," thought the donkey. And he danced about the room, flinging up his hooves until the table toppled over and dishes went flying.

"Now I'll sit on his lap!" said the donkey, and he put his hooves up on the master's chair.

"Help! Save me from this mad beast!" the terrified farmer bellowed. Then his servants came running and, with shouts and blows, drove the donkey back to the stable.

"I suppose I'm a fine donkey," the donkey lamented, "but I'll never be a lapdog!"

Moral of the Story- What's right for one may be wrong for another. So, never try to copy another person in front of you.

No	Langkah Pembelajaran	Kegiatan Pembelajaran		Alokasi Waktu
		Guru	Siswa	
1	Kegiatan Pendahuluan	a. Guru tegur sapa dan salam kepada murid saat masuk ke dalam kelas dan lanjut untuk berdoa bersama b. Guru mengecek kehadiran siswa c. Guru menyampaikan tujuan pembelajaran d. Guru menyampaikan skenario post test	a. Siswa menjawab tegur dan salam guru saat masuk ke dalam kelas dan berdoa bersama guru b. Siswa menjawab absensi yang dilakukan oleh guru c. Siswa mendengarkan tujuan pembelajaran yang disampaikan oleh guru dan bertanya apabila ada yang tidak paham tentang tujuan pembelajaran	5 menit
2	Kegiatan Inti	Pre-Reading a. Guru membagikan soal post-test While Reading a. Guru memberikan instruksi tata cara mengerjakan soal post-test b. Guru memberikan aba-aba untuk siswa mengerjakan soal Post Reading a. Guru mengumpulkan	Pre-Reading a. Siswa menyiapkan diri untuk mengerjakan post-test yang diberikan oleh guru b. Siswa mendengarkan instruksi guru untuk mengerjakan post-test While Reading a. Siswa mengerjakan soal dan mencari jawaban sesuai	50 menit

		soal dan jawaban siswa b. Guru memberikan nilai dari test yang dikerjakan oleh siswa	informasi dari teks Post Reading a. Siswa mengumpulkan soal dan lembar jawaban	
3	Kegiatan Penutup	a. Guru mengucapkan terimakasih atas kerja samanya b. Guru menunjuk salah siswa untuk membacakan doa c. Guru memberikan salam	a. Siswa merespon atas ucapan terima kasih dari guru b. Membaca doa bersama	5 menit

G. Media, alat, dan sumber belajar

Media : White Board

Alat : Bold Marker, Soal Pre-Tes Dan Post-Test, Teks

Narrative

Sumber Belajar : Buku Peserta Didik Bahasa Inggris SMA/MA

Kelas X dan XI

H. Penilaian

No	Classification	Score
1	Very good	80-100
2	Good	66-79
3	Fair	56-65
4	Poor	40-55
5	Very poor	≤39

$$Score = \frac{\text{student correct}}{\text{the total item}} \times 100$$

LAMPIRAN 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) EXPERIMENT CLASS

Nama Sekolah	: MAS NU Batang Toru
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: 11/1
Materi Pokok	: Narrative Text
Alokasi Waktu	: 4 x 45
Tahun Ajar	: 2021/2022

A. Kompetensi Inti:

1. Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual operasional dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian/kerja Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks
2. Melaksanakan tugas spesifik dengan menggunakan informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian/kerja Bahasa Inggris. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi.

B. Indicator:

1. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana sesuai dengan konteks penggunaannya.
2. Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana sesuai dengan konteks penggunaannya.

3. Mengkomunikasikan secara lisan dan tertulis teks naratif berupalegenda rakyat sederhana dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan.

C. Tujuan Pembelajaran:

1. Disajikan teks lisan dan tulis teks Narrative, peserta didik mampu menentukan fungsi sosial, struktur teks dan unsur kebahasaan teks narrative dengan tepat.
2. Peserta didik mampu menentukan informasi umum dan rinci dari teks Narrative dengan tepat setelah berdiskusi dan menemukan informasi dari teks
3. Siswa mampu menangkap makna dari isi cerita dalam teks narrative secara tertulis sesuai pertanyaan.

D. Materi Pembelajaran:

1. Definition of narrative text
2. Generic structure of narrative text
3. Element of narrative text
4. Kinds of narrative text

E. Metode Pembelajaran:

Pendekatan : Communicative Approach

Model Pembelajaran : Pre Reading Plan Strategy

Teknik : Tanya Jawab, Diskusi, dan Penugasan

F. Kegiatan Pembelajaran

Pertemuan Ke-1 (1x90')

No	Langkah pembelajaran	Kegiatan Pembelajaran		Alokasi Waktu
		Guru	Siswa	
1	Kegiatan Pendahuluan	a. Guru tegur sapa dan salam kepada murid saat masuk ke dalam kelas dan lanjut untuk berdoa bersama b. Guru mencek	a. Siswa menjawab tegur dan salam guru saat masuk ke dalam kelas dan berdoa bersama guru b. Siswa menjawab	5 menit

		<p>kehadiran siswa</p> <p>c. Guru menyampaikan tujuan pembelajaran Guru menyampaikan skenario pembelajaran</p>	<p>absensi yang dilakukan oleh guru</p> <p>c. Siswa mendengarkan tujuan pembelajaran yang disampaikan oleh guru dan bertanya apabila ada yang tidak paham tentang tujuan pembelajaran</p> <p>d. Siswa mendengarkan guru menyampaikan skenario pembelajaran</p>	
2	Kegiatan Inti	<p>Pre-Reading</p> <p>a. Guru menuliskan judul teks di papan tulis “Donkey and A Lapdog”</p> <p>b. Guru menanyakan judul yang akan dibacakan untuk melakukan brainstorming dengan memberikan pertanyaan seperti: “<i>Have you ever read this story?</i>” “<i>What kind of this text?</i>” “<i>Who is the main character in this story?</i>” and soon</p> <p>c. Guru mencatat jawaban-jawaban siswa di papan tulis</p> <p>d. Guru meminta</p>	<p>Pre-Reading</p> <p>a. Siswa menjawab pertanyaan guru sesuai apa yang sudah diketahuinya</p> <p>b. Siswa bertanya kepada teman sebangkunya tentang apa yang belum diketahuinya tentang judul teks tersebut</p> <p>c. Siswa mencatat ide-ide yang baru didengar dari temannya</p> <p>d. Siswa menyampaikan pendapatnya didepan kelas dan siswa yang lain mendengarkanSiswa menjawab pertanyaan guru sesuai apa yang sudah diketahuinya</p> <p>e. Siswa bertanya</p>	<p>80</p> <p>me</p> <p>nit</p>

		<p>siswa berdiskusi tentang judul teks dengan teman sebangkunya</p> <p>e. Guru menyuruh seorang siswa secara acak untuk mengembangkan pendapat-pendapatnya didepan kelas</p> <p>While Reading</p> <p>a. Guru menanyakan judul yang akan dibacakan untuk melakukan brainstorming dengan memberikan pertanyaan seperti: <i>“Have you ever read this story?” “What kind of this text?” “Who is the main character in this story?”</i> and soon</p> <p>b. Guru mencatat jawaban-jawaban siswa di papan tulis</p> <p>c. Guru meminta siswa berdiskusi tentang judul teks dengan teman sebangkunya</p> <p>d. Guru menyuruh seorang siswa secara acak untuk mengembangkan pendapat-pendapatnya didepan kelas</p>	<p>kepada teman sebangkunya tentang apa yang belum diketahuinya tentang judul teks tersebut</p> <p>f. Siswa menyampaikan pendapatnya didepan kelas dan siswa yang lain mendengarkan</p> <p>g. Siswa mencatat ide-ide yang baru didengar dari temannya</p> <p>While Reading</p> <p>a. Siswa mengamati teks yang diberikan oleh guru</p> <p>b. Siswa menyimak isi teks yang dibacakan oleh guru</p> <p>c. Siswa mendengarkan pertanyaan yang diberikan oleh guru</p> <p>d. Peserta didik mencari informasi yang berhubungan dengan narrative teks dengan teman sebangku</p> <p>e. Siswa mencatat hasil diskusi dalam buku catatan dan membacakan hasilnya</p> <p>Post Reading</p> <p>a. Siswa merespon dari penilaian guru</p>	
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		<p>e. Guru membagikan teks narrative yang berjudul “Donkey and A Lagdog”</p> <p>f. Guru membacakan teks tersebut dengan keras dan lantang (read aloud)</p> <p>g. Guru menunjuk salah satu siswa secara acak untuk maju kedepan kelas dan membacakan teks tersebut</p> <p>h. Guru menuliskan kata-kata yang salah diucapkan siswa dan membenarkannya</p> <p>i. Guru meminta siswa mengulangnya secara bersama-sama</p> <p>j. Guru memberikan pertanyaan tentang makna, struktur teks, dan unsur kebahasaan narrative teks</p> <p>k. Guru dan siswa membahas narrative teks secara bersama-sama</p> <p>Post Reading</p> <p>a. Guru mengevaluasi pembelajaran yang telah dijelaskan</p>		
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		b. Guru menilai kegiatan pembelajaran siswa		
3	Kegiatan Penutup	a. Guru menyimpulkan hasil pembelajaran hari itu b. Guru meminta salah satu siswa untuk membacakan doa sebelum menutup kelas	a. Siswa mendengarkan simpulan hasil pembelajaran yang diberikan guru b. Membaca doa bersama	5menit

Teks narrative:

Donkey and A Lapdog

Once upon a time there was a farmer who owned a little dog that he keeps constantly by his side and a donkey, which lived in a warm stable and got plenty of fresh grain and sweet hay. But, unfortunately the donkey was not satisfied with his condition.

"I slave all day long, hauling wood or pulling the cart to market while the dog sleeps on the master's lap and eats from his plate!," the donkey grumbled. "Perhaps, he thought, if he behaved like the dog, his master would reward him with the same life of ease.

That very night, the donkey crept out of the stable and into the house where the farmer sat at supper. "First I'll frisk about and chase my tail, just as the dog does," thought the donkey. And he danced about the room, flinging up his hooves until the table toppled over and dishes went flying.

"Now I'll sit on his lap!" said the donkey, and he put his hooves up on the master's chair.

"Help! Save me from this mad beast!" the terrified farmer

bellowed. Then his servants came running and, with shouts and blows, drove the donkey back to the stable.

"I suppose I'm a fine donkey," the donkey lamented, "but I'll never be a lapdog!"

Moral of the Story- What's right for one may be wrong for another. So, never try to copy another person in front of you.

Pertemuan Ke-2 (1x60')

No	Langkah pembelajaran	Kegiatan Pembelajaran		Alokasi Waktu
		Guru	Siswa	
1	Kegiatan Pendahuluan	a. Guru tegur sapa dan salam kepada murid saat masuk ke dalam kelas dan lanjut untuk berdoa bersama b. Guru mengecek kehadiran siswa c. Guru menyampaikan tujuan pembelajaran d. Guru menyampaikan skenario post test	a. Siswa menjawab tegur dan salam guru saat masuk ke dalam kelas dan berdoa bersama guru b. Siswa menjawab absensi yang dilakukan oleh guru c. Siswa mendengarkan tujuan pembelajaran yang disampaikan oleh guru dan bertanya apabila ada yang tidak paham tentang tujuan pembelajaran	5 menit
2	Kegiatan Inti	Pre-Reading a. Guru membagikan	Pre-Reading a. Siswa	50 menit

		<p>soal post-test</p> <p>While Reading</p> <p>a. Guru memberikan instruksi tata cara mengerjakan soal post-test</p> <p>b. Guru mmerikan aba-aba untuk siswa mengerjakan soal</p> <p>Post Reading</p> <p>a. Guru mengumpulkan soal dan jawaban siswa</p> <p>b. Guru memberikan nilai dari test yang dikerjakan oleh siswa</p>	<p>menyiapkan diri untuk mengerjakan post-test yang diberikan oleh guru</p> <p>b. Siswa mendengarkan instruksi guru untuk mengerjakan post-test</p> <p>While Reading</p> <p>a. Siswa mengerjakan soal dan mencari jawaban sesuai informasi dari teks</p> <p>Post Reading</p> <p>a. Siswa mengumpulkan soal dan lembar jawaban</p>	
3	Kegiatan Penutup	<p>a. Guru mengucapkan terimakasih atas kerja samanya</p> <p>b. Guru menunjuk salah siswa untuk membacakan doa</p> <p>c. Guru memberikan salam</p>	<p>a. Siswa merespon atas ucapan terima kasih dari guru</p> <p>b. Membaca doa bersama</p>	5 menit

G. Media, alat, dan sumber belajar

Media : White Board

Alat : Bold Marker, Soal Pre-Tes Dan Post-Test, Teks

Narrative

Sumber Belajar : Buku Peserta Didik Bahasa Inggris SMA/MA
Kelas X dan XI

H. Penilaian

No	Classification	Score
1	Very good	80-100
2	Good	66-79
3	Fair	56-65
4	Poor	40-55
5	Very poor	≤39

$$Score = \frac{\text{student correct}}{\text{the total item}} \times 100$$

Lampiran 3

LAMPIRAN











CURRICULUM VITAE

I. PERSONAL IDENTITY

1. Name : MEZY ARNI PULUNGAN
2. Reg. Number : 1720300034
3. Gender : FEMALE
4. Place\Birth : Padangsidempuan\ 27 September 1998
5. Religion : Islam
6. Address : Napa, Batangtoru, South Tapanuli
7. Phone Number : 085167870687
8. E-mail : mezyarnipulungan98@gmail.com

II. PARENT'S IDENTITY

1. Father
 - a. Name : Khoirunnas Pulungan
 - b. Job : Businessman
 - c. Address : Napa, Batangtoru, South Tapanuli
 - d. Phone Number : 0821 6395 4733
2. Mother
 - a. Name : Ratnida Hasibuan (Almarhumah)
 - b. Job : -
 - c. Address : Napa, Batangtoru, South Tapanuli
 - d. Phone Number : -

III. EDUCATIONAL BACKGROUND

1. Elementary School : SDN 200151 Padangsidempuan (2011)
2. Junior High School : SMPN 8 Padangsidempuan (2014)
3. Senior High School : SMAN 8 Padangsidempuan (2017)
4. Institute : UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan (2025)