AN ANALYSIS OF STUDENTS' READING COMPREHENSION ABILITY BY USING LISTEN – READ – DISCUSS (LRD) STRATEGY IN NARRATIVE TEXT
(A Study at Junior High School 1 Darul Imarah)

THESIS

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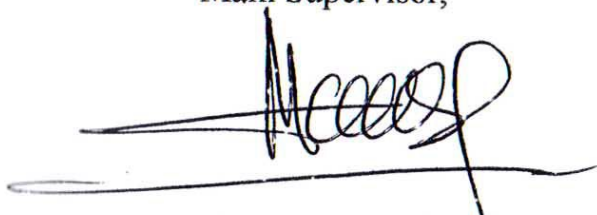
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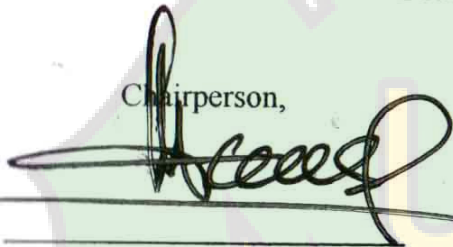for Bachelor of Education Degree in English Language Teaching

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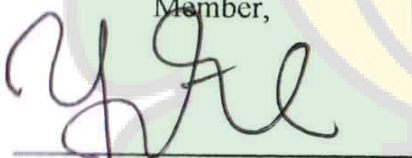In Darussalam, Banda Aceh

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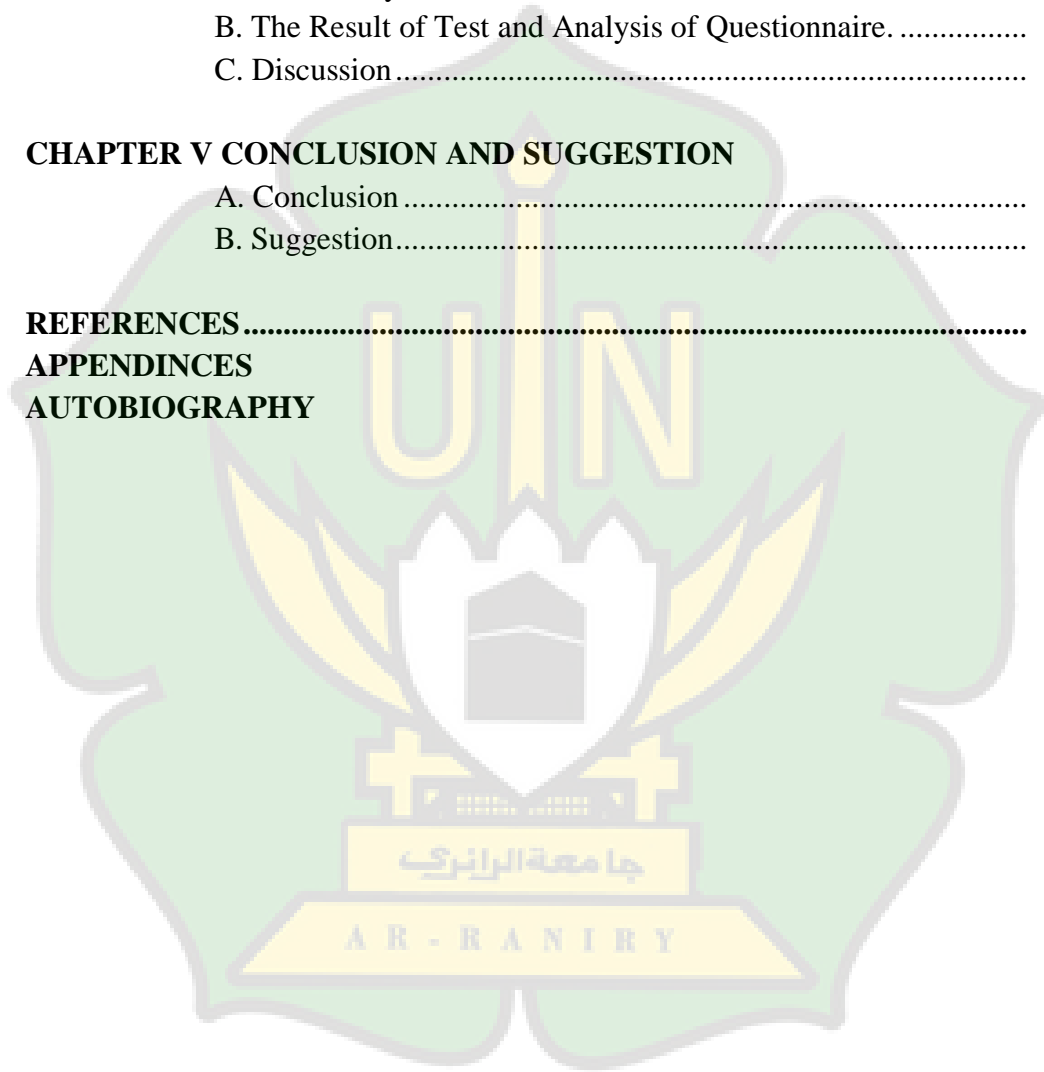Banda Aceh, 2 Juli 2019

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ABSTRACT

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Thesis tittle	: An Analysis of Students' Reading Comprehension Ability by Using Listen – Read – Discuss (LRD) Strategy in Narrative Text
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This research is intended to find out whether Listen – Read – Discuss (LRD) improved the students' reading comprehension ability in narrative text. This study was conducted at SMPN 1 Darul Imarah, Aceh Besar. The sample was taken by random sampling. Class VIII-2 was chosen as the sample of this study. For the data collection, the researcher used a pre-test, treatments, a post-test, and giving questionnaire. The material used in the test were narrative text. The writer used statistical formula to analyze the data. The mean score of pre-test was 50 and the post-test was 67. This means that the mean score of post-test was higher than the pre-test. The t-score was 3,294 and the critical value of t-score for 15 degree of freedom on the level significant 0,05 was 2,131. In addition, the students were also given the questionnaire to know the students' responds toward the use of LRD strategy. Based on the data, the students stated that LRD strategy helped them in answering the questions on narrative text. As a result, the teaching by using LRD can be applied to improve students' Reading Comprehension.

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CHAPTER I

INTRODUCTION

A. Background of Study

Teaching English to students Junior High School in Aceh is very challenging. Especially in reading, the students still obtain the difficulties in reading comprehension. Grabe, W., & Stoller, F.L. (2011) stated that reading is someone ability in drawing meaning and interpreting the information of the text. Thus, the reader has to focus on text to understand the text about what they have read. According to Gillet, J.W., & Temple, C. (1994), three elements of reading comprehension involve students are required to have knowledge in understanding a new thing, recognize a text structures and having the ability in finding the meaning. Also, Brown (2003) stated that there are some criteria are commonly used in measuring students' reading comprehension ability are main idea, detail information, grammatical structure (reference), vocabulary, etc. Based on those statements above, the writer concludes that reading comprehension is the ability in drawing the information of the text, interpret the information appropriately, understanding the meaning of the text, and analyzing the generic structure of text to measure student's ability in reading.

Based on a preliminary research which was conducted at SMPN 1 Darul Imarah on April, 28, 2017, it was found that there were students still face

difficulties in understanding reading comprehension. First, they had less vocabulary. Second, when students were given the long text material of reading by teacher, they also got difficulty in obtaining the main idea of the text.

In order to improve the students' reading comprehension, it was necessary for teachers to apply the interesting strategy. One of the strategies that could be applied was Listen – Read – Discuss (LRD). Manzo, Anthony & Manzo, Ula C. (2005) stated " the advantages of LRD strategy are assisting the students to comprehend the material presented orally and builds the students' prior knowledge before they read a text ". It means that, it allows the students to get the information by hearing the teacher's explanation. The researcher used the narrative text as the material to improve students' reading comprehension skill.

Mustabsyiroh (2017) conducted the research entitled " The Use of LRD (Listen - Read - Discuss) Strategy in improving Students' Reading Comprehension in Recount Text at the Eight Grade of SMPN 1 Kecamatan Kramatwatu Kabupaten Serang". Based on the research, it showed that LRD strategy improved students' reading comprehension ability. Another researches had also been conducted by Sri Erma Purwanti (2017) entitled " The Use of Listen-Read-Discuss (LRD) Strategy to Improve Students' Reading Comprehension at the Second Grade Students' of SMPN 2 Tambilan". The result showed that LRD strategy significantly improved the students' reading comprehension ability.

The difference between the researcher study with the previous research were the researcher applied the narrative text to support the learning process. The aspect of reading comprehension that the researcher focused on main idea, detail information, reference, vocabulary, and generic structure of narrative text. By using LRD strategy, the students were expected to be able to achieve the comprehension and obtain the information of the text.

Related to above explanation, the researcher decided to apply this strategy to improve students' reading comprehension ability. It focused on narrative text to find out the problems of students' reading comprehension. This study intended to find out the result in using LRD strategy to improve students' reading comprehension ability.

B. Research Questions

The research questions are:

1. How does LRD strategy improve students' reading comprehension ability in narrative text at second grade of junior high school?

2. What are the students' respons toward the use of LRD strategy to improve their Reading Comprehension ability in narrative text?

C. Research Aims

This study aims to find out whether LRD strategy improve students' reading ability in narrative text. Then, this study analyzed the students' scores and students' responds using LRD.

D. Hypotheses

a. Ho (Null Hypotheses): Listen - Read - Discuss (LRD) does not improve the students' reading comprehension ability in narrative text.

b. Ha (Alternative Hypotheses): Listen - Read - Discuss (LRD) strategy improves the students' reading comprehension ability in narrative text.

E. Research Benefits

There are benefits of this research:

a. This research can help the students reach a high level of thingking and provide the students with essential background information.

b. This research will give the information to teachers about the implementation of the LRD strategy in improving students' reading comprehension.

c. This research can be a reference for PBI's students who will conduct this research.

d. This research is a criterion for researcher to complement a graduate program at Uin Ar-Raniry Banda Aceh.

F. Research Terminologies

1. Analysis

Based on Oxford's dictionary, analysis is the result of the study. Snidjers (2004) stated that analysis is a methodology for the data that focused on sources of variability. Also, Snidjers (2004) stated that multilevel analysis is the approach to analysis the data using statistical procedure. In short, analysis is the methodology to get the result of the study using statistical procedure.

2. Student

Based on Oxford's dictionary, student is a person who is studying at a school and at university or college. Nord (2005) stated that an examination is the activity during that the students is required to answer the questions. Thus, the students has previous knowledge of the exam questions.

3. Reading comprehension

Based on Oxford dictionary, reading is understandable and to look at the meaning of written or printed words or symbols. Comprehension is the ability to understand of the information. Brassell, D & Rasisnki, T (2008) stated that Reading Comprehension is the ability in finding the information from writing text and do something that demonstrates knowledge of the text. In short, reading comprehension is someone's ability in understanding the information of the narrative text.

4. Ability

Based on Oxford's dictionary, ability is the fact that she or he is able to do something. Blackham (2013) stated ability is needed to understand of something. Hence, ability is the fact that someone is able to understand and able do something.

5. Listen - Read - Discuss (LRD) strategy

Based on Oxford dictionary, listen is taking notice of and act on what someone says or respond to advice or a request. Read is looking at and comprehend the meaning of written or printed matter by interpreting the characters or symbols of which it is composed. Discuss is talking about something with a person or people. Manzo, A & Casale (1995) stated that LRD is a strategy in which that the students read a section of text, then listen to the teacher's explanation of the information and participate in a question-answer recitation and discussion. In short, LRD is one of the strategies in teaching that the students hearing the teacher's explanation, reading the text, and discussing about the text.

6. Narrative text

Based on oxford dictionary, narrative is a spoken or written account of connected events; a story. McQuillan, M (2000) stated that narrative is the present variety of genres such as fable, myth, tale, novella, epic, history, etc. In short, the narrative is one of functional texts in which has the purpose to entertain the

reader. There are three generic structures of narrative are orientation, complication and resolution. In this research, the researcher used the kind of narrative was fable story.

For narrative text material, the researcher applied narrative text based on Basic Competence of K-13 Junior High School :

Basics Competence	Indicators
3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengam konteks penggunaannya. 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaanya.	3.14.1 Mengidentifikasi language features dan generic structure pada teks narrative. 4.18.1 Mengidentifikasi mainidea, detail information, reference, vocubulary dan generic structure narrative text.

(Reference : Gunawan, Asep & Wachidah, Siti. (2014). *Bahasa Inggris, When English Rings a Bell Kelas VIII*. Jakarta: Pusat Kurikulun dan Perbukuan Kementerian Pendidikan dan Kebudayaan).

CHAPTER II

LITERATURE REVIEW

A. Definition of Reading Comprehension

Reading is one of the skills of English. Healy (2002) said that the function of reading is when the reader understand the theory of text that they have read. Hence, it's important for the students in understanding the text based on what they read. Caldwell (2008) stated that comprehension process starts from the moving of words on the page to the meaning on the page to meaning in the mind, the recognizing of individuals words by using memory and knowledge of letter and sounds, patterns, matching the resulting pronunciation the meaning, and finally connect these words into idea units. Brassell, D & Rasinski, T (2008) stated that comprehension occurs when the reader be able to understand and respond to the information that is presented in the text. In short, comprehension is someone's ability to make sense the context of what they have read following the process of comprehension. Karren and Steve (2007) said that reading comprehension is the process of developing meaning that following the number of complex processes such as word reading, word and word knowledge and fluency. Razali (2013) stated that the readers using the background of knowledge and their experience in composing the meaning of the text. In short, the readers will connect their ideas of the text to what they know to obtain the comprehension in the text.

Therefore, it can be concluded that reading comprehension is the activity of understanding the text. The reader understands the text if they can comprehend the text totally following the process of comprehension.

B. The Aspects of Reading Comprehension

Based on the language assessment theory of Brown (2003), there are some aspects of reading comprehension commonly used in measuring students' reading comprehension ability, there are:

1. Main idea (topic)

2. Scanning for specifically (Detail information)

3. Reference (Grammatical features)

4. Vocabulary in context

5. Expression / idiom / phrase in context

6. Inference (implied detail)

7. Excluding fatcs not written (unstated detail)

8. Supporting idea (s)

For this research, the researcher only limited four of reading comprehension aspects are main idea, detail information, reference and vocabulary. The researcher only focused on four of them because those skills

mostly appeared in the students' book. Also, the material test included analysing the generic structure in measuring students' reading comprehension.

1. Main Idea

Main idea is one of the important reading comprehension skills that measure whether the students can understand about the topic or not. Carter (2014) stated that main idea is the someone's ability in arranging the information and the important point of the topic. In addition, main idea must be general to cover all the supporting details. Farrell (2009) stated that in finding the main idea of the passage is more challenging. As the result, the reader need to combine several strategies such as predicting, prior knowledge, knowledge of text structure, skimming, scanning, and recognizing topic sentences. Based on the discussion above, main idea is the main topic of the paragraph that discussed of reading text.

2. Vocabulary

Vocabulary is one of the important aspects of reading comprehension skills. The student is able to understand the text if they are familiar with the vocabulary. Graves, August, Martines (2013) stated that the classification of vocabulary are receptive and productive. Receptive is someone understands the words, when others use them. Productive is someone understands the words that someone uses. Hence, it is a very important matter of how many students know the vocabulary of the text. Farrel (2009) stated that the key of comprehending the text is having large the vocabulary. It means that many words students know, it makes students easily understand the text.

3. Detail Information

In reading comprehension, the students have to find out the detail information of the text. Riyanto (2008) said that the questions of detail information consist of who, what, where, when, and how of the story. In finding the detailed information of the text, the students can do the scanning.

4. Reference

Reference is referred to the subject of previous or next the text in the story. According to Cartwright (2015) stated that the reference is the pronouns that refer to a someone or object. Reference of the text is like she, he, it, they, this, these, and there.

C. Skills of Reading

Reading involves variety of skills. In this research the researcher only describe five of them. There are skimming, scanning, reference, summarizing, and identifying the main ideas and supporting details. The reasons why the researcher only uses five of them because those skills mostly appeared in the students' book.

1. Skimming

Brown (2001) stated that skimming consists the quickly running one's eyees across a whole text. It gives readers advantages are being able to predict the purpose of the passage, the main topic, and possibly some of developing or supporting details. In short, when skimming, the students through the reading

material quickly in order to know it is organized. Therefore, skimming is activity which requires an overall view of the text.

2. Scanning

Brown (2001) stated that scanning is a quickly searching for some the particular information in the text. Also, the purpose of reading to extract the specific information without reading the whole text.

3. Summarizing

Duke and Pearson (2001) stated that summarizing the difficult task because students should read the text, identify important and unimportant idea, and combne the ideas to create new text that same with the original text. Hence, summarizing is to help student writes infornation in their own words.

4. Identifying the main idea and supporting details

Anderson (2008) stated that supprting ideas usually follow the main idea,the sentence contains the supporting ideas explain more the information about the main idea. Hence, the purpose of Identifying the main idea and supporting details to help students find the idea of the paragraph.

D. Listen -Read –Discuss (LRD) strategy

Acero, V, O., Javier ,E, S & Castro, H, O (2000) staed that there are some terms to support teacher in teaching. There are approach, method, technique and strategy. Acero, V, O., Javier ,E, S & Castro, H, O (2000) stated that the approach

is the viewpoint of teaching. Also, Richards, J, C & Rodgers, T, S (2001) stated that approach refers the theories about the learning as the source of practices and principles in the learning process. It means that approach is refers that to someone's view about learning process in which still general and underlies the learning method with certain theoretical scope. Sanjaya (2006) stated that method is the way to implement a predetermined plan to achieve the aims of education. Also, Salandanan (2008) stated that method is a planning and the way of teaching process." Teacher should have an appropriate method in teaching students. In short, method is the ways in implementing activities that has planned before by the teacher. Acero, V, O., Javier ,E, S & Castro, H, O (2000) stated that technique is the implementation of method in classroom, it has a particular trick used to accomplish an immediate objective. In short that, technique is someone way in implementing a method. Acero, V, O., Javier ,E, S & Castro, H, O (2000) stated that strategy is the teacher's plan in which refers to an organized, well planned procedure in achieving the aims of learning. In this study, the researcher interest to apply a strategy toward students' reading comprehension is Listen -Read - Discuss (LRD) strategy.

Manzo, A., & Casale., U (1995) stated that Listen- Read-Discuss (LRD) strategy is one of strategy that the student activity are reading the listen's explanation of text and participating in the question answer discussion. LRD is especially designed for struggling readers. Thus, Listen -Read -Discuss (LRD) strategy is a strategy in which the students will listen, read and discuss during teaching learning to achieve students' success in reading comprehension.

E. Procedure of Listen -Read -Discuss (LRD) strategy

The procedures of LRD strategy was developed by Debra, J. Housel (2010) as follows:

Step 1: Listen (Listening)

First, teacher presented a brief oral summary of the material. In this study, before reading, the students were listened the short explanation of text by the teacher. It could be used to help the students obtain the information.

Step 2: Read (Reading)

The teacher allowed the students to read the material, either with partners or by themselves. In this study, the explanation was compared with the information from the teacher. Here, the teacher should let the students to know the aims for reading the topic, then the students compared it to the information they have heard.

Step 3: Discuss (Discussing)

When the students have finished, they set the reading aside. In this study, after students reading, there was a large group discussion or small group about the topic. Then, students may be asked to complete the information to develop their understanding.

F. Narrative Text

Narrative is a fictional story which has the purpose to entertain, amuse, to teach and to inform. According to Rakhmi (2012), the generic structure of narrative text, as follows :

1. Orientation : It introduces the participants, time and place.

2. Complication : The problems occur to participants in the story.

3. Resolution : The problems were solved by the participants.

McQuillan (2000) stated that a narrative text is the text that the agents relate a narrative. A story is a fabula in which presented in a certain manner. A fabula is the series of logically and chronologically about the events that experienced by the actor. Also McQuillan (2000) stated in every narrative text, someone can give opinion about the passages about the events. In short, it is possible to examine what is explained in a text. McQuillan (2000) stated that the characteristics of narrative text should be as follows:

a. two types of spokesmen; one does not play a role and the others does.

b. The reader is possible to distinguish three layers; the text, the story, and the fabula because the layers are describable.

c. A narrative text contains the series of connected events that is experienced by actors.

One of the kinds of narrative text is fable. For this research, the researcher applied the fable text as the material of test and treatment of LRD strategy. The researcher chose fable as the material test because it depended on syllabus of K-13 at the second grade of Junior High School. Then, the differences between fable to other texts because fable text was more interesting than other stories to students.

Fable text

Herman, D., John, M, & Laure, M (2010) stated that fable is the kind of narrative text that provides the moral values. Usually fable text is an animal tale that has protagonist behave as humans. Blackham (2013) stated three parts to be examined in fable are the story, the matter of general import and responsive recognition. In the introduction, three aspects are found as idea, image and expression. Also, Blackham (2013) stated that a form of behaviour is abstracted from human and it is presented in particular example.

G. Advantages and disadvantage of Listen -Read -Discuss (LRD) strategy

The advantages of Listen -Read -Discuss (LRD) strategy was developed by Manzo, A. V. (1990) :

1. Use of the LRD strategy benefits teachers, students, and the school programs in ways that are not immediately apparent. It means that, teacher be able to apply LRD during learning within a small group. Also, LRD helps student share their ideas presented orally or discussion about the material. Then, LRD helps student to increase their knowledge in read a text.

2. The illustrate of LRD strategy can provide a sound foundation for effective teaching, learning, and school programs. It means that, LRD offers the several elaborations on the basic design to develop a personal program.

3. LRD is a powerful tool for engaging struggling readers. It means that, the learner who is unable to read the text will be able to gain the information in the listening stage of LRD.

Thus, the researcher takes the conclusion that the advantages of LRD strategy help the teacher in the process of learning activities, especially in the process of understanding students' reading comprehension. It builds students prior knowledge before reading the text, then the students compared it. Then, LRD strategy provides the way to include the principles and practices of context reading area.

The disadvantage of LRD strategy is difficult in using on daily basis because in developing the teacher and students previous and prior knowledge is time intensive.

H. The Procedures of Teaching Reading Comprehension of Narrative Text Using LRD Strategy

There are some procedures of teaching reading comprehension using LRD strategy was developed by Debra, J. Housel (2010), following:

1. The researcher prepared the material of fable story.

2. The researcher also prepared the material to obtain the students background knowledge.

3. The students listened researcher explanation about the narrative text.

4. After that, the teacher instructed the students to read the text

5. The reseacher divided the students into a group.

6. The researcher and the students discussed about the narrative text.

7. The students did the task.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research was quasy experimental research. In this research, the researcher implemented Listen - Read - Discuss (LRD) strategy as the treatment in the experimental class. Next, the material of this research was narrative text. Then, the researcher conducted five meetings in Junior High School 1 Darul Imarah at second grade.

B. Population

The population of the study was the students of Junior High School 1 Darul Imarah. The school is located on Jalan Soekarno-Hatta, Lampenereut Kec. Darul Imarah, Aceh Besar.

C. Sampling Technique

In this case, the researcher used random sampling to choose the sample. Babbie (2008) stated that in using random sampling, the researcher assigned each element in list and not skip in processing. Ary D., Jacobs, L. C., Sorenson, C., & Razavieh, A. (2007) stated that the ways of random sampling are:

1. Define the population.
2. List all members of the population.

3. Select the sample by employing a procedure where sheer chance determines which members on the list are drawn for the sample.

Thus, the ways the researcher chose the sample following Ary D., Jacobs, L. C., Sorenson, C., & Razavieh, A. (2007): first, the researcher wrote the seven classes in the paper. Second, the researcher folded the paper. Third, the researcher took one class as the sample. Next, the researcher randomly selected class on folded paper to be used as sample of this research. Finally, class VIII-2 was as the sample of this research.

D. Instrument for Data Collection

Instruments for data collection were sheet of test and questionnaire. Ary, Jacobs, Sorenson, & Razavieh (2007) stated that test is the activity that participants answer the question to measure the data. In this research, the researcher used the narrative text in pre-test and post-test. Then, the researcher distributed the questionnaire for the students. The question was given to answer second research question. Also, the question was given after post-test.

E. Technique of Data Collection

The technique of collecting data involved test and questionnaire.

1. Giving test

In this study, the researcher gave kinds of test are pre-test and post-test.

a. Pre-test

The researcher conducted the pre-test in first day. Pre-test would be conducted to know the students' reading comprehension before the treatment of LRD strategy.

b. Post-test

The researcher conducted the post-test in five days. Post-test was conducted after implementing LRD strategy. The test was applied to find out whether Listen - Read – Discuss (LRD) strategy improves students' reading comprehension ability of narrative text.

2. Distributing Questionnaire

In this study, the researcher distributed the questionnaire to the students. The question was given to answer second research question. Also, the question was given after post-test. Brace (2013) stated that the aim of questionnaire to provide a standardized interview across all subjects. Sugiyono (2011) stated that the questionnaire was done by giving questions or a written statement to be answered by respondent. In this study, the researcher used the model of likert scales. The questions about 10 points. Each statement of questionnaires consists of 5 possible answers, they are strongly agree (SS), agree (S), disagree (TS), and strongly disagree (STS).

F. Technique of Data Analysis

In this research, the researcher would collect the experimental group's score pre-test and post-test. The score was analyzed by using the stastical procedure.

1. Analysis of test

In analysing the data of pre-test and post-test, the researcher used 10 questions, the score was 10 points. In this research, the researcher used the statistical formula by following the steps below:

a. To find out the range of the data

Sudjana (2005) stated that the range is the score differentiation between the highest and the lowest score. The range would be determined by the formula:

R = H - L

Where:

R = the range score

H = the highest score

L = the lowest score

b. The number of class interval

Sudjana (2005) stated that the number of class interval would be determined by the formula:

$$I = 1 + (3,3) \log n$$

Where:

I = the amount of interval class

n = the amount of sample

c. To find out the space of interval

Sudjana (2005) stated that to find out the space of interval determined by the formula:

$$P = R/I$$

Where:

P = Interval space

R = the range's score

I = the amount of interval class

d. To find out the mean score

Sudjana (2005) stated that the mean of students score of pre-test and post-test was calculated by formula:

$$X = (\sum f_i x_i)/(\sum f_i)$$

Where:

Fi   : frequency

Xi   : middle score interval class

Fixi   : the amount of multiplication between the frequencies and the middle

scores of interval class

e. To find out the hypothesis testing

The researcher calculated the t-score to analyze the hypothesis testing. The formula of t-scores taken from Ary, Jacobs, Sorensen, & Razavieh (2007), as follow:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Where :

t   = score of t-test

Md   = mean of pretest and posttest differences

$\sum x^2 d$ = sum of squares deviation

N   = sum of sample

The researcher examined the hypothesis by comparing the result of this research and the result in the t-table. The hypothesis was accepted if the t-test score was higher than the result in t-table.

2. Analysis of questionnaire

Sudjana (2005) stated that the questionnaire was calculated by the formula:

P = F/N × 100 %

Where:

P = Percentage

F = Frequency

N = the number of sample

CHAPTER IV

FINDING AND DISCUSSION

A. Data analysis of test

1. Experimental teaching

This study was conducted at SMPN 1 Darul Imarah. The researcher did pre-test, treatments, post-test and giving the questionnaire in the class VIII-2. It consists of 16 students. The researcher conducted the research for five days. First day was used for conducting pre-test. Second days until four days, the researcher were giving the treatment of LRD. At the last day, the researcher did the post-test and distributed the questionnaire. The discussion included the result of the tests and the result of the questionnaire.

a. First day

In the first day, the researcher introduced herself to the class, then the research mentioned her purpose doing the research in the class. The researcher expected that the students would pay attention during the teaching reading process in order to get the best result to this research. The pre-test was given to the students consisting of ten questions with 40 minutes allocated time.

b. Second days

In the second days, the researcher explained about narrative text and the aspects of reading comprehension such as main idea, detail information, reference, vocabulary, and generic structure of narrative text. After that, the researcher explained about LRD that would be used in learning process. The researcher gave the instruction to listen the researcher's explanation about the text. After that, the students read the text. The last, the students discussed in the small group to answer the questions of the text.

c. Third days

The researcher continued to explain about the narrative text and the aspects of reading comprehension. Then, the learning process followed the procedures of LRD using different stories of fable text.

d. Fourth days

The researcher explained the narrative text and the aspects of reading comprehension. Also, the learning followed the procedures of LRD using different the stories of fable text.

e. Fifth days

In the last day, the students were given post-test that consisted of 10 multiple choice questions. After that, the students were given the questionnaire about LRD strategy.

B. The result of test and questionnaire

The writer presented some data involving the result of students' pre-test, the result of students' post-test, the result of mean score pre-test and post-test, the score of t-test and the result of questionnaire.

1. The result of mean scores pre-test, post-test and t-test

Table 4.1
The table of pre-test score

No	Students' Initial	Score
1	UI	50
2	AMMP	40
3	MZ	50
4	MF	30
5	NH	60
6	CA	40
7	RN	50
8	EP	50
9	SZ	60
10	SA	40
11	IM	50
12	RNA	70
13	SD	50
14	IN	60
15	MT	40

16	SR	50
	Highest score	70
	Lowest score	30

The data in the table above can be calculated by using the following steps:

First, tthe range (R) determined by using the formula below:

R = H – L

Where

R = Range of the score

H = the highest score

L = the lowest score

The highest score of pre-test was 70 and the lowest score was 30. Thus, the range was

R = 70 – 30

R = 40

The class interval was identified by using following formula:

I = 1 + (3.3) log n

= 1 + (3.3) log 16

$= 1 + (3.3) 1,2$

$= 1 + 3,96$

$= 4,96$

$= 5$

Then, the range of the class interval was found by the formula:

$P = R/I$

Where:

P = Interval space

R = the range's score

I = the amount of interval class

$P = R/I$

$= 40 / 5$

$= 8$

From those result, the frequency distribution table can be seen below:

Table 4.2
Table the frequency distribution table of pre-test

Class Interval	Fi	Xi	Fixi
30 – 37	1	33,5	33,5
38 – 45	4	41,5	166
46 – 53	7	49,5	346,5
54 – 61	3	57,5	172,5
62 – 69	0	65,5	0
70 – 77	1	73,5	73,5
TOTAL SCORE	16	321	792

Where:

fi   = refers to frequency

xi   = refers to the middle score interval

fixi   = the amount of multiplication between the frequencies and the middle

scores of interval class

Based on the frequency distrubution above, the researcher determined the

mean score by using the following formula:

$X = (\sum fixi)/(\sum fi)$

$= 792 / 16 = 49,5 = 50$

Table 4.3
The table of post-test score

No	Students' Initial	Score
1	UI	70
2	AMMP	60
3	MZ	50
4	MF	70
5	NH	70
6	CA	60
7	RN	60
8	EP	70
9	SZ	70
10	SA	60
11	IM	70
12	RNA	80
13	SD	70
14	IN	70
15	MT	60
16	SR	70
	Highest score	80
	Lowest score	50

The data in the table above can be calculated by using the following steps:

First, the range (R) determined by using the formula below:

$$R = H - L$$

Where

R = Range of the score

H = the highest score

L = the lowest score

The highest score of pre-test was 70 and the lowest score was 30. Thus, the range was:

$$R = 80 - 50$$

$$R = 30$$

The class interval was identified by using following formula:

$$I = 1 + (3.3) \log n$$

$$= 1 + (3.3) \log 16$$

$$= 1 + (3.3) \, 1,2$$

$$= 1 + 3,96$$

$$= 4,96 = 5$$

Then, the range of the class interval was found by the formula:

P = R/I

Where:

P = Interval space

R = the range's score

I = the amount of interval class

P = R/I

= 30 / 5

= 6

Table 4.4
Table the frequency distribution table of post-test

Class Interval	fi	xi	fixi
50 – 55	1	52,5	52,5
56 – 61	5	58,5	292,5
62 – 67	0	64,5	0
68 – 73	9	70,5	634,5
74 – 79	0	76,5	0
80 – 85	1	82,5	82,5
TOTAL SCORE	16	405	1,062

Where:

fi   = refers to frequency

xi   = refers to the middle score interval

fixi   = the amount of multiplication between the frequencies and the middle
scores of interval class

Based on the frequency distrubution above, the researcher determined the
mean scoreby using formula:

$$X = (\sum fixi)/(\sum fi)$$

$$= 1{,}062 \ / \ 16 = 67$$

The aim of determining the mean score was to obtain the avarage ability of
students in the pre-test and post-test. The researcher found that the mean score
between the tests was different. The mean score of pre-test was 50 while the mean
score of post-test was 67. It means that the mean score of post-test was higher
than pre-test by 17 points.

2.T- test score

The writer calculated the t-test to obtain the hypothesis testing. The writer
calculated the mean score between pre-test and post-test.

Table 4.5
Table data analysis pre-test and post-test

No	Students' Initial	Pre-test score	Post-test score	D (the difference score)	D²
1	UI	50	70	20	400
2	AMMP	40	60	20	400
3	MZ	30	50	20	400
4	MF	30	70	40	1600
5	NH	60	70	10	100
6	CA	40	60	20	400
7	RN	50	60	10	100
8	EP	50	70	20	400
9	SZ	60	70	10	100
10	SA	40	60	20	400
11	IM	50	70	20	400
12	RNA	70	90	20	400
13	SD	50	70	20	400
14	IN	60	70	10	100
15	MT	40	60	20	400
16	SR	50	70	20	400
	SUM /∑	770	1,070	290	6,400

$$\text{MD} = \frac{(sum\ score\ of\ post-test)-(sum\ score\ of\ pre-test)}{number\ of\ sample}$$

$$= \frac{1070-770}{16}$$

$$= \frac{300}{16}$$

$$= 18,75 = 19$$

As a result, the writer analyzed the T-test formula as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

$$= \frac{19}{\sqrt{\frac{6400}{16(16-1)}}}$$

$$= \frac{19}{\sqrt{\frac{6400}{240}}}$$

$$= \frac{19}{\sqrt{26,66}}$$

$$= \frac{19}{5,16}$$

$$= 3,682$$

Based on the statistical analysis, the t-score of this research was bigger than the score in the t-table $(t_s > t_t), (t_s = 3,682 > t_t = 2,131)$. Hence, alternative hypothesis was accepted and null hypothesis was rejected. It means that LRD strategy improved students' reading comprehension ability in narrative text .

3. The result of questionnaire

The data was processed in the form of a frequency distribution table using the formula:

$P = f/n \times 100\%$

In which:

P = Percentage

F = Frequency

N = Number of sample

Table 4.6
The students' interests in learning process using LRD strategy

Options		Frequency	Percentage (%)
Q1	a. Very interested	4	25 %
	b. Interested	12	75 %
	c. Less interested	0	0
	d. Not interested	0	0
	Total	16	100 %

Based on the table, it showed that 25 % of the students chose "very interested" in learning process using LRD strategy and 75 % chose "interested". Besides, no one of the students chose "less interested" and "not interest". It

couldbe concluded that almost of students interested in learning process using LRD strategy.

Table 4.7
The students were not difficult in applying LRD strategy during the learning process

Options	Frequency	Percentage (%)
Q2 a. Very interested	8	50 %
b. Interested	6	37,5 %
c. Less interested	2	12,5 %
d. Not interested	0	0
Total	16	100 %

Based on the table, it showed that 50 % of the students were not difficult in applying LRD strategy during the learning process and 37,5 % "interested". Besides, there were only 12,5 % chose "less interested" and no one of them chose"not interested". It could be concluded that almost of students were not difficult in applying LRD strategy during the learning process.

Table 4.8
The students were difficult in applying LRD strategy during the learning process

Options	Frequency	Percentage (%)
Q3 a. Very interested	0	0 %
b. Interested	2	12,5 %

Options	Frequency	Percentage (%)
c. Less interested	14	87,5 %
d. Not interested	0	0
Total	16	100 %

Based on the table, it showed that0 % of the students did not choice"very interested" and 12,5 %"interested". Besides, 87,5 % of the students chose "less interested" and no one of them chose "not interested". It could be concluded that almost of the students liked LRD strategy during the learning process.

Table 4.9
LRD helps students prior knowledge

	Options	Frequency	Percentage (%)
Q4	a. Very interested	14	87,5 %
	b. Interested	2	12,5 %
	c. Less interested	0	0
	d. Not interested	0	0
	Total	16	100 %

Based on the table, it showed that87,5 % of the students chose "very interested" and 12,5 %"interested". Besides, no one of students chose "less interested" and "not interested". It could be concluded that almost of students chose LRD helping students prior knowledge.

Table 4.10
LRD strategy helps the students in understanding the narrative text

Options	Frequency	Percentage (%)
Q5a. Very interested	14	87,5 %
b. Interested	1	6,25 %
c. Less interested	1	6,25 %
d. Not interested	0	0
Total	16	100 %

Based on the table, it showed that 87,5 % of the students chose "very interested". Besides, 6,25 % of the students chose "interested" and "less interested". Then, no one of students chose "not interested". It could be concluded that LRD strategy helped the students in understanding the narrative text.

Table 4.11
The students bored to answer the questions of narrative text using LRD strategy

Options	Frequency	Percentage (%)
Q6 a. Very interested	0	0 %
b. Interested	1	6,25 %
c. Less interested	1	6,25 %
d. Not interested	14	87,5 %
Total	16	100 %

Based on the table, it showed thatno one of students chose "very interested". Besides, 6,25 % of the students chose "interested". Then, 6,25 % of students chose "lesst interested" and 87,5 % of students chose "not interested". It could be concluded thatalmost of students were not bored to answer the questions of narrative text using LRD strategy.

Table 4.12
LRD strategy changed the students study actively

	Options	Frequency	Percentage (%)
Q7	a. Very interested	8	50 %
	b. Interested	7	43,75 %
	c. Less interested	1	6,25 %
	d. Not interested	0	0
	Total	16	100 %

Based on the table, it showed that 50 % of students chose "very interested" and43,75 % of the students chose "interested". Beside, 6,25 % of students chose "lesst interested" and no one of students chose "not interested". It could be concluded LRD strategy makes the students study actively.

Table 4.13
LRD strategy motivated the students to read English text

	Options	Frequency	Percentage (%)
Q8	a. Very interested	14	87,5 %

b. Interested	2	12,5 %
c. Less interested	0	0
d. Not interested	0	0
Total	**16**	**100 %**

Based on the table, it showed that 87,5 % of students chose "very interested" and12,5 % of the students chose "interested". Beside, no one of students chose "less interested" and no one of students chose "not interested". It could be concluded that LRD strategy motivated the students to read English text.

Table 4.14
The students' reading abillity were not increase after using LRD strategy

	Options	Frequency	Percentage (%)
Q9	a. Very interested	0	0
	b. Interested	1	6,25 %
	c. Less interested	0	0
	d. Not interested	15	93,75 %
	Total	**16**	**100 %**

Based on the table, it showed thatno one of students chose "very interested" and6,25 % of the students chose "interested". Beside, no one of students chose "less interested" and 93,75 % of students chose "not interested". It

could be concluded the students' reading abillity increasing after using LRD strategy.

Table 4.15
The students' interested to use LRD strategy in increasing reading ability everyday

Options	Frequency	Percentage (%)
Q10 a. Very interested	8	50 %
b. Interested	7	43,75 %
c. Less interested	1	6,25 %
d. Not interested	0	0
Total	16	100 %

Based on the table, it showed that50% of students chose "very interested" and43,75 % of the students chose "interested". Beside, 6,25 % of students chose "less interested" and no one of students chose "not interested". It could be concluded that the students' interesting to use LRD strategy in increasing reading ability everyday.

C. Discussion

In this research, there were two research questions providing of this research. The first research question was, "How does LRD strategy improve students' reading comprehension ability in narrative text ? it could be explained based on the data and questionnaire presented LRD strategy improved students'

reading comprehension ability in narrative text. Futhermore, the different score before and after applying LRD strategy also showed that LRD effective to improve students' reading comprehension. The mean score of pre-test was 50 and the mean score of post-test was 67. It could be concluded that there was a significant different between the students' score of pre-test and post-test of VIII-2 at SMPN 1 Darul Imarah. Morever, the t-score that the researcher found was 3,682 and the critical value of t-score for 15 degree of freedom on the level significant 0,05 was 2.131. It means that t-score was bigger than t-table or t-table $(t_s > t_t), (t_s = 3,682 > t_t = 2,131)$. The alternative hypothesis (Ha) was accepted and null hypothesis was rejected. This research had also been conducted by Sri Erma Purwanti (2017) entitled " The Use of Listen-Read-Discuss (LRD) Strategy to Improve Students' Reading Comprehension at the Second Grade Students' of SMPN 2 Tambilan". The result showed that LRD strategy significantly improved the students' reading comprehension ability. Thus, It could be summarized that this strategy improved students reading comprehension ability in narrative text.

The second research questions was "What are the students' respons toward the use of LRD strategy to improve their Reading Comprehension ability in narrative text?". The researcher analyzed the questionnaire to answer the second research questions. Based on the data, almost all students stated that this strategy helping them in answering the questions of narrative text.It could be proved that the advantages of LRD strategy were builds students prior knowledge before reading the text and comparing it. Then, LRD strategy provided the way to

include the principles and practices of context in reading area. As the result, this strategy helped them in answering the questions of narrative text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, the researcher found that LRD strategy could improve the students' reading comprehension ability in narrative text. It was proven from the pre-test and post-test mean scores. The improvement could be seen from the result of mean score of pre-test (50) and mean score of post-test (67). It meant that the score of post-test was higher than the pre-test. It could be concluded that there was a significant difference between pre-test and post-test scores.

Morever, the researcher found that t-test score of the students was 3,682 while the t-table was 2,131. It was clear that t-test (3,682) was bigger than t-table (2,131). As a result, Ha (Alternative hypothesis) stating that Listen − Read − Discuss (LRD) strategy improved the students' reading comprehension ability in narrative text at VIII-2 SMPN 1 Darul Imarah was accepted. In addition, the students were also given the questionnaire to know the students' respond toward the using of LRD strategy improved their Reading Comprehension ability in narrative text. As the result, this strategy helped them in answering the questions of narrative text.

B. Suggestions

After conducting this study, the researcher suggests some suggestions that would be useful for teachers and other researchers who are interested in improving students' reading comprehension ability by using Listen – Read – Discuss (LRD) strategy in narrative text.

1.   For teacher

The researcher provided suggestion for the teacher. The researcher recommends the teacher uses that Listen – Read – Discuss (LRD) strategy in teaching reading comprehension on narrative text. LRD strategy is the effective strategy for students in order to understand the text so that they can find out the important information of the text.

2.   For other researchers

The researcher suggests to other researchers to conduct a similar study.In addition, the researcher suggests that the researcher can use other functional texts in teaching reading comprehension by using LRD strategy.

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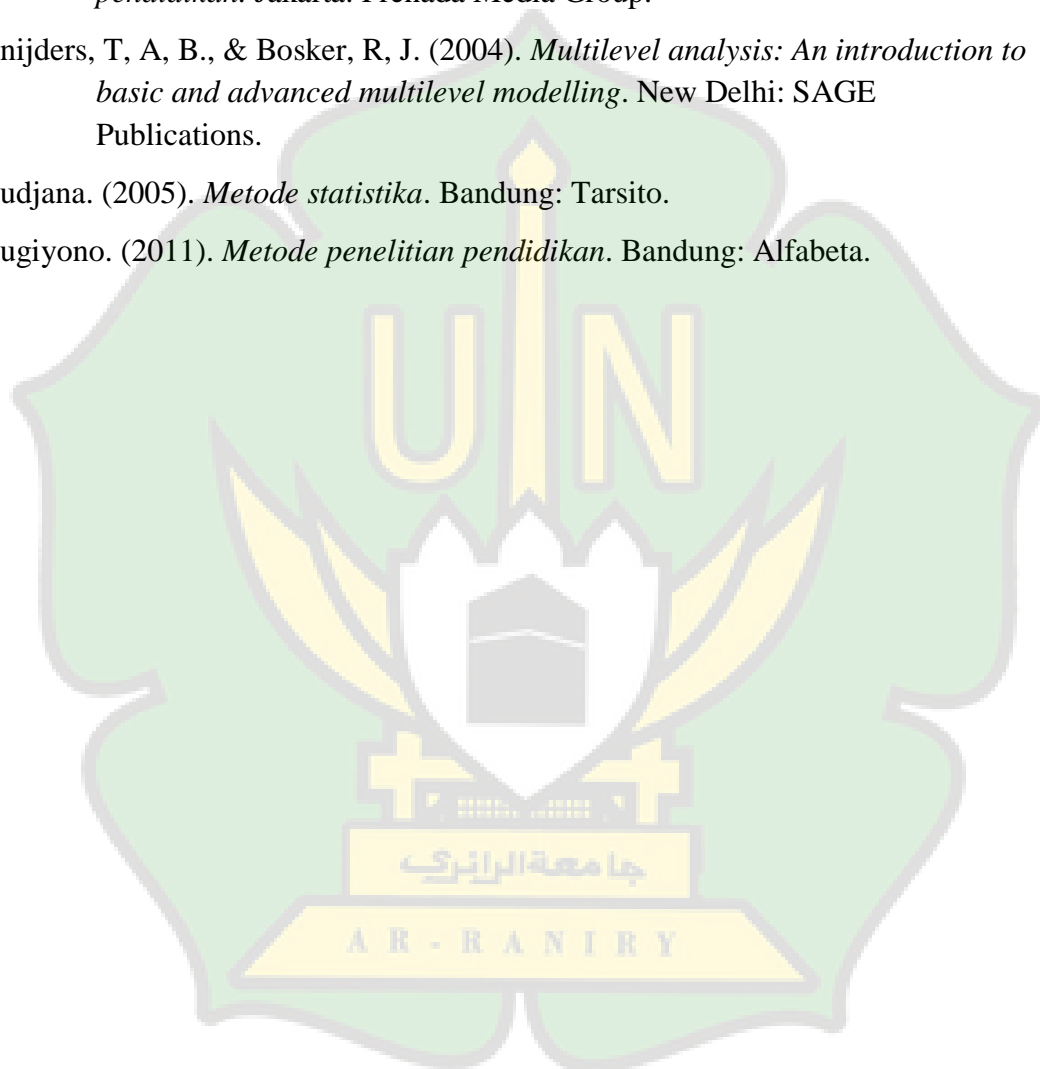
SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 13952/UN.08/FTK/KP.07.6/09/2019

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah d. Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnak: keputusan Dekan Nomor: B-13460/UN.08/FTK/KP.07.6/12/2018 tentang pengangkatan pembimbir skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
		b	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syar untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor : Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaa Perguruan Tinggi;
		6.	Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
		7.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		8.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
		10.	Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Nege Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapk Pengelolaan Badan Layanan Umum;
		11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepa Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan	:	Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Mei 2018

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-13460/UN.08/FTK/KP.07.6/12/2018 tanggal 4 Desember 2018
KEDUA	:	Menunjuk Saudara:

1. Dr. Muhammad AR, M.Ed   Sebagai Pembimbing Pertama
2. Yuni Setianingsih, M.Ag   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	Dhea Reskya Ananda
NIM	:	150203135
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	An Analysis of Students' Reading Comprehension Ability by Using Listen - Read - Discuss (LRD) Strategy in Narrative Text

KETIGA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
KEEMPAT	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
KELIMA	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 17 September 2019
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;

Nomor : B-5907/Un.08/FTK.1/TL 00/05/2019

16 Mei 2019

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -

    Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Dhea Reskya Ananda
N I M	: 150 203 135
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: VIII
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl. Japakeh Gampong Lampereuen No 8 Kec Darul Imarah Aceh Besar

Untuk mengumpulkan data pada:

SMPN 1 Darul Imarah

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

An Analysis of Students Reading Comprehension Ability by Using Listen-Read-Discuss (LRD) Strategy in Narrative Text

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,

Mustafa

Kode 8078

PEMERINTAH KABUPATEN ACEH BESAR
DINAS PENDIDIKAN DAN KEBUDAYAAN
Jl. T. Panglima Pelem, SH Kota Jantho Telp. (0651)92156 Fax. (0651)92389
e-mail : diknasacehbesar@gmail.com

Nomor   : 070/ 2791 / 2019
Lampiran : -
Hal   : Izin Pengumpulan Data

Kota Jantho, 13 Juni 2019
Yth. Kepala Sekolah
SMPNegeri 1 Darul Imarah

di-

Tempat

. Dengan hormat,

Sehubungan dengan surat Dekat Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh Nomor : B-5907/Un.08/FTK.1/TL 00/05/2019 tanggal 16 Mei 2019 , Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Aceh Besar memberikan izin kepada :

Nama   : Dhea Reskya Ananda
NIM   : 150203135
Program Studi   : Pendidikan Bahasa Inggris
Semester   : Genap

Untuk melakukan penelitian dan mengumpulkan data di SMP Negeri 1 Darul Imarah Kabupaten Aceh Besar untuk keperluan penelitian pemula yang berjudul:
" **An Analysis of Students Reading Comprehension Ability by Using Listen-Read-Discuss (LRD) Strategy In Narrative Text** "

Setelah mengadakan penelitian 1 (satu) eks laporan dikirim ke SMP Negeri 1 Darul Imarah kabupaten Aceh Besar.

Kepala Dinas Pendidikan dan
Kebudayaan
Kabupaten Aceh Besar

Fata Muhammad, S.Pd.I.MM
Nip. 19780202 200112 1 007
ND.Nomor : 800/ 38/2019
Tanggal 10 Juni 2019

Tembusan :
1. Wakil Dekan Bidang Akademik dan Kelembagaan
2. Mahasiswa yang bersangkutan

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor : 421/270/2019

Kepala Sekolah Menengah Pertama (SMP) Negeri 1 Darul Imarah Kabupaten Aceh Besar menerangkan bahwa :

N a m a	:	Dhea Reskya Ananda
NIM	:	150203135
Program Studi	:	Pendidikan Bahasa Inggris
Semester	:	Genap

Benar yang namanya tersebut diatas telah melakukan penelitian dan pengumpulan data pada tanggal 11 Juni s.d 15 Juni 2019 sebagai syarat untuk penyusunan skripsi , sesuai dengan surat Keputusan Dinas Pendidikan Dan Kebudayaan Aceh Besar Nomor : 070/2791/2019, tanggal 13 Juni 2019. Tentang permohonan izin untuk pengumpulan data dengan judul **"An Analysis of Students Reading Comprehension Ability by Using Listen-Read-Discuss (LRD) Strategy in Narrative Text ."**

Demikianlah surat keterangan ini dibuat agar dapat dipergunakan seperlunya.

Lampeuneurut, 18 Juni 2019
Kepala Sekolah

Risnawati, S.Pd,M.Pd
NIP. 19671024 199801 2 002

DOCUMENTATION

1. first meeting, the students were answering pre-test

2. second meetings, the researcher gave the treatment of LRD
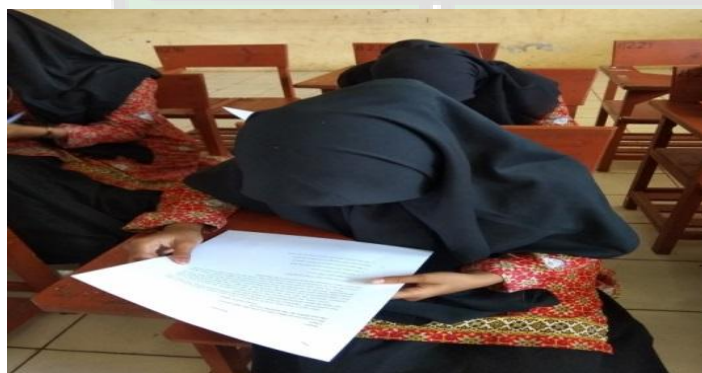
Listen

Read

Discuss

3. Third meetings, the researcher gave the treatment of LRD

Listen

Read

Discuss

4. Fourth meetings, the researcher gave the treatment of LRD.

Listen

Read

Discuss

5. Five meetings, the students were answering post-test and questionnaire

Post-test

Questionnaire

AUTOBIOGRAPHY

1. Name : Dhea Reskya Ananda
2. Place/ Date of Birth : Banda Aceh, 9 May 1997
3. Sex : Female
4. Religion : Islam
5. National/Ethnic : Indonesia / Acehnese
6. Address : Jl. Japakeh No. 8 Kec. Darul Imarah, Aceh Besar
7. NIM : 150203135
8. Telephone : 082294438807
9. Email : dheareskyaananda@gmail.com
10. Parents
    a. Father's Name : Amran
    b. Occupation : TNI -AD
    c. Mother's Name : Suryati
    d. Occupation : IRT
11. Education Background
    a. Elementary School : SDN 1 Tapaktuan, Aceh Selatan
    b. Junior High School : SMPN 1 Tapaktuan, Aceh Selatan
    c. Senior High School : SMAN 1 Tapaktuan, Aceh Selatan
    d. University : Faculty of Educational and Teacher Training Department of English Language Education, UIN Ar-Raniry

Banda Aceh, 7 Oktober 2019

Dhea Reskya Ananda