

**THE IMPLEMENTATION OF QDPR METHOD IN WRITING
FOR EFL LEARNERS INTEGRATED LOCAL
ENVIRONMENTAL STUDY**

THESIS



**YULIA KASWARI
NPM. 200202090**

**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATIO
DEPARTMENT OF LANGUAGE ART AND HUMANITIES
HAMZANWADI UNIVERSITY
2024**

**THE IMPLEMENTATION OF QDPR METHOD IN WRITING
FOR EFL LEARNERS INTEGRATED LOCAL
ENVIRONMENTAL STUDY**

YULIA KASWARI
NPM: 200202090



A Thesis

Submitted to Hamzanwadi University College Of thesis of *Sarjana Pendidikan* in English Language Education

**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
LANGUAGE AND ART EDUCATION DEPARTMENT
HAMZANWADI UNIVERSITY
2024**

ABSTRACT

The goal of this study was to assess the effectiveness of teaching writing using the QDPR technique in grade X at MA Al-Majidiyah NWDI Majidi during the academic year 2023-2024. The study was pre-experimental in nature, with a single group pre-test and post-test. Twenty-three students participated. The data were collected from the students' pre- and post-tests, with the tests serving as the instrument. The data was analyzed using SPSS version 22 for Windows. The present researcher determined whether the data were normal using Shapiro Wilk before analyzing them using Paired Samples T-Test. The data were found to be normal and homogeneous using the Level Test for Homogeneity, which produced this result. The calculated Paired Sample T-test had a significance level of 0.00. The value was less than 0.05. This indicates that the alternative hypothesis was accepted, while the null hypothesis was rejected. Thus, during the academic year 2023-2024, that QDPR Method is helpful in teaching writing skill at MA Al-Majidiyah NWDI Majidi. Given the process and results of this study, the researcher advises that English teachers utilize this technique to teach writing.

Keywords: *teaching EFL writing, QDPR method*

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengevaluasi efektivitas mengajar menulis menggunakan teknik QDPR di kelas X SMA senior di MA Al-Majidiyah NWDI Majidi selama tahun akademik 2023-2024. Penelitian ini bersifat pre-eksperimental, dengan satu kelompok pre-test dan post-test. Ada 23 siswa yang berpartisipasi. Data dikumpulkan dari tes pra dan pasca siswa, dengan tes berfungsi sebagai alat. Data dianalisis menggunakan SPSS versi 22 untuk Windows. Peneliti saat ini menentukan apakah data itu normal menggunakan Shapiro Wilk sebelum menganalisisnya menggunakan T-Test Sampling. Data ditemukan normal dan homogen menggunakan Uji Tingkat untuk Homogenitas, yang menghasilkan hasil ini. Uji T sampel yang dihitung memiliki tingkat signifikansi 0,00. Nilai tersebut kurang dari 0,05. Hal ini menunjukkan bahwa hipotesis alternatif diterima, sedangkan hypothesis nol ditolak. Jadi, selama tahun akademik 2023-2024, metode QDPR ini berguna dalam mengajarkan keterampilan menulis di MA Al-Majidiyah NWDI Majidi. Mengingat proses dan hasil penelitian ini, peneliti menyarankan bahwa guru bahasa Inggris menggunakan teknik ini untuk mengajar menulis.

Kata kunci: *pengajaran writing EFL, QDPR metode*

DECLARATION

I declare this thesis does not contain material which has been accepted for the award of any other degree of diploma in any university, nor does in contain material previously published or written by any other person, except where due reference is made in the text of the thesis.

Pancor, 21, 08, 2024



Yulia Kaswari

APPROVAL
THE IMPLEMENTATION OF QDPR METHOD IN
WRITING FOR EFL LEARNERS INTEGRATED
LOCAL ENVIRONMENTAL STUDY

YULIA KASWARI
NPM. 200202090

This is to certify this thesis has been approved
by the advisors for the thesis defense.

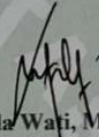
Approved by,

Principle Advisor,

Co-Advisor,



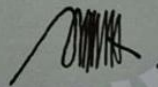
Ari Prasetyaningrum, M.Pd.
NIDN. 0826098101



Laila Wati, M.Pd.
NIDN. 0813038001

Acknowledged by,

Study Program of English Language Education
Head,



M. Adib Nazri, M.Pd.
NIDN. 0824038801

RATIFICATION

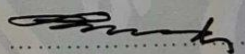
**THE IMPLEMENTATION OF QDPR METHOD IN
WRITING FOR EFL LEARNERS INTERGRATED
LOCAL ENVIRONMENTAL STUDY**

YULIA KASWARI
NPM. 200202090

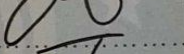
Accepted by the Board of Examiners as the recruitment for the degree
of *Sarjana Pendidikan* in English Language Education on 31st of August
2024

Board of Examiners

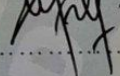
Usuludin, M.Pd.
NIDN. 0831126420
(Chairman)

31-08-2024 


Ari Prasetyaningrum, M.Pd.
NIDN. 0826098101
(Member 1)

31-08-2024 

Laila Wati, M.Pd.
NIDN. 0813038001
(Member 2)

31-08-2024 

Aknowledged by:
Faculty of Language, Art, and Humanities
Dean,


Dr. Drs. H. Mohzana, S.Pd., M.Pd.
NIDN. 19611231 1983 01 1 071

DEDICATION

This thesis is dedicated with love and gratitude to my dear parents, Supardi and Suriani the breath, and heroes in my life, who have always provided me with material and spiritual support. I cannot convey everything my parents offered me. However, those circumstances have led me to this level. Everything is because of my parents. For my big family, their love, support, and caring, that is why I am able to grow with my own feet.

For my bestie Khairul Wathoni Al-Farisi, and M.Azizurrahman the boys that always keep my mental health during we become one team and one family in our beloved UKM in ESC. Their support always there for me.

For my bestie Rohimah Nur, Riza Nadia, Nurul Hidayati those cuties girls that always there for me in every situations, specially when I was stuck with my thesis.

For all of my friends, especially Class C Double Degree 2020 who always give me support and help me in write this thesis.

For all my lecturers who taught me everything and guide me to write this thesis until it done.

My partners in PT.ELEN.NET, PT.HIJRAH MUARA SENTESIS, as my best team in my work.

The last but not least, I dedicated this thesis to myself. Thank you for being strong enough to finish this thesis and survived until this step.

MOTTO

“ IF YOU FAIL YOU PLAN”

ALWAYS LEARN TO LOVE THE PARTS OF YOU THAT YOU ONCE
RESENTED

AKNOWLEDGEMENTS

First, all praises to ALLAH *subahanahu wata'ala*, the mighty for the Blessing and Mercy that had been given to me, health and inspirations during my study. Thanks to Him, the researcher was able to complete this thesis as one of the requirements for the Degree for *Sarjana Pendidikan* in English Education Study Program, Language, Art, and Humanities Faculty, Hamzanwadi University.

Second, *sholawat* and *salam* always decide to our lovely prophet Muhammad *shalallahu 'alaihi wasallam*, the last prophet who had guided us from the darkness to the lightness.

The researcher reliance this thesis will never be completed without support, cooperation, help, and encouragement from a lot of people.

1. Dr. Ir. Hj. Siti Rohmi Djalilah, M.Pd as the Rector of Hamzanwadi University
2. Dr. Drs. H. Mohzana, S.Pd., M.Pd. as the dean of Language, Art, and Humanities Faculty
3. M. Adib Nazri, S.Pd., M.Pd. as the head of English Language Education Program.
4. Zahratul Fikni, M.Pd., B.I. and Laila Wati, S.Pd., M.Pd. as the advisors who given me the guidance during the process of writing this thesis.
5. All lecturers of English Language Education Program of Hamzanwadi University
6. The head master of MA AL-MAJIDIYAH NWDI MAJIDI, who gave permission to conduct the research.

7. My parents, as my purpose to reach the goals of my life.
8. All my family for the biggest support and advice to complete my thesis.
9. My friends in C Class, in UKM of ESC, in BEM University of Hamzanwadi.
10. My partners in PT.ELEN NET, and in PT.HIJRAH MUARA SINTESIS.

The researcher hopes the readers, teacher, and students could contribute to give comment and criticism for this thesis because this thesis is far from perfection. The present researcher hopes this thesis is useful for all of us.

Pancor, 2024

Yulia Kaswari

CONTENTS

Title Page.....	i
Abstract.....	ii
Declaration.....	iii
Approval.....	iv
Ratification.....	v
Dedication.....	vi
Motto.....	vii
Acknowledgement.....	viii
Contents.....	ix
List of Tables.....	x
List of Figures.....	xiii
List of Appendices.....	ixv

CHAPTER I INTRODUCTION

A...Background of the Study	1
B...Scope of the Study	4
C...Statement of the Problem	5
D...Purpose of the Study	5
E...Significance of the Study	5

CHAPTER II LITERATURE REVIEW

A...Writing	7
1...The definition of writing skill	7
2...The Purpose of writing skill	8
3...The significant of writing skill	8
4...Aspect of writing	9
5...Assessing Writing	10
B...QDPR Method	13

1....The definition of QDPR Method	13
2....Local Environment	14
3....The Procedure of QDPR Method in Writing with Local Environmental.....	15
4....The Advantages and Disadvantages of QDPR Method	17
C... Relevant Study	19
D... Theoretical Framework	21
E... Hypothesis	22

CHAPTER III RESEARCH METHODOLOGY

A...Research Method	23
B... Setting	23
C... Population and Sample	24
D...Data Collection	24
1....Identification of Variable(s)	24
2....Definition of Variable(s)	24
3....Instrument	25
4....Technique of Data Collection	25
E... Data Analysis	26
1....Descriptive Statistic	27
2....Required Statistics For Testing Hypothesis.....	27
3... Testing Hypothesis	29

CHAPTER IV RESULTS AND DISCUSSION

A. Results.....	30
B... Discussion.....	32

CHAPTER V CONCLUSION AND SUGGESTION

A...Conclusion.....	35
B... Suggestion.....	35

REFERENCES

APPENDICE

LIST OF TABLES

Tables 1 Research Schedule	23
Tables 2 Tests of Normality	28
Tables 3 Test of Homogeneity of Variances.....	29
Tables 4 Descriptive Statistics on Pre-Test and Post-Test	30
Tables 5 Paired Samples Test	31

LIST OF FIGURE

Figure 1. Diagram of Theoretical Framework.....	21
---	----

LIST OF APPENDIX

Appendix 1 Lesson Plan	41
Appendix 2 Material	48
Appendix 3 LKPD	52
Appendix 4 Data Collection Instrument.....	59
Appendix 5 Assessment Pre-Test and Post-Test	63
Appendix 6 Documentation	64

CHAPTER I

INTRODUCTION

A. Background of the Study

English is a language that is extensively spoken and written all over the world. It is a worldwide lingua franca and is taught as a primary or secondary language in many nations (Maysuroh et al., 2022). The English language's dynamic nature, as seen by its ongoing evolution through cultural interaction and technological advancements, emphasizes its adaptability and resilience in fulfilling the ever-changing communication needs of the modern (Usuluddin et al., 2024).

Despite its worldwide importance, the unequal distribution of English competence and access to educational resources highlights the persistent difficulties of linguistic inequality, as well as the need for inclusive language policies and programs to bridge gaps and empower neglected (Wati et al., 2021).

One of skill of English there is Writing skill, Learners of English as a Foreign Language (EFL) frequently struggle with improving their writing abilities (Smith & Nelson, 2019). Findings from a cross-cultural study published in a prominent international journal shed light on the sociocultural elements that influence EFL learners' language anxiety levels, underlining the necessity of fostering supportive learning environments (Maysuroh et al., 2022).

An empirical study published in a well-known international journal digs into the difficulties that EFL learners experience when learning

pronunciation, offering information on successful remediation and accent alteration procedures (Haddad & Labed, 2022). A qualitative study highlighted in a prominent international journal analyzes the significance of learner autonomy in EFL environments, emphasizing its ability to enhance self-directed learning and empower learners to take responsibility for their language development (Prasetyaningrum et al., 2022).

EFL learners may suffer with a lack of diversified vocabulary, which affects their ability to articulate concepts with delicacy and precision. Grammar and Syntax: Mistakes in sentence construction can result from a lack of understanding and application of English grammar principles, which lowers the overall quality of writing. A lack of exposure to authentic English resources might impede learners' grasp of natural language usage and conventions in various circumstances (Laila Wati et al., 2022). The fear of making mistakes can stifle creativity and experimentation in writing, stopping students from taking risks and strengthening their skills. The overall efficacy of EFL students' compositions may be impacted by their lack of familiarity with the writing process, which includes prewriting, drafting, revising, and editing.

Writing ability includes an understanding of language mechanics such as syntax, punctuation, spelling, and sentence structure (Fikni et al., 2024). This technical knowledge guarantees that the writing is clear, correct, and understandable.

Writing competence entails being able to effectively portray ideas, emotions, and tales. This includes engaging the audience through tone, style, and vocabulary, as well as the ability to structure content rationally and cohesively (Asrobi et al., 2023).

The capacity to develop fresh ideas and viewpoints, as well as critically evaluate and synthesize information, is considered writing competence. This requires not only creativity in the creation of entertaining and distinctive material, but also the ability to debate, convince, and inform using well-supported and logical arguments (Prasetyaningrum et al., 2021). Addressing these issues frequently necessitates a complete approach that includes focused language instruction, vocabulary building, grammar practice, exposure to varied English texts, and fostering a positive attitude toward making mistakes as part of the learning process. These can include a restricted vocabulary, ignorance of English grammatical conventions, cultural disparities, and a dearth of exposure to real English writing (Fikni et al., 2024).

English as a Foreign Language (EFL) learners find that the Quiz-Demonstration-Practice-Revision (QDPR) approach is a useful way to improve their writing abilities. This phase encourages students to ask questions regarding the topic or task at hand. Interaction and communication are facilitated by the discourse component. EFL students participate in group conversations with teachers or classmates in order to share ideas, get criticism, and improve their comprehension of the writing

assignment. This social aspect facilitates language acquisition and creates a supportive atmosphere for skill development.

English as a Foreign Language (EFL) students found the Quiz-Demonstration-Practice-Revision (QDPR) method helpful in improving their writing skills. During this phase, students are encouraged to ask questions about the topic or work at hand. Students investigate the subject by posing questions, which promotes critical thinking and a better understanding of the writing project. EFL students engage in group discussions with instructors or fellow students to exchange ideas, receive feedback, and enhance their understanding of the assigned writing. This social aspect promotes language acquisition and fosters a supportive environment for skill development (Schegloff, 2020). It consists of grammar, vocabulary, coherence, and structure. A skilled writer may change their style to suit diverse goals and audiences, enthralling readers with clear and appealing text. Practice, criticism, and a thorough understanding of language all help to improve this talent (Maysuroh et al., 2022).

B. Scope of the Study

This study focused on using the QDPR technique to teach genre-based texts, specifically in writing skills of students in integrated local intervention study at MA Al-Majidiyah NWDI Majidi, to EFL learners.

C. Statement of the problem

In this research, there are several main issues identified:

1. Is QDPR method effective in improving writing skill of EFL learners integrated local environmental study at the first grade of senior high school at YPP Al-Majidiyah NWDI Majidi?
2. How is the effectiveness of QDPR Method in writing for EFL learners at YPP Al-Majidiyah NWDI Majidi?

D. Purposes of the Study

The purpose of this study was to analyze the effectiveness of implementing QDPR method in writing for EFL learners in grade X at MA Al-Majidiyah NWDI Majidi.

E. Significant of the Study

The aim of this research is to bring new educational insights on learning and teaching English, particularly in the field of writing using QDPR method, thus increasing students' interest in learning English. It was hoped that this research could be used as a resource for instructors and students in developing more effective and acceptable English learning method.

Furthermore, this study can serve as a reference for other researchers to conduct related research on theories employing fascinating approaches, particularly the QDPR method, to improve or develop students' writing skills. Practically, the findings of this study can help teachers find alternative solutions to challenges when teaching writing to

students. For students, this research can help them to find innovative ways to improve their writing skills.

CHAPTER II

REVIEW OF RELATED LITERATURE AND HYPOTHESIS

A. Writing

The capacity to successfully communicate thoughts, ideas, or facts through written language is referred to as a writing skill. It includes being proficient in vocabulary, grammar, syntax, and general language mechanics in addition to having the ability to rationally arrange and structure information. (Usuluddin et al., 2024). Successful writing skills frequently incorporate originality, critical thinking, and flexibility to various writing styles and forms.

Writing ability is a valuable quality that may be applied in both academic and professional settings. It is an extremely useful instrument for efficient communication, allowing people to express ideas clearly and precisely. Writing well develops critical thinking since the act of structuring thoughts into cohesive sentences honed one's analytical and synthesising skills. Furthermore, proficient writing abilities are essential for creating emails, reports, and other papers that have a lasting impression in the age of digital communication. In the end, developing writing abilities helps people express themselves more fully and equips them to succeed in a society where successful communication is essential.

1. The definition of writing skill.

(Husnu et al., 2022) Proficiency in writing augments your capacity to elucidate intricate ideas, convince others, and facilitate career advancement across diverse domains. Furthermore, strong

writing skills enhance critical thinking and organization, which are necessary for clear and unambiguous communication in both academic and professional settings. The ability to write is an important skill that may be employed in both academic and professional situations. It is a very helpful tool for effective communication, enabling precise and clear concept expression. Because the work of arranging thoughts into cohesive sentences refined one's analytical and synthesising skills, writing successfully fosters critical thinking. In the era of digital communication, having strong writing skills is also necessary for producing emails, reports, and other documents that leave an impact. Ultimately, learning to write allows people to express themselves more fully and prepares them for a world in which effective communication is crucial for success.

2. The purpose of writing skill

In order to facilitate effective communication and understanding between people, writing skills are intended to convey ideas, facts, and emotions in a clear, orderly, and captivating way. Therefore, writing skill really important to learn. Because it is not only can useful in a minute but all days. Become a thing to get knowledge, to share, and to keep a new knowledge.

3. The significant of writing

Writing abilities are essential for successful communication, critical thinking, and personal and professional success. (Lindsay, 2020). It improves your capacity to communicate difficult ideas,

arrange information, and hold readers' attention. Strong writing abilities are useful in a variety of scenarios, from academic and professional settings to personal interactions, because they allow you to express yourself with accuracy and impact.

4. Aspects of Writing

a. Grammar

The purpose of grammar in writing is to offer a structure that allows for straightforward communication. It ensures that sentences make sense and are understandable and aids in the logical transmission of information. The total efficacy of written communication is increased by using proper grammar, which promotes conceptual clarity and precision. It also aids in expressing the desired professionalism and tone, raising the standard of the written work as a whole.

b. Vocabulary

To communicate concepts more clearly and imaginatively if you have a large and diverse vocabulary. Vocabulary is the set of words that a pupil can understand and apply in context. Students' vocabularies expand as they read and are exposed to new words, making them more of a toolbox than a talent.

c. Research Skills

The capacity to gather and compile pertinent data is essential for writing persuasive or informational pieces. Research gives data and examples to bolster ideas, making the writing more

persuasive and captivating. Good research instructs authors on how to correctly credit and reference sources, reducing the likelihood of inadvertent plagiarism and fostering academic integrity.

d. Critical Thinking

Building strong arguments and articulating well-informed ideas require the ability to analyze and evaluate information. Writing requires critical thinking since it helps you to assess arguments, analyze data, and formulate well-reasoned opinions. It assists you in avoiding skewed or superficial judgments, facilitating more effective communication and the production of interesting, coherent written works.

5. Assessing Writing

Assessment of writing includes a variety of methodologies and strategies used to examine various aspects of written writings. Some frequent types of writing assessments include:

- 1) Holistic Assessment: In holistic assessment, the whole quality of the writing is judged using broad perceptions or global standards. The evaluator takes into account the composition's general coherence, organization, idea development, linguistic proficiency, and effectiveness. Holistic evaluation provides a comprehensive perspective of the writer's performance without focusing on specific areas.

- 2) Analytic assessment is breaking down the work into specific components or criteria, such as content, organization, language use, vocabulary, grammar, and mechanics. Each component is evaluated separately, allowing for a more thorough examination of the writing's strengths and faults. Analytic evaluation provides more detailed feedback and allows for targeted training to address specific areas of improvement.
- 3) Criterion-referenced assessment compares a student's writing to predefined criteria or norms. These standards specify the expectations for several areas of writing, including subject relevance, organization, coherence, language use, and mechanics. The evaluator examines the extent to which the student's writing meets each criterion and provides precise comments that is consistent with the stated standards.
- 4) A norm-referenced evaluation compares a student's writing performance to that of a reference group or a normative sample. The student's writing is graded according to how it compares to the performance of peers or established benchmarks. A norm-referenced evaluation gives information about a student's position in a larger group but may not provide precise feedback on specific areas for growth.

- 5) Portfolio evaluation entails assembling a collection of a student's writing samples over time. Drafts, revisions, finished compositions, and writing process reflections can all be included in the portfolio. Portfolio assessment enables a thorough review of a student's growth and development as a writer, revealing strengths, flaws, and opportunities for improvement throughout time.
- 6) Self-Assessment and Peer Assessment: Self-assessment is when students evaluate their own writing using established criteria or standards. Peer assessment is the process by which students provide feedback on each other's writing using the same criteria. Self-evaluation and peer assessment encourage metacognitive awareness, critical thinking, and collaborative learning, allowing students to own their writing and engage in reflective practice.
- 7) Performance-based evaluation requires students to perform realistic writing projects that reflect real-world situations or goals. Students may be assigned essays, reports, letters, or narratives in response to specific prompts or events. Performance-based evaluation measures students' capacity to apply writing abilities in real-world contexts, indicating their proficiency and preparation for writing tasks. Using these numerous ways of assessing writing, educators can successfully evaluate students' writing skills, provide

targeted criticism, and encourage their growth and development as excellent writers.

B. QDPR Method

1. Definition of QDPR Method

The overall QDPR stage is similar to the common language learning step, particularly in terms of pre-activity, while-activity, and post-activity. However, when compared to other models of writing instruction, QDPR has different steps, particularly in while-activity. The four main steps of QDPR are briefly summarized below: Test your knowledge. The QDPR writing learning approach started with a quiz. The teacher began this phase by assigning a brief piece with a broad subject to the class. Following that, the teacher will allow students one minute to read the material. The teacher will then inquire about certain details pertaining to the text.

Demonstration. After identifying student challenges with reading comprehension, the teacher moved on to the next step in the learning process, which was Demonstration. Teachers will first assign a specific text to the class that discusses a location or item in the local environment. Following that, pupils will carefully read the text and make an effort to comprehend its contents. Students will then present it in front of the class.

Practice. The phase of Practice began by dividing the students into many small groups and providing an opportunity for the students to

analyze and identify the intrinsic and extrinsic in the text. The teacher will assess the student's comprehension of the local environmental text.

Revision. As previously stated, the Revision stage occurred as a result of the recognized problems encountered by the students during the Practice step. Depending on how many students had issues, this phase can be completed individually, in a group, or in the conventional manner. One or two students would be treated individually, some in groups, and the majority would be classically corrected. The teacher will fix the issue that the students encountered. The students will then be treated based on their error.

2. Local Environmental

(Prayoga et al., 2020). It includes societal norms, conventions, and beliefs that have been passed down through the ages and have shaped how people interact with one another and their surroundings. Local wisdom promotes sustainability, communal cohesiveness, and a distinct identity by reflecting a profound grasp of local realities. Local wisdom, also known as local knowledge, is defined as a body of knowledge gathered via a succession of actions such as observing, analyzing, interpreting, and reaching conclusions.

Furthermore, (Munir et al., 2021)The definition of local wisdom demonstrates the position of local wisdom as being similar to popular knowledge (modern knowledge), that is, knowledge received via scientific

process (scientific), also known as knowledge collected through inquiry method.

Local wisdom and common knowledge differ, although in general, local wisdom has parallels in terms of acquisition, i.e. following scientific standards, so that local wisdom does not rely solely on learning knowledge but also on creating social relations. (Fadli, 2020). While local wisdom can be incorporated into any course as a body of knowledge that contains moral principles and Regular actions the process of incorporating local wisdom into education is open-ended. In this particular instance, however, in ecological themes. This is founded on the close relationship between ecological and local wisdom, both in terms of knowledge acquisition methods that employ scientific norms (inquiry rules) and collaborative work processes. noted that regional knowledge has the potential to be converted into instructional resources that can give students with meaningful understanding.

3. The Procedure of QDPR Method in Writing with Local Environmental

Step 1: Topic Selection

Select a specific local environmental concern or topic to focus on, such as biodiversity conservation, water pollution, or sustainable agriculture.

Step 2: Curriculum Design.

Create a curriculum outline that combines writing activities with quizzes, demonstrations, and practice revisions. Define learning objectives, such as

developing writing skills, expanding knowledge of local environmental issues, and encouraging critical thinking.

Step 3: Create Writing Prompts

Develop writing prompts that inspire students to investigate many aspects of the chosen environmental topic, such as causes, consequences, remedies, and societal implications. Ensure that prompts are appropriate for the students' skill level and fit with curriculum objectives.

Step 4: Quiz Preparation.

Create quizzes with multiple-choice, short-answer, or essay questions about the chosen environmental theme. Include questions to evaluate students' knowledge, analytical skills, and ability to synthesize information.

Step 5: Demonstration sessions

Hold demonstration sessions during which students are shown examples of good writing on the chosen environmental theme. Examine sample essays, articles, or research papers for important features such as thesis statements, evidence, organization, and language use. Explore techniques for combining these components into students' own writing.

Step 6: Practice revision.

Allow students to update their writing in response to criticism from peers, teachers, and self-assessments. Encourage pupils to identify their writing skills and flaws and build improvement plans. Implement peer review sessions in which students give constructive feedback on each other's work, with an emphasis on topic, organization, language, and evidence.

Step 7: Integration & Application

Integrate writing assignments into classroom discussions, readings, and hands-on activities on local environmental issues. Encourage students to use their writing abilities in real-world situations, such as sending letters to local legislators, developing proposals for community projects, or making informative brochures.

Step 8: Assessment and Feedback.

Evaluate students' writing using preset criteria such as substance, organization, language, critical thinking, and topic engagement. Provide timely and constructive comments to students to help them identify areas for improvement and capitalize on their abilities. Use quizzes, writing portfolios, and performance assessments to track students' progress and alter training accordingly.

Step 9: Reflection and revision.

Give students opportunity to reflect on their writing process, learning experiences, and progress as environmental communicators. Encourage students to rewrite and develop their writing in response to criticism and insights gained throughout the course.

Step 10: Celebration and Dissemination.

Recognize students' accomplishments by highlighting outstanding writing in class, school publications, or local media outlets. Encourage students to share their writing with a larger audience through lectures, exhibitions, or online platforms in order to raise awareness and motivate action on local environmental issues.

4. The Advantages and Disadvantages of QDPR Method

Advantages:

- a. Active Learning: Using quizzes, demonstrations, and practice revision sessions encourages students to actively engage with the topic, rather than passively accepting knowledge.
- b. Quizzes offer instant feedback on student comprehension, assisting instructors in identifying areas for additional training or review.
- c. Demonstration of Best Practices: Demonstrating good writing or problem-solving processes helps students apply them to their own work.
- d. Iterative Improvement: Practice revision sessions help students enhance their skills through several drafts, peer feedback, and self-assessment, promoting continual improvement over time.
- e. Regular practice and review improves long-term retention of information and abilities, allowing students to apply their knowledge in real-world scenarios.
- f. Promotes critical thinking abilities through tests, demonstrations, and revision activities.
- g. Customization and Flexibility: Instructors can modify tests, demonstrations, and revision exercises to match students' different requirements and learning styles, encouraging inclusion and personalized learning.

Disadvantages:

- a. Implementing the Quiz Demonstration Practice Revision technique takes careful planning, preparation, and facilitation, which can cost significant instructional time, particularly in larger classrooms.
- b. Resource Needs: Developing tests, demonstration materials, and providing comments on several drafts of student work may need more time, materials, and technology.
- c. Overemphasis on Testing: Focusing solely on quizzes as an evaluation method can lead to a restricted perspective of learning goals and overshadow other crucial aspects of student learning, such as creativity, cooperation, and critical thinking.
- d. Frequent quizzes and performance evaluations can cause worry and stress in students, especially if they perceive assessment as high-stakes or punitive, rather than supportive of learning.
- e. Limited Revision Scope: Some students may struggle to apply criticism and improve their work, especially if they lack foundational abilities or self-regulation tools.
- f. Variability in Feedback Quality: The efficacy of practice revision depends on the quality of feedback offered by instructors and peers, which might differ based on individual competence, availability, and communication skills.
- g. Implementing new instructional methods, such as Quiz Demonstration Practice, may face resistance to change. Revision may face opposition from students or instructors used to old

teaching methods, necessitating time and effort to overcome inertia and build buy-in.

C. Relevant Study

The purpose of this study was to determine whether or whether the Quiz-Demonstration-Practice-Revision (QDPR) learning model may improve students' pronunciation, particularly in pronouncing the sounds /f/, /v/, //, and /t/. The use of Quiz-Demonstration-Practice-Revision (QDPR) to Improve students' pronunciation. Which published by Sujariati and Titin Larasati. This study's method was pre-experimental, with one group pre-test and post-test serving as the research instrument. The study's sample comprised 240 students enrolled in the eleventh grade at SMA Negeri 11 Pangkep. Thirty students served as the sample count. Pre-test, treatment, and post-test data were collected. Pre- and post-tests took the form of oral assessments with 20 words related to the focus sounds. According to the study's findings, the students' mean pre-test score before therapy was (39.17). The post-test mean score was (76.83) following therapy. As a result, the significance between pre-test and post-test was 96%. To that end, the researcher hypothesized that employing Quiz-Demonstration-Practice-Revision(QDPR)could improve students' pronunciation, particularly in pronouncing the sounds /f/, /v/, and //, /t/. For this reason, QDPR can serve as a substitute paradigm for teaching English pronunciation in classroom settings.

The researcher draws on multiple past investigations in this work, which are listed in the following paragraphs. The first is titled "Quiz-Demonstration-Practicerevision (QDPR) To Improve EFL Learners'

Pronunciation Of English Labiodental Fricatives," and it was conducted by Moedjito, S.R. Jaelani. Data from the questionnaire and tests were gathered for the study, and quantitative analysis was done. The data analysis results showed that: (1) QDPR was highly helpful in helping learners pronounce words correctly; and (2) QDPR considerably aided pupils in doing so. The research found the same way, which is the QDPR method, but the difference here is about the ability, which the journal above focused on speaking skill, while this research focused on writing skill.

D. Theoretical Framework

One of the more challenging English talents is writing, which calls for not just appropriate and quick approaches but also comprehension through knowledge of a wide range of vocabulary and grammar structures. (Tsang, 2023) Using the QDPR (Quiz-Demonstration-Practice-Revision) approach, the researcher attempted to introduce a novel approach in this study. It is anticipated that using this approach will encourage students to write texts. Furthermore, in order to pique students' interest in learning, academics incorporate local wisdom material into the texts being studied. Because the objects addressed are all around them, students will feel more engaged in the book.

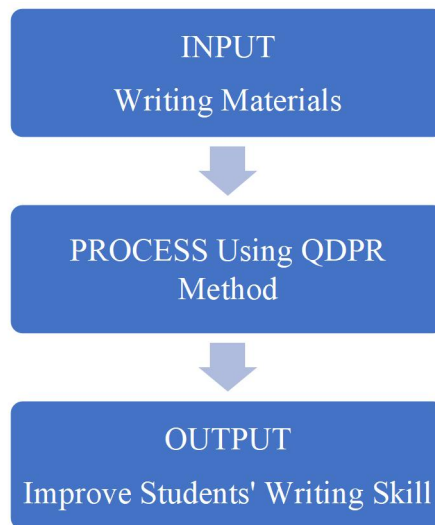


Figure 1. Diagram of Theoretical Framework

The three variables of the conceptual framework described above are input, process, and output. First, the input refers to the game that was used in the pre-experimental class, which included writing materials. Second, the method refers to the QDPR Method, and finally, the outcome is to increase students' writing skills.

E. Hypothesis

The hypothesis of this study is that QDPR method is effective in improving writing skill in first grade of MA Al-Majidiyah NWDI Majidi.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Method

This study is pre – experimental research, (Ali & Abdu, 2020) pre-experimental design refers to a type of research design that lacks the rigor of true experimental designs. It is often used in situations where the researcher cannot use random assignment or control groups. There are three common types of pre-experimental designs, those are one-shot case study design, one-group pretest-posttest Design, and static-group comparison. The study carried out in a specific EFL learning environment, where the QDPR approach systematically integrated as part of a local environmental study.

B. Setting of the Study

The researcher conducted the research at MA Al-Majidiyah NWDI Majid. The time table is shown in table 1.

Table 1

NO	ACTIVITY	March	April	May	June	July	August
1.	Writing Proposal	✓	✓	✓	✓		
2.	Making Instruments	✓	✓	✓	✓		
3.	Conducting Research					✓	
4.	Analyzing the data					✓	
5.	Making report						✓

This research was completed within two months. It started on July 2024 and ended on August. The study was conducted at MA Al-Majidiyah NWDI majidi.

C. Population and Sample

The population of this study consisted of first-grade students at MA Al-Majidiyah NWDI Majidi. As a result, the research sample comprises of one class, consisted 23 students. Because the population in this research only 23 students, population became the sample of this research.

D. Data Collection

1. Identification of Variable(s)

The variable in this research was only one variable, which was the investigated variable. The variable was writing ability taught through QDPR.

2. Definition of Variable(s)

This variable definitions provide clarity on the essential factors being examined and aid in the development of a framework for conducting research on the QDPR method's deployment in writing for EFL learners.

The QDPR method aids students in organizing their thoughts, enhancing academic performance and fostering critical thinking skills for success in higher education. Writing is an essential linguistic skill. Writing can help you master the English language. For example, in English class, a student may study how to write a persuasive essay in order to practice efficiently arranging thoughts and arguments.

This can help students enhance their writing skills and communicate more effectively in written form. Another example is a skilled writer improving their trade by writing magazine pieces under rigorous standards and deadlines. This exercise allows them to improve their writing style and learn how to properly customize their wording to varied audiences. Both examples show how writing may be utilized as a practical tool to not only develop language skills but also to successfully communicate.

3. Instrument

Tests are used as an instrument in this research. According to Wong (2020), a test can be a sequence of questions, tasks, or activities used to collect information or data for study or evaluation. Tests will be written based on the sort of information that has to be collected or evaluated. A test is a set of questions, tasks, or activities designed to collect information or data related to research or assessment aims (Kubiszyn & Borich, 2024).

The most significant aspects of a test are reliability and validity. The degree to which a test captures what it professes to capture is known as validity. In other words, validity assesses whether the exam measures the construct or notion for which it was developed. In contrast, reliability assesses measuring procedure consistency. Microsoft Excel trial data is a valuable tool for assessing authenticity and dependability. The data collection technique for the sample will next be tested using authentic

indications. This will enable an evaluation of the test's validity and reliability for both the pre- and post-test questions.

The test design of pre test and post test was write an easy from three stories of local legenda from Lombok. The topics of pre-test was Gunung Rinjani, and Putri Mandalika. Then the topics of post-test was Batu Golog, and Cupak Gerantang.

4. Technique of Data Collection

The researcher followed three steps when gathering data:

a. Pre-test.

The pre-test is provided to students before any learning happens utilizing the QDPR Method in Writing with local environmental Study. It was on 22th july 2024, the pre-test was like write an easy with three local legenda topics. The students wrote an easy from the story that the students had choose.

b. Treatment.

After the pre-test, students were taught the QDPR Method in Writing using local environmental Study. It was take three times to do the treatments on 2st until 23th of july 2024. The treatments was like give topics about writing, specially aspects of writing, vocabularies, and texts. Final treatment students rewrite the texts, that was about local legenda from Lombok.

c. Post-test.

The post-test was performed following the pre-test and treatment. It sought to assess the efficacy of QDPR Method in Writing with Local Environmental Study. The post-test took on 24th of July 2024, the students was choose one of three topics about local legenda from Lombok then write by the students own language.

E. Data Analysis

1. Descriptive Statistic

The study's data analysis technique used descriptive statistics to calculate the mean and standard deviation of students' vocabulary improvement scores on the speaking development test. The mean score and standard deviation were calculated by the researcher using the SPSS 22 for Windows application.

2. Required Statistic for Testing Hypothesis

a. Normality Testing

The normality criterion influences the determination of whether a specific dataset has a normal distribution. The normal distribution, often known as the Gaussian distribution or the long-range distribution, is defined by the long-range simetris curve. Normality assessments use statistical techniques to determine if the data has the characteristics of a normal distribution.

The normality test attempts to quantify the assumptions that underpin many statistical approaches, the majority of which assume a normally distributed set of data. These methods include regression

analysis, ANOVA, t-tests, and a number of other parametric tests. When statistical data deviates significantly from a normal distribution, it may risk the

Table 2

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre Test	.202	23	.016	.915	23	.053
Post Test	.237	23	.002	.928	23	.097

The Shapiro-Wilk test was used to determine normality of the data. Furthermore, normality testing is used to establish whether or not the data follows a standard distribution. Furthermore, the normal distribution of the data suggested that if the pre- and post-test significance levels above the significance threshold (p)=0.05. If the pre-test and post-test significance values are less than 0.05, then the data distribution is not normal. The pre-test score was 0.05, whereas the post-test score was 0.09. It showed that the data distribution was normal. It was shown in Table 2.

b. Homogeneity

If there are differences in sample size or group composition, the SPSS 22 homogeneity test can assist determine whether they are equal. It is especially important when performing statistical studies

such as ANOVA analyses, as proper comprehension of the results is dependent on the assumption of variance homogeneity.

Table 3
Test of Homogeneity of Variances

Pretestposttest			
Levene Statistic	df1	df2	Sig.
.059	1	44	.810

During the homogeneity test, data were examined using One-Way ANOVA. A homogeneity test was also used to determine whether the data were homogeneous. Furthermore, the data are considered homogeneous if the level of significance is greater than $p = 0.05$. In contrast, if the level of significance is smaller than $p=0.05$, the data are not homogeneous. The significance level was .810, with a Levene's statistic of .059. The significance level was higher than 0.05. It suggests that the data was homogeneous. It was shown in Table 3.

3. Testing Hypothesis

Testing hypothesis is a statistical analysis process that analyse population assumptions or claims based on sample data using SPSS software version 22. Some of the activities include developing hypotheses, selecting relevant statistical tests, arranging data in a logical framework, conducting analyses, evaluating findings, and drawing conclusions from the statistical tests done. Hypothesis testing

aims to substantiate a claim or assumption with verifiable evidence. SPSS 22 is used in this study to test hypotheses and determine whether or not the alternative hypothesis is accepted.

CHAPTER IV

RESULT AND DISCUSSION

A. Research Result

The researcher used descriptive statistics to analyze the data in this study. The researcher collected data using 23 items. The researcher identified the highest and lowest scores among the 23 items. With an average pre-test score of 50.87 and a post-test score of 68.70. An average score of the pre-test and post-test demonstrated improvement after the instructional time of 17.83.

Furthermore, the standard deviation of the pre-test was 7.015, whereas the standard deviation of the post-test was 6.071. The pre-test results showed that the highest score was 80 out of 23 pupils, and the lowest was 55. The post-test results showed an average score of 68.70 and a standard deviation of 6.071, with the highest score being 80 and the lowest score being 55.

Table 4

Descriptive Statistics on pre-test and post-test

N	Minimum	Maximum	Mean	Std. Deviation
Pre Test	40	70	50.87	7.015

Post Test	55	80	68.70	6.071
-----------	----	----	-------	-------

Source: Primary data (pre-test post-test) was processed in July 2024 by SPSS 22

Based on the pre-test and post-test findings, it is possible to deduce that students' mean scores and standard deviations in the post-test were greater than their mean scores in the pre test. This implies that there was a difference in the students' writing ability before and after adopting the QDPR Method. It was shown in table 4.

Hypothesis testing was carried out to evaluate whether the alternative hypothesis was accepted or rejected. To investigate whether or not the QDPR method was helpful in developing students' writing skills at MA Al-Majidiyah NWDI Majidi, the present researcher, used the pair sample T-test. The matched Sample T-test uses the significance value to detect whether or not matched samples have significant differences. This value informs the study's decisions. A p-value of < 0.05 indicates a significant difference between before and after teaching writing utilizing QDPR Method. A significance value greater than 0.05 indicates that there is no significant difference between before and after teaching writing using the QDPR method.

Table 5
Paired Samples Test

Paired Differences				Df	Sig.
Mean	Std. Devi ation	Std. Err or	95% Confidence Interval of the Difference		(2- tailed)
_____	_____	_____	_____	_____	_____

			Me an	Low er	Upper	T			
P	Pre	-	4.726	.98	-	-	-	22	.000
a	test	17.82		5	19.87	15.783	18.		
i	-	6			0		091		
r	Pos								
l	ttes								
t									

It was shown by table 5, the study looked at the difference between pretest and posttest results, and the average difference was -17.826. The standard deviation was 4.726, which indicates consistency. The standard error was .985, indicating that the recorded average difference may differ from the real average. The 95% confidence interval revealed a substantial difference between the pre-test and post-test results. The T-value of -18.091 indicates a significant difference. The study had 22 degrees of freedom and a p-value of .000, which indicated statistical significance. This figure indicates that the variations between pre-test and post-test were not random, implying that effective interventions were utilized to increase post-test scores.

B. Discussion

After gathering and analyzing the data, the current researcher discovered that the mean score and standard deviation of the post-test were higher than the pre-test. It was obvious that students' motivation for writing skill improved after treatment with QDPR in the learning process. Tentatively, it can be stated that the current researcher's treatment of the grade X of MA Al-Majidiyah NWDI Majidi was effective.

Normality testing revealed that any pre-test score was more significant than ($p=0.05$). The data was homogeneous and normal, as determined by the homogeneity test, with a significant level value greater than level (p)= 0.05 . Meanwhile, the current researcher determined that the significance level was less than 0.05 , indicating that the alternative hypothesis (H_a) was accepted while the null hypothesis (H_o) was clearly rejected. Based on what the researcher saw while treating first-grade students at MA AL-Majidiyah NWDI Majidi in the academic year 2023-2024, it can be concluded that the "QDPR Method" was effective in teaching the learning process to improve students' writing.

The QDPR Method is a teaching method that aims to improve students' pronunciation skills in certain linguistic areas, namely English vowels and consonant clusters (Latif & Jupri, 2021). QDPR method greatly improved students' pronunciation of labiodental fricatives, demonstrating its efficacy in enhancing student pronunciation (Sujariati & Larasati, 2020). Base on the result of the research proves that QDPR method was helpful to teach students easier. By using QDPR method it aids students in organizing their thoughts, enhancing academic performance and fostering critical thinking skills for success in higher education.

According to (Banani & Abdul-Kareem, 2023) QDPR technique is an instructional method that uses tests, demonstrations, practice, and revision to help students improve their pronunciation skills. Additionally the QDPR method, as demonstrated in a study on high school students, significantly

improved their grades and confidence in their learning abilities. This study demonstrates the practical application of this method in educational settings, highlighting its positive impact on student performance and overall academic success. By utilizing proven strategies, students can enhance their learning experience and achieve greater success.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Teaching writing with the QDPR Method was significantly effective in improving students' writing skills in the first grade of MA Al-Majidiyah NWDI Majidi on teaching the learning process. The results showed a pre-test value of 0.053 and a post-test value of 0.097. Meanwhile, the current researcher determined that the significance level was 0.000, implying that the alternative hypothesis (H_a) was accepted but the null hypothesis (H_o) was plainly rejected. Furthermore, the outcomes of this study show that the "QDPR Method" was effective in teaching the learning process to improve students' skills, as observed by the researcher while treating MA Al-Majidiyah NWDI Majidi students in the academic year 2023-2024.

B. Suggestion

According to the conclusions of this study, the QDPR Method can improve students' writing skills. Teaching writing to EFL learners using the QDPR approach as an alternate teaching approach, as well as altering teaching and learning procedures to pique students' interest in learning to write. The teacher incorporates the QDPR Method into writing classes and

develops a comprehensive guide for utilizing the QDPR Method in English language instruction.

Teaching Writing with the QDPR Method helps increase students' interest and drive to meet their writing skills requirements. It is recommended to employ the QDPR Method in writing instruction since it can boost students' interest and motivation to accomplish their writing skill requirements. The QDPR Method is beneficial in improving students' writing, but it would be much more effective if the researcher added some strategy such as developing good ways to teach students, as teachers teach students in a variety of eras, cultures, and situations.

REFERENCES

- Ali, B.-H. W. R., & Abdu, N. A. N. (2020). A pre-experimental study on a process-genre approach for teaching essay writing. *Journal of Language and Education*, 6(4 (24)), 44–54.
- Asrobi, M., Nurimartina, T. W., Surayya, S. A., & Wati, L. (2023). An Exploration English Teachers' Perceived Impacts of Reflective Teaching on Classrooms Activities at SMPN 1 Sakra Timur. *Jurnal Review Pendidikan Dan Pengajaran*, 6(4), 656–662.
<http://journal.universitaspahlawan.ac.id/index.php/jrpp>
- Banani, S. A., & Abdul-Kareem, N. T. (2023). Adopting Quiz-Demonstration-Practice-Revision (QDPR) Learning Model to Improve Iraqi College Students' Pronunciation in English Vowels and Consonant Clusters. *مجلة بلاد الرافدين للعلوم الانسانية والاجتماعية*, 1–9.
- Fadli, A. (2020). The Effect of Local Wisdom-Based Elsii Learning Model on the Problem Solving and Communication Skills of Pre-Service Islamic Teachers. *International Journal of Instruction*, 13(1), 731–746.
- Fikni, Z., Surayya, S. A., Sholihah, P. H., & Husnu, M. (2024). An Analysis of Differentiated Learning Strategies in the Implementation of Kurikulum Merdeka Belajar in Teaching English Writing Skills. *Journey: Journal of English Language and Pedagogy*, 7(2), 199–207.
<https://doi.org/10.33503/journey.v7i2.831>
- Haddad, A., & Labeled, N. (2022). *The influence of culture on English as a foreign language students' writing*. Université Frères Mentouri-Constantine 1.
- Husnu, M., Mardiyah, N. A., Mardiyah, N. A., & Hamzarwadi. (2022). Drawing Picture Media in Teaching English Speaking: Learning Opportunity and Students' Perception. *English Education: Journal of English Teaching and Research*, 7(2), 151–156. <https://doi.org/10.29407/jetar.v7i2.18343>
- Kubiszyn, T., & Borich, G. D. (2024). *Educational testing and measurement*. John Wiley & Sons.
- Laila Wati, Maab, S. H., Wathoni, H., Maysuroh, S., & Prasetyaningrum, A. (2022). Teaching Writing Descriptive Text Through Responded Thematic Writing Task. *Getsempena English Education Journal*, 9(2), 91–97.
<https://doi.org/10.46244/geej.v9i2.1842>

- Latif, A., & Jupri, J. (2021). The Effectiveness of Quiz Demonstration Practice Revision (QDPR) Model in Helping Students' English Pronunciation. *Journal of Language and Literature Studies*, 1(1), 41–50.
- Lindsay, D. (2020). *Scientific writing= thinking in words*. Csiro Publishing.
- Maysuroh, S., Wati, L., Dwimaulani, A., Yusri, N., & Sholihah, S. Z. (2022). An Analysis on EFL Learners' Perspectives of Online Learning during Covid-19 Pandemic. *Pedagogy : Journal of English Language Teaching*, 10(2), 137. <https://doi.org/10.32332/joelt.v10i2.5249>
- Munir, M., Sagena, B., & Prajawati, M. (2021). Soyo practice: Revitalization of local wisdom values in the community empowerment of the modern management era. *European Journal of Business and Management Research*, 6(1), 206–211.
- Prasetyaningrum, A., Asrobi, M., Surayya, S. A., & Fikni, Z. (2022). Grammatical Cohesion in Students' Undergraduate Thesis. *Premise: Journal of English Education*, 11(2), 297. <https://doi.org/10.24127/pj.v11i2.4744>
- Prasetyaningrum, A., Nazri, A., & Asrobi, M. (2021). A Study of Learners' Writing Anxiety in EFL Context. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 8(1), 19. <https://doi.org/10.33394/jo-elt.v8i1.3707>
- Prayoga, K., Riezky, A. M., Syuhada, A. R., & Prayoga, D. S. (2020). Socio cultural and agricultural local wisdom by cetho indigenous community to preserve the nature. *Agromix*, 11(1), 21–32.
- Schegloff, E. A. (2020). Interaction: The infrastructure for social institutions, the natural ecological niche for language, and the arena in which culture is enacted. In *Roots of human sociality* (pp. 70–96). Routledge.
- Smith, L. E., & Nelson, C. L. (2019). World Englishes and issues of intelligibility. *The Handbook of World Englishes*, 430–446.
- Sujariati, S., & Larasati, T. (2020). THE USE OF QUIZ-DEMONSTRATION-PRACTICE-REVISION (QDPR) TO IMPROVE STUDENTS' PRONUNCIATION. *KLASIKAL: JOURNAL OF EDUCATION, LANGUAGE TEACHING AND SCIENCE*, 2(1), 35–47.
- Tsang, A. (2023). “The Best Way to Learn a Language is Not to Learn it!”: Hedonism and Insights Into Successful EFL Learners' Experiences in Engagement With Spoken (Listening) and Written (Reading) Input. *TESOL Quarterly*, 57(2), 511–536.
- Usuluddin, U., Fikni, Z., Husnu, M., & Nadia, R. (2024). Exploring The Impact of Kinesthetic Learning Strategies on Speaking Ability: A Study for Integrating Movement and English Language. *Culturalistics: Journal of Cultural, Literary, and Linguistic Studies; Vol 8, No 2 (2024): Culturalistics: Journal of Cultural, Literary, and Linguistics Study (December 2024)DO - 10.14710/ca.V8i2.24128* . <https://ejournal2.undip.ac.id/index.php/culturalistics/article/view/24128>
- Wati, L., Maysuroh, S., Wahyuni, S., Yusri, A., & Hindri, N. (2021). Toondoo comic in teaching speaking (a pre-experiment research). *JPPI (Jurnal*

Penelitian Pendidikan Indonesia), 7(1), 43–47.
<https://doi.org/10.29210/02021758>

- Wong, S.-C. (2020). Competency definitions, development and assessment: A brief review. *International Journal of Academic Research in Progressive Education and Development*, 9(3), 95–114.
- Jaelani, S. R. (n.d.). QUIZ-DEMONSTRATION-PRACTICE-REVISION (QDPR) TO IMPROVE EFL LEARNERS' PRONUNCIATION OF ENGLISH LABIODENTAL FRICATIVES. *ELT in Asia in the Digital Era: Global Citizenship and Identity*, 330.
- Ali, B.-H. W. R., & Abdu, N. A. N. (2020). A pre-experimental study on a process-genre approach for teaching essay writing. *Journal of Language and Education*, 6(4 (24)), 44–54.
- Asrobi, M., Nurimartina, T. W., Surayya, S. A., & Wati, L. (2023). An Exploration English Teachers' Perceived Impacts of Reflective Teaching on Classrooms Activities at SMPN 1 Sakra Timur. *Jurnal Review Pendidikan Dan Pengajaran*, 6(4), 656–662.
<http://journal.universitaspahlawan.ac.id/index.php/jrpp>
- Banani, S. A., & Abdul-Kareem, N. T. (2023). Adopting Quiz-Demonstration-Practice-Revision (QDPR) Learning Model to Improve Iraqi College Students' Pronunciation in English Vowels and Consonant Clusters. *مجلة بلاد الرافدين للعلوم الانسانية والاجتماعية*, 1–9.
- Fadli, A. (2020). The Effect of Local Wisdom-Based Elsii Learning Model on the Problem Solving and Communication Skills of Pre-Service Islamic Teachers. *International Journal of Instruction*, 13(1), 731–746.
- Fikni, Z., Surayya, S. A., Sholihah, P. H., & Husnu, M. (2024). An Analysis of Differentiated Learning Strategies in the Implementation of Kurikulum Merdeka Belajar in Teaching English Writing Skills. *Journey: Journal of English Language and Pedagogy*, 7(2), 199–207.
<https://doi.org/10.33503/journey.v7i2.831>
- Haddad, A., & Labeled, N. (2022). *The influence of culture on English as a foreign language students' writing*. Université Frères Mentouri-Constantine 1.
- Husnu, M., Mardiyah, N. A., Mardiyah, N. A., & Hamzarwadi. (2022). Drawing Picture Media in Teaching English Speaking: Learning Opportunity and Students' Perception. *English Education: Journal of English Teaching and Research*, 7(2), 151–156. <https://doi.org/10.29407/jetar.v7i2.18343>
- Kubiszyn, T., & Borich, G. D. (2024). *Educational testing and measurement*. John Wiley & Sons.
- Laila Wati, Maab, S. H., Wathoni, H., Maysuroh, S., & Prasetyaningrum, A. (2022). Teaching Writing Descriptive Text Through Responded Thematic Writing Task. *Getsempena English Education Journal*, 9(2), 91–97.
<https://doi.org/10.46244/geej.v9i2.1842>
- Latif, A., & Jupri, J. (2021). The Effectiveness of Quiz Demonstration Practice Revision (QDPR) Model in Helping Students' English Pronunciation. *Journal of Language and Literature Studies*, 1(1), 41–50.

- Lindsay, D. (2020). *Scientific writing= thinking in words*. Csiro Publishing.
- Maysuroh, S., Wati, L., Dwimaulani, A., Yusri, N., & Sholihah, S. Z. (2022). An Analysis on EFL Learners' Perspectives of Online Learning during Covid-19 Pandemic. *Pedagogy : Journal of English Language Teaching*, 10(2), 137. <https://doi.org/10.32332/joelt.v10i2.5249>
- Munir, M., Sagena, B., & Prajawati, M. (2021). Soyo practice: Revitalization of local wisdom values in the community empowerment of the modern management era. *European Journal of Business and Management Research*, 6(1), 206–211.
- Prasetyaningrum, A., Asrobi, M., Surayya, S. A., & Fikni, Z. (2022). Grammatical Cohesion in Students' Undergraduate Thesis. *Premise: Journal of English Education*, 11(2), 297. <https://doi.org/10.24127/pj.v11i2.4744>
- Prasetyaningrum, A., Nazri, A., & Asrobi, M. (2021). A Study of Learners' Writing Anxiety in EFL Context. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 8(1), 19. <https://doi.org/10.33394/jo-elt.v8i1.3707>
- Prayoga, K., Riezky, A. M., Syuhada, A. R., & Prayoga, D. S. (2020). Socio cultural and agricultural local wisdom by cetho indigenous community to preserve the nature. *Agromix*, 11(1), 21–32.
- Schegloff, E. A. (2020). Interaction: The infrastructure for social institutions, the natural ecological niche for language, and the arena in which culture is enacted. In *Roots of human sociality* (pp. 70–96). Routledge.
- Smith, L. E., & Nelson, C. L. (2019). World Englishes and issues of intelligibility. *The Handbook of World Englishes*, 430–446.
- Sujariati, S., & Larasati, T. (2020). THE USE OF QUIZ-DEMONSTRATION-PRACTICE-REVISION (QDPR) TO IMPROVE STUDENTS' PRONUNCIATION. *KLASIKAL: JOURNAL OF EDUCATION, LANGUAGE TEACHING AND SCIENCE*, 2(1), 35–47.
- Tsang, A. (2023). “The Best Way to Learn a Language is Not to Learn it!”: Hedonism and Insights Into Successful EFL Learners' Experiences in Engagement With Spoken (Listening) and Written (Reading) Input. *TESOL Quarterly*, 57(2), 511–536.
- Usuluddin, U., Fikni, Z., Husnu, M., & Nadia, R. (2024). Exploring The Impact of Kinesthetic Learning Strategies on Speaking Ability: A Study for Integrating Movement and English Language. *Culturalistics: Journal of Cultural, Literary, and Linguistic Studies; Vol 8, No 2 (2024): Culturalistics: Journal of Cultural, Literary, and Linguistics Study (December 2024)DO - 10.14710/ca.V8i2.24128* . <https://ejournal2.undip.ac.id/index.php/culturalistics/article/view/24128>
- Wati, L., Maysuroh, S., Wahyuni, S., Yusri, A., & Hindri, N. (2021). Toondoo comic in teaching speaking (a pre-experiment research). *JPPI (Jurnal Penelitian Pendidikan Indonesia)*, 7(1), 43–47. <https://doi.org/10.29210/02021758>
- Wong, S.-C. (2020). Competency definitions, development and assessment: A

brief review. *International Journal of Academic Research in Progressive Education and Development*, 9(3), 95–114.

APPENDICES

Appendix 1

LESSON PLAN

School Name : MA AL-MAJIDIYAH NWDI MAJIDI

Subject : English

Grade : X

Time Allocation : 4 x 45 minutes

Subject Matter : Writing

A. Core Competency (KI)

KI 1: Appreciating and appreciating the teachings of the religion that he adheres to.

KI 2: Appreciating and appreciating honesty, discipling, responding, caring (tolerance, cooperation), polite, and confident behaviour in interacting effectively with the social and natural environment within the range of association and existence.

KI 3: Understanding, applying, analysing factual, conceptual, procedural knowledge based on their curiosity about science, technology, arts, culture, related phenomena and visible events.

KI 4: Processing, reasoning, and presenting in the concrete and abstract domains related to the development of what is learned at school independently, and able to use methods according to scientific principles.

B. Basic Competencies and Learning Objectives

KD	Indicator
1.1 Being grateful for the opportunity to learn English as an international language of communication which is manifested in the spirit of learning.	1.1.1 Expressing gratitude for the opportunity to earnestly learn English.

<p>2.1 Demonstrating polite and caring behaviour in carrying out interpersonal communication with teachers and friends.</p>	<p>2.1.1 Students are able to speak politely and respectfully to teachers and peers during the lesson</p>
<p>2.2 Demonstrating honest, disciplined, confident, and responsible behaviour in carrying out transactional communication with teachers and friends.</p>	<p>2.2.1 Do not cheat during exams.</p> <p>2.2.2 Copy someone else's work with proper citation when completing assignments.</p> <p>2.2.3 Courageous enough to admit mistakes.</p>
<p>3.8 Differentiating the social functions, text structures, and linguistic elements of several oral and written narrative texts by giving and requesting information related to simple folk legends, in accordance with their context of use.</p>	<p>4.8.1 Identifies the social function of simple folk legend texts, both spoken and written.</p> <p>4.8.2 Recognizes the structure of simple legend texts, including orientation, complication, and resolution.</p> <p>4.8.3 Identifies specific linguistic elements commonly used in legenda story, such as past tense verbs, adjectives, and adverbs.</p> <p>4.8.4 Understands contextual meanings of words and phrases within the narrative of a legenda story.</p> <p>4.8.5 Analysing characters, settings, and events in a legenda story to understand their roles in conveying the story's social function.</p> <p>4.8.6 Compares different folk legends to identify common themes and linguistic features.</p>
<p>4.8 captures contextual meaning related to social functions, text structure, and linguistic elements of simple spoken</p>	<p>4.8.5 Analysing characters, settings, and events in a legenda story to understand their roles in conveying the</p>

and written narrative texts related to folk legends.	<p>story's social function.</p> <p>4.8.7 Writing a simple narrative text inspired by a legenda story, demonstrating understanding of its social function, structure, and linguistic elements.</p>
--	---

C. Learning Objectives

Meeting 1:

1. Students do Pre-Test.

Meeting 2:

2. Students are able to identify the social function of simple legenda story.
3. Students are able to recognizes the generic structure of simple legenda story.
4. Students are able for analysing characters, settings, and events of the legenda story.

Meeting 3:

5. Students are able to identify language feature of narrative text (legenda);
6. Students are able to analyse past tense, verb, adjectives, and adverbs;
7. Students are able to understand contextual meanings of words and phrases within narrative text (legend);

Meeting 4:

8. Students are able to understand contextual meanings of words and phrases within narrative text (legend);
9. Students are able to write a story (legend from lombok)

Meeting 5:

10. Students do Post-Test.

D. Learning Method

1. Approach: Genre Based Approach (GBA)
2. Methods: Quiz, Demonstration, Practice, Review (QDPR)

E. Media and Learning Resources

Media: Laptop, LCD, Gadget Devices, Work Sheet.

Learning Resources: English textbook class X, Internet, Narrative Text.

F. Learning Steps

1. First Meeting

Activity	Description of Activity	Allocation Time
Pre-activity	<ol style="list-style-type: none"> 1. Teacher greets students. 2. Teacher leads students to pray. 3. Teacher checks attendance. 4. Teacher gives the purpose of the meeting. 	15 minutes
Core-activity	<ol style="list-style-type: none"> 1. Teacher instructs to sit apart. 2. Teacher hands out papers containing the pre-test to students. 3. Teacher asks the students to write a story (legend from Lombok). 4. Teacher waits for the students' works. 	65 minutes
Closing-activity	<ol style="list-style-type: none"> 1. Teacher collects the students' work. 2. Teacher ends the learning session. 	10 minutes

2. Second Meeting

Activity	Description of Activity	Allocation Time
Pre-activity	<ol style="list-style-type: none"> 1. Teacher greets students. 2. Teacher leads students to pray. 3. Teacher checks attendance. 	15 minutes
Core-activity	<ol style="list-style-type: none"> 1. To start the class the teacher give Quiz which related to narrative text. (Quiz) 2. Teacher groups the students in 4 members. 3. Teacher distributes 1 topic of narrative text to each groups. 4. Teacher, along with the students, discusses part of narrative text. (Demonstration) 5. Teacher distributes the 3th worksheet, content the character of the text. 6. Students answers the 3th worksheet by groups. 7. Each groups presented the results in front of the class. (Practice) 8. Teacher gives explain of students' 	65 minutes

	work from narrative text. (Review)	
Closing-activity	<ol style="list-style-type: none"> 1. Teacher gives students the opportunity to express things they haven't understood. 2. Teacher conveys upcoming activities. 3. Teacher closes the learning session. 	10 minutes

3. Third Meeting

Activity	Description of Activity	Allocation Time
Pre-activity	<ol style="list-style-type: none"> 1. Teacher greets students. 2. Teacher leads students to pray. 3. Teacher checks attendance. 4. Teacher asks students' about the material that had given. 	15 minutes
Core-activity	<ol style="list-style-type: none"> 1. To start the class the teacher give Quiz which related to narrative text. (Quiz) 2. Teacher, along with the students, review the lesson that was given yesterday which is a part of narrative text. (Demonstration) 3. Teacher asks students to sit with a couple. 4. Teacher distributes the 4th worksheet, which complete the sentences, and classify verb and adverb. 5. Students answers the 4th worksheet by discuss with their couple. 6. Teacher asks students to presented the results in front of the class. (Practice) 7. Teacher explains the students' result. (Review) 	65 minutes
Closing-activity	<ol style="list-style-type: none"> 1. Teacher gives students the opportunity to express things they haven't understood. 2. Teacher and/or students draw conclusions about the discussed 	10 minutes

	<p>material.</p> <ol style="list-style-type: none"> 3. Teacher conveys upcoming activities. 4. Teacher ends the learning session. 	
--	---	--

4. Fourth Meeting

Activity	Description of Activity	Allocation Time
Pre-activity	<ol style="list-style-type: none"> 1. Teacher greets students. 2. Teacher leads students to pray. 3. Teacher checks attendance. 4. Teacher asks students' about the material that had given. 	15 minutes
Core-activity	<ol style="list-style-type: none"> 1. To start the class the teacher give Quiz which related to narrative text. (Quiz) 2. Teacher asks students to sit a part. 3. Teacher distributes 1 topic of narrative text to all students. 4. Teacher, along with the students, discusses part of narrative text. (Demonstration) 5. Teacher shares the 6th worksheet to all students. 6. Teachers explains how to do the worksheet, and asks students to write the task by their selves. 7. Teacher asks students to presented the results in front of the class. (Practice) 8. Teacher explains the students' result. (Review) 	65 minutes
Closing-activity	<ol style="list-style-type: none"> 5. Teacher gives students the opportunity to express things they haven't understood. 6. Teacher and/or students draw conclusions about the discussed material. 7. Teacher ends the learning session. 	10 minutes

5. Fifth Meeting

Activity	Description of Activity	Allocation
----------	-------------------------	------------

		Time
Pre-activity	<ol style="list-style-type: none"> 5. Teacher greets students. 6. Teacher leads students to pray. 7. Teacher checks attendance. 8. Teacher gives the purpose of the meeting. 	15 minutes
Core-activity	<ol style="list-style-type: none"> 5. Teacher instructs to sit apart. 6. Teacher hands out papers containing the post-test to students. 7. Teacher asks the students to write a story (legend from Lombok). 8. Teacher waits for the students' works. 	65 minutes
Closing-activity	<ol style="list-style-type: none"> 3. Teacher collects the students' work. 4. Teacher ends the learning session. 	10 minutes

Pancor,/...../...../.....

Researcher

Yulia Kaswari
NPM: 200202090

Appendix 2

WORKSHEETS

MEETING 1:

Pre – Test Narrative Text

Direction:

1. Write your name on your answer sheet!
2. Read the instruction before and answer the question carefully!
3. Do not cheat with your friends!
4. Check your answer before submitting!

Question:

1. Read the story of legenda story in Lombok above!
2. Choose one of them that you want!
3. Rewrite the story on your sheet!
4. Make sure you write the story with Narrative text rules!

A.Gunung Rinjani



A long time ago in Lembar Harbor, West Lombok Regency. There was a Tuan kingdom led by a king named Datu Tuan. King Datu Tuan led the kingdom until his people lived prosperously and happily. But the king himself was often sad. For a long time the king Datu Tuan lived with the empress Dewi Mas until their old age. but they have not had children. Who will continue the throne of the kingdom if they do not have children.

"My wife Dewi mas, I apologize if this hurts your heart. May I make one request of you?". "Of course King Datu Tuan my husband, just say it".

"We have been married for a long time but we haven't had any children yet. I'm afraid this kingdom has no heir. Dewi Mas I'm sorry. I have to say this. May I remarry?". "Actually with a heavy heart but for the sake of the successor of this kingdom I allow you to marry again".

Upon hearing Dewi Mas's approval, King Datu Tuan proposed to a girl named Sunggar Tutul. the daughter of Pati Kulur. but after King Datu Tuan married Sunggar Tutul, the king's attention to Dewi Mas became less and less. Raja Datu Tuan was more often with Sunggar Tutul. This made Dewi Mas sad. But Dewi Mas remained patient. Because of her patience, Dewi Mas unexpectedly became pregnant. Dewi Mas was very happy. her dream of having a child came true.

This happy news also reached Sunggar Tutul. he was jealous of Dewi Mas's happiness. he was afraid the King would return his attention to the Queen. He also made a bad plan to get rid of Dewi Mas from the royal palace.

"Husband, how can the Queen Dewi Mas be pregnant when for years she couldn't get pregnant. Hmm..maybe... oh no! I'm afraid this will become a royal disgrace". "What you say is true, my wife. I will expel the Queen Dewi Mas from the kingdom. This is all for the sake of the kingdom's good name."

The king called Dewi Mas.

"I do not want your pregnancy to be a disgrace to the kingdom. therefore I ask you to leave this palace right now". "But Husband I am your wife. This is not possible, please don't throw me out of this palace. Please."

Dewi Mas's plea for help was ignored by king Datu Tuan. he asked the soldiers to bring Dewi Mas out. after a long journey, Dewi Mas finally stayed in Gili and was found by a captain. after telling the captain, the captain took Dewi Mas to the island of Bali according to his request. the long awaited day of birth finally arrived. Dewi Mas gave birth to twin boys and girls. the boy was named Raden nuna Putra Janjak and the girl was named Dewi Rinjani.

Dewi Mas's two children grew up to be cute children with beautiful and handsome faces. As time went by Dewi Mas's children began to ask about their father. Dewi Mas also told all the stories she experienced. hearing the story from his mother Raden nuna was very angry. he promised to meet his father at any cost. Raden nuna went sailing to meet her father. but Arriving at the kingdom of Tuan, she was intercepted by the royal guards, with the power of the kris she had Raden nuna could defeat them all.

Seeing the royal guards who lost against Raden Nuna, King Datu Tuan intervened to fight him himself. The king was curious how to defeat the young man and who he really was. but when King Datu Tuan was fighting Raden nUna. suddenly heard a supernatural voice.

"O datu tuan, don't you mistreat the child, the child is your own biological child from your wife Dewi mas". the king was shocked to hear the supernatural voice. He was also sorry. finally the king was willing to listen to the story of Raden nUna his

own son. after hearing the narrative from his son, the king cried. He was very sorry for having driven away his faithful wife.

"Okay dad, I'll come and get mom".

Dewi mas finally returned to the royal palace with king datu Tuan and his two children. despite having been slandered by the spotted sunggar, goddess mas did not hold a grudge. meanwhile, Raden nUna's wisdom, maturity and good looks became more prominent. He was appointed by king Datu Tuan to be king.

"Thank you father, for appointing me as king of this kingdom. I promise to take good care of this kingdom". "Do your duty as a wise king my son". "Yes father"

After abdicating, King Datu Tuan decided to meditate on a mountain. He also invited Princess Rinjani to accompany him.

"If that is your decision, I am ready to accompany you anywhere".

King Datu Tuan and Princess Rinjani traveled to the top of the mountain. Arriving at the intended place, the two immediately do asceticism. But while meditating, Dewi Rinjani was actually appointed Queen by the Jinn (Qs. Al-Jin: 1-7). Since then the mountain has been named Mount Rinjani. for the people of the island of Lombok, especially the Sasak tribe and the Balinese tribe, Mount Rinjani is considered a sacred place and is the palace of the gods. now Mount Rinjani with its enchanting scenery has attracted local and foreign tourists.

B.Putri Mandalika



In the heart of Lombok, Indonesia, nestled amidst verdant hills and shimmering coastlines, lay the kingdom of Tunjung Bitu. This kingdom was renowned for its peace and prosperity, ruled by a wise and benevolent king. The jewel of Tunjung Bitu was none other than Putri Mandalika, the king's only daughter, whose beauty and kindness were celebrated far and wide.

Putri Mandalika was not only known for her ethereal beauty but also for her wisdom and compassion. She spent her days tending to the needs of her people, ensuring that the

kingdom thrived under her father's rule. Her gentle demeanor and caring heart made her beloved by all.

As the princess came of age, her beauty and grace attracted many suitors. Princes and nobles from neighboring kingdoms journeyed to Tunjung Bitu, each hoping to win her hand in marriage. Despite the numerous offers, Putri Mandalika was not swayed by wealth or power. She desired a union that would benefit her people and bring lasting peace to her land.

The competition among the suitors grew fierce, and soon, the once-peaceful kingdom faced the threat of conflict. Determined to prevent bloodshed, Putri Mandalika devised a plan. She summoned all her suitors to a meeting on the shores of Kuta Beach.

On the appointed day, as the sun began to rise, the beach was filled with hopeful princes and curious onlookers. Putri Mandalika stood before them, her radiant presence commanding attention. She spoke with a voice that resonated with wisdom beyond her years.

"My beloved people and honorable suitors," she began, "I have thought long and hard about how to choose among you. I cannot bear to see my kingdom torn apart by conflict. Therefore, I have decided to offer myself to the sea, hoping that my sacrifice will bring peace and unity."

Gasps of shock and disbelief rippled through the crowd. Before anyone could react, Putri Mandalika stepped into the ocean, her white dress billowing like the wings of a dove. The waves embraced her, and she disappeared beneath the surface.

In that moment, a miraculous transformation occurred. As the princess vanished, countless sea worms known as nyale emerged from the water. The people of Tunjung Bitu were astonished, realizing that Putri Mandalika had become one with the sea, her spirit manifesting in these delicate creatures.

Every year thereafter, during the season when the nyale appeared, the people of Lombok gathered to celebrate the Bau Nyale Festival. They honored the memory of Putri Mandalika, whose selfless act had brought peace to her kingdom. The nyale were believed to carry her blessings, and catching them was considered a sacred ritual.

Appendix 3

MEETING 2:

Legend Story

The Legend of Rinjani Mountain



Mount Rinjani is the second highest volcano in Indonesia with an altitude of 3726 m above sea level. The mountain which is one of the most beautiful volcanoes in Indonesia is located on the island of Lombok. Mount Rinjani is under 4 districts namely East Lombok, Central Lombok, West Lombok, and North Lombok. As like other archipelago stories, Rinjani Mountain also has its own legend.

A long time ago in Lembar Harbor, West Lombok Regency. There was a Tuan kingdom led by a king named Datu Tuan. King Datu Tuan led the kingdom until his people lived prosperously and happily. But the king himself was often sad. For a long time the king Datu Tuan lived with the empress Dewi Mas until their old age. but they have not had children. Who will continue the throne of the kingdom if they do not have children.

"My wife Dewi mas, I apologize if this hurts your heart. May I make one request of you?". "Of course King Datu Tuan my husband, just say it".

"We have been married for a long time but we haven't had any children yet. I'm afraid this kingdom has no heir. Dewi Mas I'm sorry. I have to say this. May I remarry?". "Actually with a heavy heart but for the sake of the successor of this kingdom I allow you to marry again".

Upon hearing Dewi Mas's approval, King Datu Tuan proposed to a girl named Sunggar Tutul. the daughter of Pati Kulur. but after King Datu Tuan married Sunggar Tutul, the king's attention to Dewi Mas became less and less. Raja Datu Tuan was more

often with Sunggar Tutul. This made Dewi Mas sad. But Dewi Mas remained patient. Because of her patience, Dewi Mas unexpectedly became pregnant. Dewi Mas was very happy. her dream of having a child came true.

This happy news also reached Sunggar Tutul. he was jealous of Dewi Mas's happiness. he was afraid the King would return his attention to the Queen. He also made a bad plan to get rid of Dewi Mas from the royal palace.

"Husband, how can the Queen Dewi Mas be pregnant when for years she couldn't get pregnant. Hmm..maybe... oh no! I'm afraid this will become a royal disgrace". "What you say is true, my wife. I will expel the Queen Dewi Mas from the kingdom. This is all for the sake of the kingdom's good name."

The king called Dewi Mas.

"I do not want your pregnancy to be a disgrace to the kingdom. therefore I ask you to leave this palace right now". "But Husband I am your wife. This is not possible, please don't throw me out of this palace. Please."

Dewi Mas's plea for help was ignored by king Datu Tuan. he asked the soldiers to bring Dewi Mas out. after a long journey, Dewi Mas finally stayed in Gili and was found by a captain. after telling the captain, the captain took Dewi Mas to the island of Bali according to his request. the long awaited day of birth finally arrived. Dewi Mas gave birth to twin boys and girls. the boy was named Raden nuna Putra Janjak and the girl was named Dewi Rinjani.

Dewi Mas's two children grew up to be cute children with beautiful and handsome faces. As time went by Dewi Mas's children began to ask about their father. Dewi Mas also told all the stories she experienced. hearing the story from his mother Raden nuna was very angry. he promised to meet his father at any cost. Raden nuna went sailing to meet her father. but Arriving at the kingdom of Tuan, she was intercepted by the royal guards, with the power of the kris she had Raden nuna could defeat them all.

Seeing the royal guards who lost against Raden Nuna, King Datu Tuan intervened to fight him himself. The king was curious how to defeat the young man and who he really was. but when King Datu Tuan was fighting Raden nUna. suddenly heard a supernatural voice.

"O datu tuan, don't you mistreat the child, the child is your own biological child from your wife Dewi mas". the king was shocked to hear the supernatural voice. He was also sorry. finally the king was willing to listen to the story of Raden nUna his own son. after hearing the narrative from his son, the king cried. He was very sorry for having driven away his faithful wife.

"Okay dad, I'll come and get mom".

Dewi mas finally returned to the royal palace with king datu Tuan and his two children. despite having been slandered by the spotted sunggar, goddess mas did not hold a grudge. meanwhile, Raden nUna's wisdom, maturity and good looks became more prominent. He was appointed by king Datu Tuan to be king.

"Thank you father, for appointing me as king of this kingdom. I promise to take good care of this kingdom". "Do your duty as a wise king my son". "Yes father"

After abdicating, King Datu Tuan decided to meditate on a mountain. He also invited Princess Rinjani to accompany him.

"If that is your decision, I am ready to accompany you anywhere".

King Datu Tuan and Princess Rinjani traveled to the top of the mountain. Arriving at the intended place, the two immediately do asceticism. But while meditating, Dewi Rinjani was actually appointed Queen by the Jinn (Qs. Al-Jin: 1-7). Since then the mountain has been named Mount Rinjani. for the people of the island of Lombok, especially the Sasak tribe and the Balinese tribe, Mount Rinjani is considered a sacred place and is the palace of the gods. now Mount Rinjani with its enchanting scenery has attracted local and foreign tourists.

WorkSheet 3:

Part of Text (Narrative Text)	Content (Description)
Orientation	

<p>Events (Complication)</p>	
<p>Re-orientation (Resolution)</p>	

MEETING 3:

LKPD 4

Complete the sentences, put the verb into the correct form, positive or negative. (simple past tense)

1. I knew Sarah was very busy, so I her. (disturb)
2. I was very tired, so I to bed early. (go)
3. The bed was very uncomfortable. I very well. (sleep)
4. Sue wasn't hungry, so she anything. (eat)
5. We went to Kate's house but she at home. (be)
6. It was a funny situation but nobody (laugh)
7. The window was open and a bird into the room. (fly)
8. The hotel wasn't very expensive. It very much. (cost)
9. I was in a hurry, so I time to phone you. (have)
10. It was hard work carrying the bags. They very heavy. (be)

Classify Verb and adverb from the task above

MEETING 4:

LKPD 5

Mangku Sakti Waterfall



Once upon a time in the past. There lived a wise hermit on the slopes of Mount Rinjani. His magic was renowned throughout the world. The man with extraordinary supernatural powers devoted his life to goodness (an-naml: 65 dan al-jin:26-28). He was light-hearted and often helped the people around him. Under certain circumstances. If there are people who are approached by wild animals, the powerful figure will step in to help. Likewise, when there are people who are disturbed by spirits. He is also the one who handles it. His ability to handle the supernatural apparently made this man named Mangku which is means guardian, He seemed to be a guardian for the community from disturbances beyond the control of the community's ability at that time.

Despite having extraordinary abilities. In his daily life, the mangku lived modestly. He took the simplest way of life.

"It is because of his ability and the way he carries himself that the Mangku is respected and revered by the community," said Sajang Village tourism actor, Hajrul Fahmi, some time ago.

This legend is closely linked to the name of Mangku Sakti Waterfall in the village. The waterfall formed from a series of solid structures is none other than to commemorate the mangku's kindness during his seven lifetimes. The Mangku made this waterfall a place for solitude and contemplation. In fact, according to local tradition, it was at this waterfall where the mangku breathed his last.

It was only after the mangku's death that this waterfall was discovered by residents. No wonder the shape of the waterfall surface is believed to resemble the of the smiling face of the wise man. This waterfall located in Sajang village, Sembalun regency.

1. What was the story about ?
2. Who were the characters involved in the story?
3. What was the moral lesson of the legend?
4. What was the purpose of the text ?
5. What the meaning of Mangku ?
6. where the location of this waterfall?
7. What was the main idea of first Paragraph?
8. Why that waterfall was named by Mangku sakti?

LKPD 6

A. Tell the story to your friend. Take turns.

1. What is the title of the folktale?
2. Who are the characters?
3. What moral value do you get from the story?
4. What is the setting of the story?
5. What is the plot of the story?

B. Rewrite the story of Mangku Sakti Waterpark by your own Language!

Appendix 4

MEETING 5:

Post – Test Narrative Text

Direction:

5. Write your name on your answer sheet!
6. Read the instruction before and answer the question carefully!
7. Do not cheat with your friends!
8. Check your answer before submitting!

Question:

5. Read the legenda story in Lombok above!
6. Choose one of them that you want!
7. Rewrite down the story on your sheet!
8. Make sure you write the story with Narrative text rules!

A. Batu Golog



Once upon a time, in the Padamara area, near the Sawing River, West Nusa Tenggara, there lived a very poor couple. The wife was named Inaq Lembain, while the husband was named Amaq Lembain.

Every day they went to the houses of people who also worked as farmers to look for work. In fact, the husband and wife had to go from one village to another while carrying their two children.

When they arrived at a house where people were busy pounding rice, Inaq Lembain approached her. "Sorry ma'am, is there any work for me? I can help you pound rice," Inaq Lembain asked.

"Actually, we don't need any extra labor," said the lady of the house.

"Please help me. Give me a job so that my children can eat today," said Inaq Lembain pleadingly.

Taking pity on Inaq Lembain, the woman who owned the paddy gave her a job. She told Inaq Lembain to help pound the rice. When pounding rice, Inaq Lembain's two children were placed on a flat stone not far from where she was pounding rice. The stone was called the golog stone.

"Wait here, son. Mom will be working. Don't be naughty," Inaq Lembain told her children.

Then, Inaq Lembain went to work pounding rice. Not long after, Inaq Lembain's two children cried out for her.

"Mom...mom...!" shouted Inaq Lembain's two children.

It turned out that something strange was happening to the stone that Inaq Lembain's two children were sitting on. The rock was moving higher and higher.

"Wait there for a moment, I'm working," said Inaq Lembain, ignoring her children's cries.

"Mom..., this rock is getting higher and higher," the children shouted.

Thinking the children were joking or whining about something, Inaq Lembain did not respond. The stone grew taller and taller without her realizing it. Already taller than a coconut tree, the child was screaming louder and louder.

"Mom...mom...help!" cried his son once again.

"Wait, mom is working," said Inaq Lembain.

Eventually, her children's cries became fainter and fainter. Inaq Lembain still ignored her children's cries. As their voices became less and less audible, she thought that her children must have fallen asleep.

She didn't realize that the taller rock had now reached the clouds. When he looked in the direction where his son had left off, he couldn't find them anymore. She was shocked to realize that her children had been carried away by the rock until they were almost invisible.

Inaq Lembain was at a loss to save her children. She cried and begged the Gods to retrieve her children who had been carried up to the clouds. Inaq Lembain's prayers were answered. She was given supernatural powers by the Gods. With her belt she could cut the golog stone with just one slash.

The golog stone was cut into three pieces. The severed parts of the golog stone were thrown very far away. The first part fell somewhere causing the ground to tremble. The place where the stone fell became a village which later changed its name to Gembong Village. The second part of the golog stone fell in a place which was later named Dasan Batu. This name was given because there was someone who saw the stone fall.

Meanwhile, the third part of the golog stone fell somewhere which was later named Montong Teker. This name was given because the last part of the fallen golog stone made a rumbling sound.

Even though the golog stone was split into three parts, Inaq Lembain was still unable to get her children back. Her children did not fall to earth, but turned into two birds. The older brother had turned into the Kekuwo bird, while the younger brother had turned into the Kelik bird. Because both birds were of human origin, they could not incubate their own eggs. Inaq Lembain was so sorry for being too busy working and not paying attention to the cries of her children.

B. Cupak Gerantang



Once upon a time, in the lush and verdant island of Lombok, Indonesia, there lived two brothers named Cupak and Gerantang. They were as different as night and day. Cupak, the elder brother, was known for his cunning and laziness. He was greedy and often caused trouble wherever he went. In contrast, Gerantang, the younger brother, was kind-hearted, hardworking, and loved by everyone in their village for his gentle nature.

The brothers lived with their mother, who struggled to make ends meet. Despite their differences, the mother loved both her sons dearly, though she often worried about Cupak's reckless behavior. One day, news spread throughout the village of a fearsome giant that had kidnapped the princess of a neighboring kingdom. The

king had promised a great reward, including the princess's hand in marriage, to anyone who could rescue her.

Hearing of the reward, Cupak's eyes gleamed with greed. He immediately decided to embark on the quest to rescue the princess, hoping to gain wealth and power. Gerantang, always wanting to protect his brother and help those in need, chose to accompany him.

The journey was perilous. They traveled through dense forests, crossed raging rivers, and climbed steep mountains. Along the way, Cupak's true nature began to show. He would often shirk from difficult tasks, leaving Gerantang to bear the brunt of the work. Yet, Gerantang remained patient and steadfast, always believing in his brother's potential for goodness.

After many days of travel, they finally reached the lair of the giant. The brothers devised a plan to rescue the princess. Cupak, fearful and hesitant, wanted to flee, but Gerantang's courage and determination convinced him to stay. Under the cover of night, they sneaked into the giant's cave.

Inside the cave, they found the princess locked in a cage. The giant, a terrifying creature with immense strength, was sleeping nearby. Gerantang, moving with quiet precision, unlocked the cage and freed the princess. However, as they were making their escape, Cupak accidentally knocked over a pile of rocks, waking the giant.

In a fit of rage, the giant roared and lunged at them. Cupak, terrified, pushed Gerantang towards the giant in an attempt to save himself. Gerantang, however, stood his ground and fought bravely. He managed to outwit the giant by using his agility and quick thinking, leading the creature into a trap they had set earlier.

With the giant defeated, Gerantang, the princess, and a now-ashamed Cupak made their way back to the kingdom. The king, overjoyed at the return of his daughter, prepared to bestow the promised rewards. When asked who was responsible for the rescue, Cupak, driven by his greed, tried to claim all the credit. But the princess, having witnessed the entire ordeal, spoke the truth.

She praised Gerantang for his bravery, selflessness, and honor. The king, moved by her account, declared Gerantang the true hero. Gerantang, humble as always, accepted the king's gratitude but declined the offer of marriage to the princess, stating that his only wish was to return to his village and take care of his mother.

The king, impressed by Gerantang's humility, granted him a generous reward of gold and land, ensuring that he and his mother would live in comfort. Cupak, realizing the consequences of his actions, was left to reflect on his behavior and the value of true bravery and honor.

Appendix 5

ASSESSMENT PRE-TEST & POST-TEST

No	Nama Lengkap	Pre-Test	Post-Test
1	RAHMATUSSILMI	50	75
2	LUTPIATUN SRI WAHYUNI	55	70
3	RIZKIANA DEWI SAPITRI	50	70
4	HESTI DWI PUTRI	45	65
5	LINA A'YUNINNI'AM	60	75
6	PATIMATUZZAHRO'	50	70
7	MADA ULLIANA	60	70
8	GEA ANINDITA ALVIANDARI	40	60
9	AISYATU ALFIN NISA	50	60
10	HIDANA AYU HIDAYANTI	55	70
11	SEFIA MARSAGITA RAMADANI	70	80
12	SAFIRA INDAH MUMTAZA	55	65
13	ZAKIATUL MUNAWARAH	50	75
14	AOLIA ASTUTI	55	75
15	LUTFIYA KHAIRO	50	70
16	NURUL SUHADA	40	65
17	HILYAN FATHONAH	50	70
18	AUDI FEBRI CAHYANI	50	70
19	LAILI ROHMATIKA	45	65
20	LOVA SELVYA AZRANI	55	75
21	JUNIATUN ASRIANI	50	70
22	LINA MARLINA	45	60
23	LUNA MAUIZOTIL HASANAH	40	55

Lowest Score : 55

Highest Score : 80

Appendix 6

DOCUMENTATIONS

Post-Test



Treatments





Post-Test

