

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF LISTEN-READ-DISCUSS (LRD) STRATEGI
ON THE STUDENTS' READING COMPREHENSION ABILITY
AT THE EIGHTH GRADE OF SMP N 3
BATANGHARI EAST LAMPUNG**

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English Education Study Program**



STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1438 H / 2017 M

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**Presented as a Partial Fulfillment of the requirement
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department**

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**THE INFLUENCE OF *LISTEN-READ-DISCUSS (LRD)* STRATEGI
ON THE STUDENTS' READING COMPREHENSION ABILITY
AT THE EIGHTH GRADE OF SMP N 3
BATANGHARI EAST LAMPUNG**

ABSTRACT

BY:

WAHYUNINGSIH

Listen-Read-Discuss (LRD) is one of strategi that can help the students to comprehend the text easily. The objectives of this research were to know whether Listen-Read-Discuss (LRD) Strategi influence the students' reading comprehension ability at the eighth grade of SMP N 3 Batanghari East Lampung. To collect the data the researcher used test, observation, and documentation, to got the students' score the researcher used written test in form multiple choice.

In this research, the researcher used Quantitative research. It aimed to find out whether by using Listen-Read-Discuss (LRD) Strategi could influence the students' reading comprehension ability. This research involved students with given pre-test, treatment, and post –test. The researcher used Chi-square and T-test formula to analyze the data.

Finally, the data indicated “ $X^2_{\text{observed}} = 14,24$ was higher than “ $X^2_{\text{table}} = 5,991$ (5%), and 9,210 (1%) that $t_{\text{observed}} = 9.315$ was higher than $t_{\text{table}} = 1.720$ (5%), and 2.832 (1%). It mean that Listen-Read-Discuss (LRD) strategi can influence on the students' reading comprehension ability at the eighth grade of SMP N 3 Batanghari East Lampung in academic year 2016/2017.

**PENGARUH STRATEGI *LISTEN-READ-DISCUSS (LRD)*
PADA KEMAMPUAN MEMBACA PEMAHAMAN SISWA
DI KELAS 8 SMP N 3 BATANGHARI LAMPUNG TIMUR**

ABSTRAK

BY:

WAHYUNINGSIH

Listen-Read-Discuss (LRD) merupakan salah satu strategi yang dapat membantu siswa dalam memahami isi bacaan dengan mudah. Tujuan dari penelitian ini adalah untuk mengetahui apakah strategi Listen-Read-Discuss berpengaruh terhadap kemampuan membaca pemahaman siswa di kelas 8 SMP N 3 Batanghari Lampung Timur. Untuk mengumpulkan data peneliti menggunakan tes, observasi, dan dokumentasi untuk memperoleh nilai siswa peneliti menggunakan tes tertulis dalam bentuk pilihan ganda.

Dalam penelitian ini peneliti menggunakan jenis penelitian kuantitatif. Penelitian ini bertujuan untuk mengetahui apakah dengan menggunakan strategi Listen-Read-Discuss dapat berpengaruh dalam kemampuan membaca pemahaman siswa. Penelitian ini melibatkan siswa dalam pre-test, treatment, dan post-test. Dalam penelitian ini, peneliti menggunakan rumus Chi-Square dan T-tes untuk menganalisis data.

Akhirnya data menunjukkan bahwa $X^2_{hitung} = 14,24$ lebih besar dari pada $t_{table} = 5,991(5\%)$, dan $9,210(1\%)$. Sedangkan $t_{hitung} = 9,315$ lebih besar dari pada $t_{table} = 1,720(5\%)$, dan $2,832(1\%)$. Hal ini menunjukkan bahwa strategi Listen-Read-Discuss (LRD) mempunyai pengaruh terhadap kemampuan membaca pemahaman siswa kelas 8 di SMP N 3 Batanghari Lampung Timur tahun ajaran 2016/2017.

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MOTTO

.... يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ...

(QS. Al-Mujadalah: 11)

Allah will exalt the degree of faithful people among you and people given knowledge

(QS. Al-Mujadalah: 11)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to my beloved parents (Mr. Sukirin and Mrs. Maryati, also my beloved brother and sister (Sugianto, Joni Santoso and Siti Romlah). Then, to all of my friends thanks for your loving, carrying, praying, and greating support to finish this paper.

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To start with, I would like to extend my gratitude to Allah SWT for blessing, health, and also mercy because I can finally accomplish this undergraduate thesis. shalawat is also sent to prophet and muslim in particular.

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Last but not least, my greatest gratitude also goes to my family, my classmates, my friends in, all people in IAIN Metro who involved directly and indirectly in making this writing. I hope that this writing will become source of good for others.

Metro, June 10th, 2017

Wahyuningsih
13108737

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BAB I

INTRODUCTION

A. Background of Study

Reading is one of skills that are very essential for each student. Moreover, reading is a process of decoding message which readers own experience and knowledge. Through reading the reader can get information and knowledge because reading has a deriving process that make the reader easy to get the researcher's idea. Without reading, there is very impossible for the reader can get new information and knowledge.

Furthermore, there are many benefits that we can get from reading. The first one is you can expose yourself to new things, new information, and new ways to solve a problem. You can find a new hobby from reading. The second one is gaining experience from other people. When you are reading, you are actually gaining the knowledge and experience of someone. It can make your success toward a goal, you don't need to repeat same mistake that have done by her. The third one is tool of communication. As we know that communication is the most important tool which can be transmitted through reading. As you communicate through reading, you can understand more, and you can communicate better with people. Through reading, you build a more solid foundation for communication.

The fourth is connecting your brain. When reading, you are in full silence because reading connects directly to your brain. In silence, your brain is clear and focuses. Thus, you feel and see from the point of view of the

author about everything in life. Hence, it can shape your better self. The last is building your imagination and creativity. Reading exposes you to a world of imagination, showing you nothing is impossible in this world. By reading, you are exploring a different angle to see a thing you have known. So, reading is very important to our future.

However, reading cannot be separated from comprehension. Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, the students need to be able to decode what they read, make connections between what they read and what they already know, and think deeply about what they have read. One big part of comprehension is having sufficient vocabulary or knowing the meanings of enough words. The students who have strong comprehension are able to draw conclusion about what they read.

In fact, the students faced many problems in comprehending the text. Most of them often get stuck because of some problems, such as unfamiliar words, their inability in understanding the context, lack of enthusiasm in involving themselves in the reading subject, they didn't interest with reading subject, and strategy in teaching reading are unattractive and monotonous. Reading is not an easy to master, it is a complex process that requires specialized of the reader. Because of it, reading strategy is needed by the students to solve those problems.

Those problems make a learner should find out suitable strategy that can help the students in English reading comprehension ability. Therefore, the

researcher must creative to determine appropriate strategy that will be applied in the classroom. In order the students and the researcher can master the material in teaching and learning process especially in reading should be used the effective strategy.

There are many effective strategies in reading comprehension ability. These strategies are think-aloud, Question-Answer-Relationship (QAR), Anticipation- Reaction – Guide (ARG), Think-Pair-Share, Jigsaw strategy, Listen-Read-Discuss (LRD), and so forth. Based on the problems that have faced by the students, the researcher chooses Listen-Read-Discuss as the suitable strategy to solve the student's problems.

Listen-Read-Discuss is the strategy that can help the students to comprehend the text easily. With this strategy, the students will be more active because in this strategy the students build their prior knowledge before reading by themselves. Then, this strategy also use discuss, so the students can share their idea to other friends. This strategy will help the researcher understand what their students understand while reading or before reading. So, the researcher can lead the students to comprehend the text easily. Then, the students can comprehend the text easily.

Based on the result of pre survey data was conducted on October 26, 2016 in SMP N 3 Batanghari in the Academic Year of 2016/2017, the researcher got the data of English score, as followed;

Table 1
The students' English score at the eighth grade of SMP N 3 Batanghari
in the Academic Year of 2016/2017

No	Name	Score	Note
1	ABS	60	bad
2	AF	40	bad
3	AP	53	bad
4	AS	40	bad
5	DM	83	good
6	DYS	60	bad
7	DS	83	good
8	DAY	53	bad
9	EDY	50	bad
10	ETS	63	bad
11	HS	73	fair
12	LA	20	bad
13	MFH	53	bad
14	RH	50	bad
15	ROA	40	bad
16	RP	53	bad
17	RDAP	70	fair
18	RAY	50	bad
19	RDAP	63	bad
20	SBI	70	fair
21	TAP	40	bad
22	WYS	33	Bad
	N = 22		

Source the researcher's archives, taken on October 26, 2016.

Table 2
The Criteria of Learning result

No.	Range	Frequency	Category
1	86-100	0	Good
2	70-85	5	Fair
3	0-69	17	Bad
Total		22	

From the table above, it can be seen that the level of the students reading comprehension ability is bad. The total subjects of the research are 22 students, only 5 students with percentage 22,7 % who pass of the test. The Criterion of Minimum Mastery (KKM) of the students is 70. So, the researcher assumes that it causes the researcher don't give the effective strategy that make the students can comprehend the text well. Moreover, the students don't interest with learning reading comprehension ability process because the researcher don't use a variation strategy.

As we know that the students have difficulties in comprehending the text. Most of them just read the text fluently but they don't understand the meaning of the text. Finally, the researcher solves those problems with conducting the research about "THE INFLUENCE OF LISTEN-READ-DISCUSS (LRD) STRATEGY ON THE STUDENTS' READING COMPREHENSION ABILITY AT THE EIGHTH GRADE OF SMP N 3 BATANGHARI EAST LAMPUNG".

B. Problem Identification

Based on the background of study above, the researcher would like to identify the problems as follows:

1. Most of the students did not understand what they have read.
2. The students had some difficulties in comprehend of reading text.
3. The students lack of enthusiasm in involving themselves in the English lesson.
4. Strategy that was used by the researcher are unattractive and monotonous.

C. Problem Limitation

The researcher realizes that is not possible to investigate all of problems. Therefore, the researcher limits the problems only to the students' difficulties in comprehending the text.

D. Problem Formulation

Based on the problem above, the research formulates the problem in this research as follow "Is there any positive and significant influence of using Listen-Read-Discuss strategy on the students' reading comprehension ability at the eighth grade of SMP N 3 Batanghari East Lampung ?"

E. The Objectives and Benefit of The Study

1. The Objective of the study

The objective of the research is to find out whether there is a positive and significant influence of using Listen-Read-Discuss on the students' reading comprehension ability at the eighth grade of SMP N 3 Batanghari East Lampung.

2. Benefits of The Study

a. For the headmaster

As a consideration material to facilitate the English learning process.

b. For the English Teacher

As recommendation to teacher in order to teach an effective and efficiency strategy as Listen-Read-Discuss Strategy.

c. For the students

As a contribution for the students to increase their reading comprehension ability

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading Comprehension Ability

1. The Concept of Reading

a. The Definition of Reading

Reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency. In this process, the reader interacts dynamically with the text as she or he tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge as well as schematic knowledge. Since reading is a complex process.¹ There are so many experts that have different definitions for reading but the researcher will take several definitions according to the experts as follows:

Albert Josiah Harris states that reading is a result of the interaction between: the perception of graphic symbols that represent language and the reader's language skills, cognitive skills and knowledge of the word. Moreover, Grabe argues that many writers attempt to understand and explain the fluent reading process by analyzing the process into a set of component skills.²

Then, Baker and Brown said that reading is a complex process involving a network of cognitive actions that work together to construct

¹ Hesham Suleiman, *Teaching Reading Comprehension To ESL/EFL Lrarners*, (Albaya: Intermediate School in Riyadh), Vol 5/No.2/ September 2015, p. 144

² Ibid.

meaning.³ Furthermore, Urquhart and weir states that reading means dealing with language messages in written and printed form.⁴

After that, Wolf gives her opinion that reading is a neuronally and intellectually circuitous act, enriched as much by the unpredictable indirections of a reader's inference and thought, as by the direct message to the eye from the text.⁵ Next, Smith said that reading might be defined as thought stimulated and directed by written language.⁶

Based on the definition some experts above, the researcher concludes that reading is the process of comprehending information from the text or the written language that have read by the readers.

b. The Types of Reading

There are two types of reading:

1) Extensive Reading

Extensive reading enables learners to achieve their independency by reading either in class or at home. Through extensive reading, learners can build their language competence, progress in their reading comprehension ability , become more independent in their studies, acquire cultural knowledge and develop confidence and motivation to carry on learning.

³ Linda J.Dorn & Carla Soffos, *Teaching For Deep Comprehension: A ReadingWorkshop Approach* , (USA: Stenhouse, 2005), p. 6

⁴ John S. Hedgcock & Dana R.Ferris, *Teaching Readers of English: Students, Texts, and Contexts*, (New York: Routledge, 2009), p.15

⁵ Ibid.

⁶ Ibid.

The practice of extensive reading needs little justification. It is clearly the easiest way of bringing the foreign learner into sustained contact with a substantial body of English. If he reads, and what he reads is of some interest to him, then the language of what he has read rings in his head, the pattern of collocation and idiom are established almost painlessly with a range and intensity which is impossible in terms of oral classroom treatment of the language.⁷

2) Intensive Reading

Students usually read a page to explore the meaning and to be acquainted with writing mechanisms. Hedge argues that it is “only through more extensive reading that learners can gain substantial practice in operating these strategies more independently on a range of materials.”⁸ In intensive reading activities learners are in the main exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic or to provide the basis for targeted reading strategy practice.

In conclusion, through doing complex activities, extensive reading can broaden student’s knowledge more than intensive reading. In intensive reading, students write summary and do presentation which lead them to minimize the use of dictionary. In

⁷ Geoffray Broughton et.al, *Teaching English as a foreign language*, (New York : Francis e-library, 2003), p. 110

⁸ Hesham Suleiman, *Teaching Reading.*, p. 146

opposition, the students activity in intensive reading are more limited. The activities are depending on the researcher's guidance only.

c. The essential components of reading

There are five components of reading, here are the components:⁹

1) Phonemic awareness

Phonemic awareness refers to person's ability to attend to and manipulate the sounds of spoken words. In order to begin reading, a child needs to understand that words are made up of individual sounds. Phonemic awareness activities are playful and fun and greatly enhanced when combined with environmental print. As described in the report of the National Reading panel, there are several elements involved in phonemic awareness instruction.

These include phoneme isolation, phoneme identify, phoneme categorization, phoneme blending, phoneme segmentation, phoneme deletion, phoneme addition, and phoneme substitution. This section provides lessons and activities for using environmental print to draw attention to the sounds that make up words.

⁹ Jennifer Prior et.al, *Reading Is All Around Us : Using Environmental Print to Teach Beginning Literacy Skills*, (California : Shell Educational, 2004), p. 13

2) Phonics

Phonics is the connection between sounds and letter symbols. These sound and symbol create words. A word is identified as a whole unit and then its letter-sound connections are parsed out. Phonics through spelling focuses on connecting sounds with letters in writing. Reading text demands that students immediately apply their phonics knowledge to decode and comprehend what is being read.¹⁰

3) Vocabulary

Vocabulary is the words in the sentence. From the sentences, we have to know every word on the page to understand what we are reading.

4) Fluency

Fluency is a reader's ability to read with speed, accuracy and expression. Without fluency, readers attend more to decode than to understand the meaning of what they are reading. Else, fluency is intimately tied to comprehension and fluency promotes comprehension by freeing cognitive resources for interpretation.

5) Comprehension

Comprehension is deep and through, a reader is able to understanding evaluating synthesizing and analyzing of

¹⁰ Ibid, p. 11

information and gaining through an interaction between reader and author.

So, there are five the essential components of reading, those are phonemic awareness, phonic, vocabulary, fluency, and comprehension. Those components are very important in teaching reading comprehension ability. If we have mastered all of those components, it is very easy to learn reading comprehension ability.

2. The Concept of Reading Comprehension

a. The Definition of Reading Comprehension

Comprehension is particularly important with English language learners (ELLs). Moreover, Janette and Sharon states that “reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.”¹¹ It means that reading comprehension is the comprehend to find and understand new thing the readers read by using their knowledge actively. Reading comprehension is a skill to build throughout whole lifetime.¹²

According to Camille Blachowicz and Donna Ogle, comprehension is an interest-driven process where the purpose for

¹¹Janette K. Klingner and Sharon, *Teaching Reading Comprehension to Students With Learning Difficulties*, Series Editors’ by Karen R. Haris and Steve Graham, (New York: The Guilford Press, 2007), p.2.

¹²United State, *Reading Comprehension Success In 20 Minutes A Day*, (New York: LearningExpress, LLC, 2005), p. 175

reading can change over time.¹³ Reading comprehension is the one question type that regularly asks three to four questions around one block of content.¹⁴ Then, Wagner, et.al states that reading comprehension is a sole product of the ability to decode words.

It can conclude that reading comprehension is skill to know how far the reader knowledge of the text when he is reading..

3. Concept of Reading comprehension ability

a. The Definition of Reading comprehension ability

Before dealing with the definition of reading comprehension ability it is necessary to define the meaning of comprehension itself. Based on Hedgcock and Ferris comprehension is the ability to identify main ideas, an awareness of discourse structure, and the use of multiple strategies to achieve comprehension goals.¹⁵ Then, McKenna and Atahl states that comprehension is unquestionably the most important dimension of reading and yet assessing comprehension is difficult.¹⁶

After that, Grabe and Stoller states that comprehension is the ultimate goal of all reading that is the ability to understand a text underlies all reading task, the main idea comprehension should be at

¹³ Camille Blachowicz and Donna Ogle, *Reading Comprehension Strategies Second Edition*, (London: The Guilford Press, 2008), p. 27

¹⁵ Anjali Hans, “*Different Comprehension Strategies International Journal of English Language to Improve Student’s Reading Comprehension*”, (India: European Centre), Vol. 3/ September 2015, p. 61

¹⁶ McKenna et.al, *Differentiated Reading Instruction in Grade 4 and* , (New York: The Guilford Press, 2011), p. 34

the core of all reading instruction. Then, according to Tankersley comprehension is the center of reading. She also says that comprehension is the hearth of reading process and we bring our life experiences to the act of reading.¹⁷

It can be seen that comprehension is the one part which become important in reading, this process need intentional thinking, students as the readers need more focus to able comprehend the text. Based on the experts opinion above, it can be concluded that reading comprehension ability is the center of reading that need intentional thinking process to understand the text.

Moreover, Danielle S comprehension refers to the ability to go beyond the words, to understand the ideas and the relationship between ideas conveyed in a text. Comprehension is not always effortless and fast, of course. When beginning readers struggle over individual words, reading is slowed to a near halt and deeper levels of comprehension are seriously compromised.¹⁸ Reading comprehension ability is a highly interactive process that takes place between a reader and a text. It means that the main point of reading comprehension ability is at the interaction between readers and author. How readers' understanding can be constructed to catch the meaning of the author want to explain on the text.

¹⁷ Ibid.

¹⁸ Danielle S.McNamara, *Reading Comprehension Strategies: Theories, Interventions, and Technologies*, (New York: Lawrence Erlbaum Associates, 2007), P. 4

The purposes of reading comprehension ability can be achieved if the readers have good interaction with the text. It is influenced by many factors one of them is the background knowledge of readers about the text that will be read, students who has known the background knowledge about the text will be easier to understand the text. Hence, giving information and background knowledge about the text to the students is needed, so students can understand the meaning of what they read and can comprehend the text well.

b. Principles to guide reading comprehension ability

There are five principles to guide reading comprehension ability:¹⁹

1) Front-loading

This term refers to attempts to empower pupils before they read. Such techniques tend to reduce potential vocabulary obstacles to comprehension, activate relevant prior knowledge, and provide specific information on the text structure and actual facts covered in the text. It could be argued that such methods enable students to engage a reading selection as if they had elevated IQ's, skill, and knowledge.

2) Transformations

Readers are made more alert, active, and engaged by a requirement to transform the text from our ideas to those of the

¹⁹ Anthoni V. Manzo, *Literacy Disorders: Holistic Diagnosis and Remediation*, (University of Missouri: Harcourt Brace Jovanovich College, 1993), p. 319

reader. Reconstructive transformations, the focus of this chapter, include tasks such as;²⁰

- a) Translating, or retelling what one has read with the text available;
 - b) Recalling and retelling, without looking back at the text;
 - c) Rewriting, or summarizing with the text available;
 - d) Summarizing without consulting the text;
 - e) Outlining with and without available text;
 - f) Representing the text in a student-constructed graphic overview or illustration, with the text available for reference.
- 3) Authentic text and tasks

There are many possible ways to achieve some level of authenticity. However, is perfect, since schools are designed to teach about and simulate life conditions in some systematic and controlled manner.

4) Instructional conversations

Known by several other names, such as responsive teaching, reciprocity, and cognitive apprenticeship, this notion simply means that the teaching method is built on a relatively authentic interactions between writer and students, and students with one another.

²⁰ Ibid.

5) Teach strategies, not skills

Each lesson should be crafted so as to impart possible strategies for dealing with reading and learning needs. Accordingly, it is important to focus on teaching students to use strategies such as self-monitoring and self-fixing, and to plan for the gradual fading out of writer direction with a corresponding increase of student responsibility. Skill instruction is not a way of teaching. It is an objective that comes from student commitment and practice in effectively using personal learning strategies until these become automatic, or habitual.²¹

So, to teach reading comprehension ability we must use the principles of reading comprehension ability that includes front-loading, transformations, authentic text and tasks, instructional conversations, and teach strategies, not skills. Those principles are very helpful to guide reading comprehension ability in classroom. Those principles make the learning process more effective.

c. The Models of Reading comprehension ability

There are three models of reading comprehension ability:²²

1) Bottom-Up Models

Bottom-Up models define reading as text-driven process that begins with perception and recognition first of letters, then of

²¹ Ibid.

²² Anthony Manzo and Ula Manzo, *Content Area Reading: A Heuristic Approach*, (Ohio: Merrill Publishing Company, 1990), p. 22

phonetic elements, then of words, then of word groups, and ultimately of sentence meaning and passage meaning. The reader's role is to process these units accurately and rapidly, building meaning from the smaller to the larger units that is from the bottom up. Gough and Cosky assumed that if children master each successive reading sub skill, they eventually will attain overall reading competency.

2) Top-Down Models

Top-Down Models describe reading as a meaning-driven process. The reader starts with prior knowledge, which he or she actively applies and compares to the material being read.²³ Top-Down models imply that reading instruction should deemphasize sub skills and focus on pre-reading activities that develop students' background of information and on spending more time reading.

3) Interactive models

According to Rumelhart, interactive models propose that readers employ both top-down and bottom-up processing, using information gleaned from one process to inform and advance the other.²⁴ The interactive model views reading as an active, strategic process of questioning, predicting, confirming, and self-correcting. Good readers have a variety of such strategies at their

²³ Ibid., p. 23

²⁴ Ibid.

disposal and are able to apply them as needed to accommodate any internal and external factors that may be contributing to the difficulty of a given reading selection. An interactive view of reading comprehension ability minimizes or ignores some aspects we have long focused on, such as level of comprehension and comprehension skills.

In conclusion, there are three models of reading comprehension ability those are Bottom –up Model, Top-down model, and Interactive Model. As the researcher, we must choose the suitable models that we use to teach the students. Actually, all of the models are effective, to choose the suitable models we must know the student’s situation.

d. The Measurement of Reading Comprehension Ability

There are some criteria commonly use in measuring students’ reading comprehension ability, these are:²⁵

- 1) Main idea (topic)
- 2) Expression/idioms/phrases in context
- 3) Inference (implied detail)
- 4) Grammatical features
- 5) Detail (scanning for a specifically stated detail)
- 6) Excluding facts not written (unstated detail)

²⁵ H.Douglas Brown, *Language Assessment: Principle and Classroom Practice*, (California: Longman, 2003), p. 206

- 7) Supporting ideas
- 8) Vocabulary in context.

Based on the explanation above, it can be concluded that reading comprehension ability is a process of deep interaction between reader and author to communicate successfully in gaining what the author means on the text. The students as the readers can comprehend the text based on their ability to recognize the text.

B. Concept of Listen-Read-Discuss (LRD) Strategy

1. The Definition of Listen-Read-Discuss (LRD)

There are many kind of strategy that can be used in teaching and learning reading comprehension ability, one of them is Listen-Read-Discuss. A strategy which was introduced by Manzo and Casale, LRD is a literacy strategy that helps the students to comprehend the text. Before reading, students listen to a short lecture delivered by the researcher.²⁶ The LRD is a good transfer strategy for writers as well as students. Manzo said that it is recommended as a heuristic for helping content writers become involved in an instructional conversation that tends to more naturally infuse reading instruction into content-based classroom instruction.²⁷

Then, according to McKenna Listen-Read-Discuss (LRD) is a strategy especially designed for struggling readers. Moreover, Alvermann states that Listen-Read-Discuss is a strategy guides students to be an active

²⁶ Julie.H.I, *Literacy and Learning: Reading in the Content Areas*, (Louisiana University: Louisiana Public Broadcasting, 2002), p. 11

²⁷ Anthoni V.Manzo, *Literacy Disorders.*, p. 323

students in learning. Here the students can be trained to be better listener, reader, and speaker. Based on the explanation experts above, the researcher concludes that Listen-Read-Discuss is very helpful to make students comprehending the text. So, by applying LRD strategy the activities of teaching reading comprehension ability can run well.

This strategy applies that the students as the reader will listen short story about the text from the researcher. Short story or information or knowledge about the text before students start reading is as the prior knowledge for the students. By giving the prior knowledge to the students, it is hoped that students can easier understand when read the material and can comprehend the text.

Moreover, after students listen short story about the text and read the text LRD uses discussion after student's reading, this activity is to enhance students' understanding about the text. There is a large group discussion or students engage in small group discussion about the topic. In this activity students discuss the text that they have read. The students may be asked to complete an information sheet or a writing activity to further develop understanding. By this activity, writer can help students for understanding the text.

Based on the explanation above the researcher concludes that LRD as a strategy in learning reading comprehension ability is concerned in helping the students' to comprehend the text. Before-during-after is concept used in this strategy. This strategy uses listening activity to give

the students' information before reading the text and after the students reading the text engages student group discuss the text together to develop their understanding.

2. The Principles for Teaching Reading comprehension ability through Listen-Read-Discuss

Manzo and Caselo-Manzo recommended the principles for using LRD, those are:²⁸

- a. Select a portion of a text to be read;
- b. Present the information from that portion of the text in the customary lecture style for about half the class period;
- c. Have the class read the textbook version of the same material. Students will then be “empowered” to read material with which they have some familiarity.
- d. Discuss the material students have heard and read.

The researcher can use some questions, adapted and extended from Frank Smith, these question for provoking a fruitful discussion folbading reading:²⁹

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

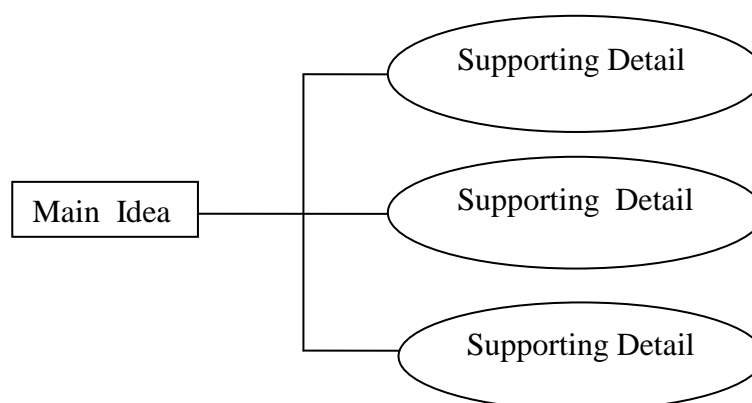
²⁸ Anthony Manzo and Ula Manzo, *Content Area.*, p. 11

²⁹ Anthony Manzo and Ula Manzo, *Teaching Children To Be Literate: A Reflective Approach*, (University of Missouri: Harcourt Brace College, 1995), p. 323

3. The Procedures of Using Listen-Read-Discuss in Teaching Reading comprehension ability

There are the procedures of Listen-Read-Discuss by Manzo:³⁰

- a. Listen: The researcher present the informational to the students' about the text that they will be reading and this can be in the form of a short lecture on the reading material selected, here, the researcher tries to activate students' prior knowledge by using graphic organizer to guide the lecture. The time for this step is approximately 10-15 minute. Here, the form of graphic organizer:



- b. Read: Then, the students read a text selection about the topic. This explanation is compared with the information from the lecture. The passage from the textbook should cover the same information introduced in the lecture. Long reading assignment that bring in other topics are not appropriate. The researcher should let the students

³⁰ Julie H. Lester, *Literary & Learning.*, p. 11

know that the purpose of reading is to experience another explanation of the topic and to compare it to the information they have just read.

- c. Discuss: The researcher will lead a classroom discussion of the material that was read and encourage students to reflect on any differences between their readings of the content on the researcher's presentation. So, in this step the researcher make a small or large group and they ask question.

Based on the procedures above, the researcher concludes that LRD is the suitable strategy that can help the students comprehending the text. The students begin using this strategy by listening to a presentation of the content of the text by the researcher. Then, the students read the text selection to compare the information that is read by writer. Finally, they discuss the text with their group.

4. The Advantages of Listen-Read-Discuss

Manzo and Caselo explain the benefits of using LRD strategy are:³¹

- a. LRD can be used for proficient or weak reader;
- b. Writers observe reluctant reader approaching the text with more confidence;
- c. It is easy to use and require little preparation;
- d. It helps students to comprehend the material presented orally;
- e. it builds students prior knowledge before they read a text;

³¹ Anthony Manzo & Ula Manzo., *Content Area*, p. 11

- f. It engages struggling readers in classroom discussion;
- g. Students bring more information and enthusiasm to the post-reading discussion;
- h. Students capable of reading with greater understanding;
- i. They have more to contribute to class discussion;
- j. It is flexible strategy can be used across all curriculum areas with almost any text.

5. The Disadvantages of Listen-Read-Discuss

LRD is difficult to use in a daily basis because developing the lecture and the students' prior knowledge is time intensive. The researcher must be selective and choose specific text where the students lack prior knowledge about and need more support with LRD text. Most students don't need that high level of support for the content material they will read, but struggling readers and early English language learners will benefit greatly from this strategy.³²

C. Theoretical Framework and Paradigm

1. Theoretical Framework

There are two variables in this research, they are independent variable (X) and dependent variable (Y). The independent variable (X) is

³² Ibid.

using Listen-Read-Discuss strategy and dependent variable is students' reading comprehension ability.

To learn language as a foreign language well, the students' have to good enough skill of language. One of them is reading. Reading is one of the important ability that student must mastery it. According to Anderson et.al, reading comprehension ability is the process of constructing meaning by coordinating a number of complex processes that include word reading, word knowledge, and fluency.³³ So, reading comprehension ability is a process of deep interaction between reader and author to communicate successfully in gaining what the author means on the text

Most of the students found the difficulties in reading, especially in comprehending the text. They just read a text fluently but they didn't know the meaning of the text. In this case, the researcher uses the Listen-Read-Discuss strategy to solve those problems. Listen-Read Discuss is the strategy to help the students comprehend the text.

This strategy can build students prior knowledge before they a read a text. LRD is an excellent tool for engaging struggling readers in classroom discussions. Since the content is initially covered orally, students unable to read the entire text on their own are able to gain at least a surface level of understanding about the reading.

Then, the researcher grants students the opportunity to read and to discuss what they read in detail with the whole class. Struggling students

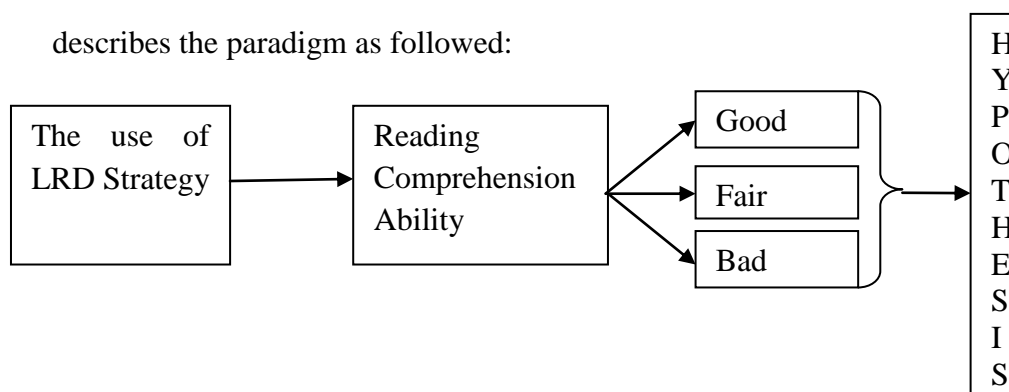
³³ Janetta K. Klingner et.al, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), P. 2

who have difficulty reading proficiently on their own, benefit from this activity because they build on their prior knowledge through listening to the researcher's introduction of the topic.

Moreover, by using LRD reading strategy will enable the students to solve the difficulties in reading comprehension ability and also they can comprehend the text. If the pre test is higher than post test, it indicates that the LRD strategy cannot be used in reading comprehension ability but if the post test is higher than pre test, it indicates that the LRD strategy influences the students' reading comprehension ability in the eighth grades of SMP N 3 Batanghari.

2. Paradigm

According to the theoretical framework above, the researcher describes the paradigm as followed:



Based on paradigm above, A researcher must have a theoretical framework as a concept for basic in research. Theoretical framework is foundation concept that support relationship two or more variable. Therefore, if the Listen-Read-Discuss Strategy is applied perfectly, the students' reading comprehension ability will be good and if the Listen-

Read-Discuss Strategy is not applied perfectly, the students' reading comprehension will be bad.

D. Hypothesis

Based on the theoretical framework and paradigm above, the researcher formulates the hypothesis as follows:

1. Hypothesis Formulation

a. Alternative Hypothesis (Ha)

Ha: there is a positive and significant influence of using LRD strategy on the students' reading comprehension ability at the eighth grades at SMP N 3 Batanghari East Lampung.

b. Null hypothesis (Ho)

Ho: there is no a positive and significant influence of LRD on students' reading comprehension ability at the eighth grade of SMPN 3 Batanghari East Lampung.

2. Statistical Hypothesis

IF: $F_o > F_t$, Ha is accepted and Ho is rejected.

IF: $F_o < F_t$, Ha is rejected and Ho is accepted.

CHAPTER III

RESEARCH METHOD

A. Research Design

Based on the problem in the class, a writer would prepare the design that would be researched. According to Aliaga and Gunderson, quantitative research is explaining phenomena by collecting numerical data that are analysed using mathematically based on methods (in particular statistics).³⁴

This research was to know the Listen-Read-Discuss strategy can be used to influence the students' reading comprehension ability. To investigate the achievement of the research, firstly the students were given the questions from the researcher to know the knowledge of reading comprehension ability in the pre-test, the researcher got the pre-test score from the student's test. Then, the researcher found the students who got the bad scores and high scores. After that, the researcher made the treatment for all students by using Listen-Read-Discuss strategy. The researcher explained more about LRD strategy and how to identify the reading text.

After the treatment has conducted, the researcher administrates the post test to know the result from the treatment. The researcher identified the students' achievement in reading comprehension ability.

³⁴ Daniel Muijs, *Doing Quantitative Research: in education with SPSS*, (London: Sage Publications, 2004), p. 1

B. The Operational Definitions Variables

Variable is the condition or characteristics when experiment can manipulation, control or observation. Variable in this research were Listen-Read-Discuss Strategy and reading comprehension ability. Based on the statement above, the operational defined as follows:

1. Independent Variable

According to Donal Ary, independent variable is the manipulated variable. So, it is the variable that is selected, manipulated, and measured by writer.³⁵ Independent variable of this research is Listen-Read-Discuss strategy that can be defined as a strategy to comprehend the text easier.

The researcher hoped to investigate after using Listen-Read-Discuss Strategy to know whether the use of this strategy by the teacher, whether use was appropriate or not, the researcher would use the following indicators:

- a. The teacher presented the informational about the topic, the students listened it.
- b. The students read a text selection about the topic, the teacher listened it.
- c. The teacher led classroom discussion and divided the students into small group.
- d. The students shared their idea to their partner.
- e. The teacher gave some questions for the students appropriate the text.

³⁵ Donald Ary et.al, *Introduction to Research in Education*, (Canada: Nelson Education, 2010), P.26

2. Dependent Variable

Based on Donald Ary, dependent variable is the observed and measured variable.³⁶ Dependent variable of this research is reading comprehension ability that can be defined as knowledge of students in identification the text such us main idea, topic, and the others. In this research, the students can comprehend the text easier. The indicators of reading comprehension ability are:

- a. The students could find out the main idea of the reading comprehension text well.
- b. Students could comprehend and identify sentence by sentence of the text.
- c. The students could get the message from the text, included main idea and specific information.

C. Population, Sample, and Sampling Technique

1. Population

According to Daniel Muijs, the population is the group of people we want to generalise to.³⁷ It means that the population is all subject which will be presumed in this research. The population of this research was the students' of the eighth grades of SMP N 3 Batanghari in Academic year of 2016/2017 that consists of 137 students.

³⁶ Ibid.

³⁷ Daniel Muijs, *Doing Quantitative.*, p. 15

Table 3**The Population of the students of the Eighth class**

No	Class	Students
1	VIII 1	23 students
2	VIII 2	23 students
3	VIII 3	23 students
4	VIII 4	23 students
5	VIII 5	23 Students
6	VIII 6	22 students
Total		137 students

2. Sample

According to Donald Ary a sample is a portion of a population. In order word, sample is the small group that is observed.³⁸ The sample must be representative in the sense that each sample unit will represent the characteristic of a known number of units in the population. Therefore, the researcher take the VIII₆ class as the sample of this research. The total of the students in this class were 22 students.

3. Sampling Technique

The sampling technique used by the researcher in this research was purposive cluster sampling. The researcher chose class VII₆ as a sample in this research. The researcher chose this class because most of students had

³⁸ Donald Ary, *Introduction to.*, p. 154

difficulties in comprehending the text, the score that they got from the test was bad, even most of them did not pass of the test.

D. Data Collection Method

1. Test

According to Donald Ary, test are valuable measuring instruments for educational research.³⁹ A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. This score, based on a representative sample of the individual's behaviour, is an indicator of the extent to which the subject has the characteristic being measured. It means that a test is one of the tools to measure the students' basic ability and achievement.

a. Pre-test

To know whether the using on LRD strategy could influence the students' reading comprehension ability, in this case, the researcher gave pre-test with written test form before the students' got more explanation in reading comprehension ability text. From this result, the researcher knew the students' mastery in answering the questions of reading comprehension ability exercises and know the weakness of learning process.

³⁹ Ibid., p. 201

b. Post-test

After analyzing and discussing the weakness and strength that was done by the researcher and the student during teaching-learning process without explaining and giving the reading comprehension ability exercise in pre-test, the researcher asks to the students about the difficulties in answering the exercise and gives more explanation about the reading comprehension ability and LRD strategy until the students understand. Finally, the researcher gives the post-test with written test form.

3. Documentation

During the process of creating the research, the researcher collected documents. This data source is relatively scientific data and easy to get. The researcher uses documentation to get detail information about conditions of the researcher, employers, organization structure, the school history, the buildings, and the location sketch of school in SMP N 3 Batanghari East lampung. Moreover, this method is used to know the implementation of LRD Strategy used in the classroom by using take a picture.

E. Research Instrument

According to Colton, an instrument is a mechanism for measuring phenomena which is used to gather and record information for assessment,

decision making and ultimately understanding.⁴⁰ It means that the instrument is the frame of questions for assessment base on the theory which use to measure phenomena. Research instrument which will be used in this research are:

1. Item test blueprint

Instrument blue print is a way to get the data that useful the researcher has done to collage information the field. The instrument which used to measure the students reading comprehension ability was written test. The kind of test is multiple choices that consists of 20 item questions.

Table 4
The instrument grilles test for reading comprehension ability

Research variable	Indicators	No item	Total item
Independent variable (X) LRD strategy	1. The students can search for some pieces of information easily. 2. The students can find the main idea of the text. 3. The students can find out the topic from a list of word.	3,9 1, 6 5,10	10 items
Dependent variable (Y) Reading comprehension ability	4. The students can determine the plot of the text. 5. The students can identify the topic of the text.	8,4 2,7	

⁴⁰ David Colton & Robert, *Designing and Constructing Instruments for Social Research and Evaluation*, (USA: Sons Inc, 2007), p. 5

2. Observation Guidance

- a. condition of teacher
- b. Students learning facilities

3. Documentation Guidance

- c. The condition of the school.
- d. The condition of teacher, employers, and students.
- e. The history of the school.
- f. The location of SMPN 3 Batanghari.
- g. The pictures during the teaching learning.

F. Data Analysis Technique

In applying experimental research to find out the differences between two samples is utilized Chi-Square formulation. Chi-Square is an important non-parametric test and as such no right assumptions are necessary in respect of the type of population.⁴¹ The formula of Chi-Square was used to find out the differences of significant between the frequencies which used to observe and the frequencies in hope. The researcher analyzes the data by using Chi-Square. Here, the formulation of Chi-Square:

$$\chi^2 = \sum \left(\frac{(Fo - Fe)^2}{Fe} \right)$$

⁴¹ C.R. Kothari, *Research Methodology: Methods & Techniques*, (New Age International (P) Limited, Publishers, 2004), p.232

Note:

$\chi^2 = \text{value of chi square}$

$F_o = \text{observed frequency}$

$F_e = \text{expected frequency}$

To investigate whether there is any positive and significant influence of the Listen-Read-Discuss strategy on reading comprehension ability among the eighth grade of SMP N3 Batanghari in Academic Year 2016/1017, here the formulation of t-test:

$$t = \frac{D}{\sqrt{\sum D^2 - (\sum D)^2}}$$

Notes:

N : total of subject

$\sum d$: total of students score before and after using LRD strategy ($X_2 - X_1$)

$\sum d^2$: the square total of students score before and after LRD strategy $(X_2 - X_1)^2$

To know the influence of using LRD strategy on students' reading comprehension ability at the eighth grade of SMP N 3 Batanghari. The researcher analyzes the data by using T-test.

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Explanation:

t : t value for correlation sample

\bar{D} : The average from difference score (average from D)

D : (*difference*), difference between pre-test score with post-test score

D^2 : Square of D

N : Total of participant⁴²

⁴² Donald Aryand Lucy Cheser Jacobs, *Introduction to Research in Education*. (Canada: WadworthCengage Learning, 2010), P. 177

CHAPTER IV

RESULT AND DISCUSSION

A. Description of the Data

1. Research Setting

a. The History of SMPN 3 Batanghari

SMP N 3 Batanghari was founded by the government in 2004. SMP N 3 Batanghari is located in the village of Batang Bumiharjo 39 Polos East Lampung District SMP N 3 Batanghari was established by the government by land area of 10.000 m², building area of 1.107 m², 3.000 m² yards wide, extensive sports grounds 350 m² and 5.543 m² garden. SMP N 3 Batanghari began to receive an operating permit on October 1st 2003 and operational in 2004/2005.

Since it was established the leader headmaster of the school had been changed as follow:

- a. Drs. Sunardi (2005 until 2009).
- b. Dra.R. Sunaryanti (2009 until 2011).
- c. Hj. Ngatemi, S. Pd (2011 until 2014).
- d. Mursidi S.Pd (2014 until Now).

b. Vission and Mission of SMP N 3 Batanghari.

- 1) Vision School: "Be the ideal school" with indicators:

- a) Excellent in academic.
- b) Excellent in the field of nonacademic.
- c) Excellent in performing.

c. Mission of SMP N 3 Batanghari.

Based on above vision, the mission determined to make it happen as follows:

- 1) Supplying of school facilities and infrastructure to support the effectiveness and efficiency of teaching and learning activities to produce quality graduates.
- 2) The implementation of effective learning and guidance so that every students' can advance optimally appropriate with their potential.
- 3) Giving the intensive achievement motivation through about the school to students'.
- 4) Foster appreciation of the teaching of religion and culture of the nationso that the source of wisdom in the act.
- 5) Implementing participatory management by involving the whole school community and local community school.
- 6) Improving the welfare of teachers and employees.

d. Building Condition and School Facilities

- 1) Facilities and Infrastructure

SMP N 3 Batanghari has permanent facilities and infrastructure that divided into several rooms for teaching purpose such as:

a) Class Room:

1) Class Room : 16 Rooms.

b) Laboratory

1) Laboratory Computer : 1 Room.

c) Office and Staff Room:

1) Principal Room : 1 Room.

2) Administration room : 1 Room.

3) Kitchen room : 1 Room.

d) Facilitation

a. The Library : 1 Room.

b. UKS room : 1 Room.

c. Mosque : 1 Room.

d. The Counselor Room : 1 Room.

e. Parking Bicycles/ Motorcycle: 1 Room.

f. Toilet : 8 Rooms.

2) Data of the Teachers at SMP N 3 Batanghari

The number of teachers and official employs of SMP N number 3 Batanghari in academic year of 2016/2017 are 35 that can be identified based on the educational background as follow:

Table 5
Teachers Educational Background

SMA/MA	S1	S2
-	32	3

a) Total of Students at SMP N Batanghari

SMP N 3 Batanghari has 428 students, and about 2 students each class, it divided into some classes that could identify as follow:

Table 7
Total of Students at SMP N 3 Batanghari

No	Class	Sex		Amount
		Male	Female	
1	VII	62	90	152
2	VIII	72	75	147
3	IX	63	66	129
Total		197	231	

Source by: Documentation of SMPN 3 Batanghari in academic year 2016/2017

2. Research Data

a. The students pre-test result

To measure the students' reading comprehension ability the writer used the pre-test before giving the treatment. The students has given 10 items of multiple choice questions that must be answered. It was consist of reading comprehension text, they were gave 40 minutes to finish the test. The result of pre-test can be shown as followed:

Table 8
The Pre-test Score of Students' Reading Comprehension
at the Eighth Grade of SMP N 3 Batanghari East Lampung

No	Name	Score
1	ABS	50
2	AF	70
3	AP	70
4	AS	60
5	DM	50
6	DYS	40
7	DS	50
8	DAT	70
9	EDY	60
10	ETS	50
11	HS	60
12	LA	40
13	MFH	50
14	RH	50
15	ROA	60
16	RP	70
17	RDAP	60
18	RAY	40
19	RDAP	50
20	SBI	70
21	TAP	40
22	WYS	70
Total (ΣX)		1230
Maximal Score		70
Minimal Score		40
Average		55,90909

Taken on May 18th, 2017

Based on the data above, it can be found that the highest score was 80 and the lowest score was 40. Based on the data, the writer then measured the class interval by using the formula as followed:

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 22$$

$$K = 1 + 3,3 \times 1,34$$

$$K = 1 + 4,42$$

$$K = 5,42 = 5$$

$$R = \text{highest score} - \text{lowest score} + 1^2$$

$$R = 70 - 40 + 1$$

$$R = 31$$

$$P = \frac{R}{K}$$

$$= \frac{31}{5}$$

$$= 6,2 = 7$$

Note:

R = A distance from score maximum and score minimum

K = The number of interval class

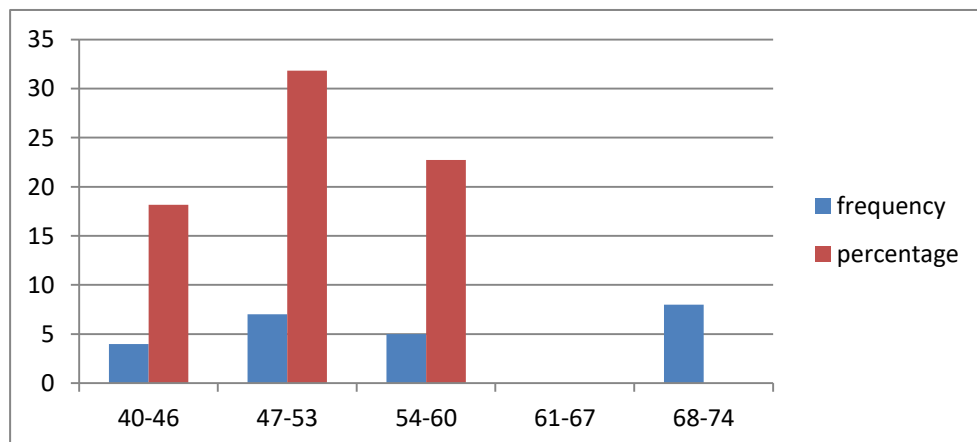
P = The length of interval class

The total of class interval of this result pre-test research was 10. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as followed:

Table 9
The Table of Frequency Distribution of Pre-test Score

No	Interval	Frequency	Percentage
1	40 - 46	4	18,18
2	47 - 53	7	31,82
3	54 - 60	5	22,73
4	61 - 67	0	0
5	68 - 74	6	27,27
Total		22	100 %

If the data was put into graphic, it can be seen as followed:



Based on the table frequency distribution above, it can be inferred that 22 students as the research sample can be divided:

- 1) For the class interval of 40-46, there were 4 students or 18,18%
- 2) For the class interval of 47-53, there were 7 students or 31,82%
- 3) For the class interval of 54-60, there were 5 students or 22,73%

- 4) For the class interval of 61-67, there were 0 students or 0%
- 5) For the class interval of 68-74, there was 6 students or 22,27%

Based on the table above, it can be seen that the students who passed the test was the students who got score more than 70, there were 6 students or 27,3%.

b. The students post-test result

A post-test was to measure the students' reading comprehension ability after being giving a treatment. The types of pre-test and post-test were the similar. This test was followed 22 students. The result of post-test can be shown, as followed:

Table 10
The Post-test Score of Students' Reading Comprehension Ability
at the Eighth Grade of SMP N 3 Batanghari East Lampung

No	Name	Score
1	ABS	70
2	AF	80
3	AP	80
4	AS	70
5	DM	60
6	DYS	70
7	DS	60
8	DAT	80
9	EDY	70
10	ETS	80
11	HS	70
12	LA	70
13	MFH	90
14	RH	60
15	ROA	70
16	RP	90
17	RDAP	80
18	RAY	60
19	RDAP	70
20	SBI	80
21	TAP	70
22	WYS	90
Total (ΣX)		1620
Average		73,63636
Maximal Score		90
Minimal Score		60

Taken on May 24th, 2017

Based on the data above, it can be found that the highest score was 90 and the lowest score was 50. Based on the data, the writer then measured the class interval by using the formula, as followed:

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 22$$

$$K = 1 + 3,3 \times 1,34$$

$$K = 1 + 4,42$$

$$K = 5,42 = 5$$

$$R = \text{highest score} - \text{lowest score} + 1^2$$

$$R = 90 - 60 + 1$$

$$R = 31$$

$$P = \frac{R}{K}$$

$$= \frac{31}{5}$$

$$= 6,2 = 7$$

Note:

R = A distance from score maximum and score minimum

K = The number of interval class

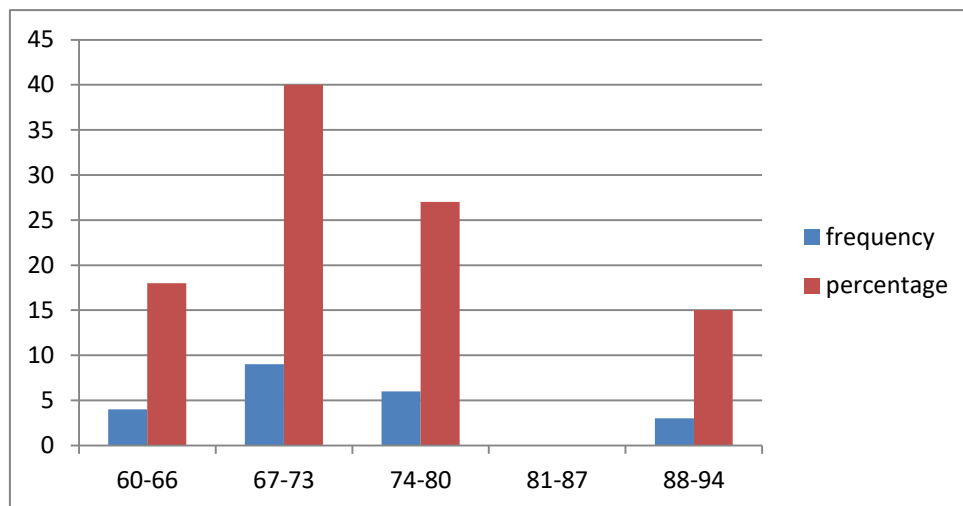
P = The length of interval class

The total of class interval of this result pre-test research was 8. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as followed:

Table 11
The Table of Frequency Distribution of Post-test Score

No	Interval	Frequency	Percentage
1	60 - 66	4	18%
2	67 - 73	9	40 %
3	74 - 80	6	27%
4	81 - 87	0	0%
5	88 -94	3	15%
Total		22	100 %

If the data was put into the graphic, it can be seen as followed:



B. Hypothesis Testing

After applying the test and getting the documentation, the researcher analyzed the data by using analysis chi-square and t-test in order to prove whether there is the influence of Listen-Read-Discuss strategy on the students' reading comprehension ability at the eighth grade of SMP N 3 Batanghari East Lampung, as followed:

1. Putting the data into the formula Chi-Square (X^2)

After administering the written test method, the researcher analyzed the data by using of Chi-Square (X^2) with two variables in order to prove whether there is a positive and significant influence of using Listen-Read-Discuss strategy on the students reading comprehension ability at the eighth grade of SMP N 3 Batanghari East Lampung, as followed:

$$\chi^2 = \sum \left(\frac{(F_o - F_e)^2}{F_e} \right)$$

Table 12

The Contingency Table of the expected Frequency at the Result of Students' Reading Comprehension Ability in Pretest and Posttest

Variables	Category			Total
	Good	Fair	Bad	
Pre-test	0	6	16	N = 22
Post-test	4	15	3	N = 22
Total	Cn = 4	Cn = 21	Cn = 19	N = 44

Hypothesis testing by using Chi-square analyzed as followed:

Table 13
The Testing of Data

Sel:	f_0	$f_e = \frac{Cn \times Rn}{n}$	$f_0 - f_e$	$(f_0 - f_e)^2$	$\frac{(f_0 - f_e)^2}{f_e}$
1	0	$4 \frac{22}{44} = 2$	-2	4	2
2	6	$\frac{21 \times 22}{44} = 10,5$	4,5	20,25	1,92
3	16	$\frac{19 \times 22}{44} = 9,5$	6,5	42,25	4,45

4	3	$\frac{4 \times 22}{44} = 2$	1	1	0,5
5	15	$\frac{21 \times 22}{44} = 10,5$	4,5	20,25	1,92
6	3	$\frac{19 \times 22}{44} = 9,5$	6,5	42,25	4,45
Total		Fe = 44	21	-	15,24

From the data above, the value of Chi-square was 14,24. Then, know the critical value of Chi-square the researcher firstly counted df, it was degree of freedom. The formulation of df:

$$\mathbf{Df = (c-1) (r-1)}$$

$$= (3-1) (2-1)$$

$$= 2$$

Note:

Df = Degree of freedom

c = column

R = row

Table 14
The Table of Critical Value of Chi-square

Level of significant	5%	1%
Df 2	5,9914	9,2103

- a. The critical value of X^2 table for 5% level was 5,9914
- b. The critical value of X^2 for 1% level was 9,2103

From all data analysis above, it could be known that:

- a. $X^2_{\text{observed}} = 15,24$
- b. $X^2_{\text{table of expectancy}} = 5\% (5,9914) \text{ and } 1\% (9,2103)$

The degrees of freedom is 2, so the values of X^2_{table} on degrees of freedom are 5% = 5,99914) and 1% = 9,2103).

2. Putting the data into formula t-test

To find whether there is positive and significant influence of using Listen-Read-Discuss strategy on the students reading comprehension ability at the eighth grade of SMP N 3 Batanghari East Lampung. The researcher used t-test formula. Firstly, the researcher prepared the table and put the data into the t-test formula as bellow to get $t_{\text{observation}}$.

- a. Preparing the table in order to prove whether there is the influence of Listen-Read-Discuss strategy on the students' reading comprehension ability at the eighth grade of SMP N 3 Batanghari East Lampung.

Table 15
The Score Pre-test and Post-test result
of the Students Reading Comprehension Ability

No	Name	Pre-test (X_1)	Post-test(X_2)	D (X_1-X_2)	D ² (X_1-X_2) ²
1	ABS	50	70	20	400
2	AF	70	80	10	100
3	AP	70	80	10	100
4	AS	60	70	10	100
5	DM	50	60	10	100
6	DYS	40	70	30	900
7	DS	50	60	10	100
8	DAT	70	80	10	100
9	EDY	60	70	10	100

10	ETS	50	80	30	900
11	HS	60	70	10	100
12	LA	40	70	30	900
13	MFH	50	90	40	1600
14	RH	50	60	10	100
15	ROA	60	70	10	100
16	RP	70	90	20	400
17	RDAP	60	80	20	400
18	RAY	40	60	20	400
19	RDAP	50	70	20	400
20	SBI	70	80	10	100
21	TAP	40	70	30	900
22	WYS	70	90	20	400
				ΣD 390	ΣD^2 8700
				17,7	

The average of D = $(390 : 22) = 17,7$

b. Putting the data above into the formula of t-test in order to get “ t_{observed} ”

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{17,7}{\sqrt{\frac{8700 - \frac{(390)^2}{22}}{22(21)}}$$

$$t = \frac{17,7}{\sqrt{\frac{8700 - \frac{152100}{22}}{462}}}$$

$$t = \frac{17,7}{\sqrt{\frac{8700 - \frac{152100}{22}}{462}}}$$

$$t = \frac{17,7}{\sqrt{3,87}}$$

$$t = \frac{17,7}{1,9}$$

$$t = 9,315$$

To know the critical value of t-test (t_{table}), the researcher firstly counted df , df is degree of freedom. The formulation of $df = N-1$. N is the number of research population:

$$\begin{aligned}df &= N-1 \\ &= 22-1 \\ &= 21\end{aligned}$$

Furthermore, the researcher demonstrated the data which was analyzed by using t_{test} in SPSS in the table below:

Table 16
Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	22	40	60	55.90	10.980
posttest	22	70	90	73.63	9.534
Valid N (listwise)	22				

The table above demonstrated that the total sample of pretest or before treatment was 22 with the minimum value was 40 and maximum 70, mean of pretest was 55,90 with the standard deviation was 10,980. Meanwhile the total sample of posttests or after treatment was 22 with the minimum value was 60 and maximum 90, mean of posttest was 73,63 with the standard deviation 9,534. Moreover, the table bellow illustrated the result of the calculation of t_{test} in SPSS

After considering the t-test table by using df 21, so it can be found that:

Table 18
The Table of Critical Value of t-test

Level of significant	5%	1%
Df 21	1.720	2.831

- 1) The critical value of t-test (t_{table}) for the 5% level is 1.720
- 2) The critical value of t-test (t_{table}) for the 1% level is 2,831

Based on the data analysis above, it can be found that:

- 1) “ t_{observed} ” = 9.315
- 2) “ t_{table} ” level of 5% = 1.720
- 3) “ t_{table} ” level of 1% = 2.831

Its mean that “ t_{observed} ” higher that “ t_{table} ” or it can be written as $1.720 < 9.315 > 2.831$. From the value above, it can be inferred that there is positive and significant influence of Listen-Read-Discuss Strategy on the students’ reading comprehension ability at the eighth grade of SMP N 3 Batanghari East Lampung.

C. Interpretation

1. Interpretation of “ X^2_{observed} ”

If $X^2_{\text{observed}} > X^2_{\text{table}}$, H_a is accepted and H_o is rejected

If $X^2_{\text{observed}} < X^2_{\text{table}}$, H_a is rejected and H_o is accepted

The critical value of “ X^2_{observed} ” was 14,24, in conclusion, using of LRD Strategy can influence students’ reading comprehension ability at the eighth grade of SMP N 3 Batanghari East Lampung.

2. Interpretation of “ t_{observed} ”

The researcher formulated to “ t_{observed} ” to “ t_{table} ” as followed:

- a. if $t_{\text{observed}} > t_{\text{table}}$, H_a is accepted and H_o is rejected

- b. If $t_{\text{observed}} < t_{\text{table}}$, H_a is rejected and H_o is accepted

The researcher has formulated the Alternative Hypothesis (H_a) such as : “there is a positive and significant influence of using Listen-Read-Discuss strategy on the students’ reading comprehension ability at the eighth grade of SMP N 3 Batanghari East Lampung.

Finally, the data confirmed that “ $t_{\text{observed}} = 9.315$ is higher than “ $t_{\text{table}} = 1.720$ in 5% and 2.831 in 1%. Therefore, it can be concluded that “ there is a positive and significant influence of using Listen-Read-Discuss strategy on the students’ reading comprehension ability at the eighth grade of SMP N 3 Batanghari East Lampung.”

D. Discussion

In, this research, there are two variables, independent variable is Listen-Read-Discuss strategy (X), dependent variable is Reading Comprehension Ability (Y). The variables were tested by using formula of Chi-square and T-test to investigate whether there is a positive and significant influence of using Listen-Read-Discuss strategy on the students’ reading comprehension ability at the eighth grade of SMP N 3 Batanghari East Lampung.

During the research, the researcher found many problem there was, they found unfamiliar word when they read a text, most of them didn’t understand what they read, they had some difficulties in comprehending the text, they didn’t interest with English subject, and strategy that used by the teacher were

monotonous and unattractive. So, the researcher used Listen-Read-Discuss strategy to solve the students' problems.

By applying and analyzing those strategy, the researcher knew that the students' reading comprehension ability can be raised by LRD strategy with steps of LRD :

1. Listen : The teacher read, the students listen
2. Read : The students read, the teacher listen
3. Discuss : The teacher divided the students into small of group then they share their idea to the other and the teacher lead the classroom discussion after that the teacher give some questions for the students.

E. Limitation

This research was conducted at SMP N 3 Batanghari East Lampung. The subjects of the research were the eighth grade at the second semester in the Academic year 2016/2017. The research did not discuss all of the problems that are faced by the students, but focus on the students' reading comprehension ability problem in learning English as a foreign language. So, the result of it cannot be generalized.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

After implementing Quantitative research at the eighth grade of SMP N 3 Batanghari and according to the result of pre-test and post-test, it could be summarized that there was a positive and significant influence before and after implementing Listen-Read-Discuss strategy in teaching recount text. It means that using LRD strategy in teaching reading is helpful. It can be shown from the result of pre-test and post-test.

There was a significant influence of using LRD strategy on the students reading comprehension ability at the eighth grade of SMP N 3 Batanghari. It can be seen from the critical value " $X^2_{\text{observed}} = 14,24$ and " X^2_{table} " in 5% = 5,9914, and 1% = 9,2103, the data confirmed that " X^2_{observed} " was higher than " X^2_{table} ". Besides, the data confirmed that " $t_{\text{observed}} = 9.315$ was higher than " t_{table} " in 5% = 1.720, and 1% = 2.831.

Based on the analysis data above, the researcher can conclude that "there is a positive and significant influence of using Listen-Read-Discuss strategy on the students' reading comprehension ability at the eighth grade of SMP N 3 Batanghari East Lampung in academic year 2016/2017."

B. Suggestion

Due to the result of the research, the researcher gave some suggestion to the side that related as the considered as followed:

1. For the Headmaster
 - a. The headmaster should support the English learning process by preparing the facilitation and instrument completely.
 - b. The headmaster suggested to adapt and to improve the English syllabus based on the real problems faced by the students.
2. For the English Teacher
 - a. The English teacher are recommended that they should apply Listen-Read-Discuss strategy as a variation in comprehending the reading text which can help them to read well.
3. For the students
 - a. The students should expand the knowledge by comprehending the reading text well.
 - b. The students recommended that they should improve their ability in reading text by using LRD strategy in the class.

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Table 5
Data of teachers

No	Name	Sex	Occupation
1	Dwi Wuryani S.Pd	Male	IPS
2	Mursidi, S.Pd	Female	Indonesia Language
3	Dra. Sri Hayati	Male	Mathematics
4	Drs. Budiono	Female	IPS
5	Drs. Warsito	Female	Counselor
6	Ramijan, S.Pd	Female	Indonesia Language
7	Subadi, BA	Female	IPS
8	Dra. Zuriati	Male	Counselor
9	Sukamto, S.Pd	Female	English
10	Sih Budiwati, S.Pd	Male	English
11	Sumadewi, S.Pd	Male	IPA
12	Rustinah, S.Pd	Male	Mathematics
13	Samsul, S.Pd	Female	Indonesia Language
14	Marhanah, S.Pd	Male	PKn
15	Siti Romlah, S.Pd	Male	IPA
16	Sri Sulistiyowati	Male	Indonesia Language
17	Slamet Subarno	Female	PKn
18	Wiwik Sudarmiyati, S.Pd	Male	IPA
19	Ahmad Saidi, S.Pd	Female	Indonesia Language
20	Subandi, S.Pd	Female	Indonesia Language
21	Esti Rahayu, S.Pd	Male	IPA
22	Setiti Ernawati, S.Pd	Male	English Language
23	Yeni Haryani, S.Pd	Male	Counselor
24	Budi Utomo, S.Pd	Female	Mathematics/ Computer

25	Paijan Winarto, S.Pd	Female	Penjas
26	Wahyu Pramono Putra, S.Pd	Female	Seni Budaya
27	Media Eka Suswanti, S.Pd, M.M	Male	Lampungnese
28	Sumyati, S.Pd	Male	PAI
29	Habthin Masrijah, S.Pd	Male	IPA
30	Ristri Fatimah, M.Pd. I	Male	PAI
31	Dwi Haryani, S.Pd	Male	Computer
32	Maisyaroh, S.Pd	Male	IPS
33	Nelly Septa Sari, S.Pd	Male	Computer
34	Maryanah Pradenta Ayu, S.Pd	Male	Computer
35	Hernili, S.Pd	Male	Lampungnese
36	Puji Susilo Pratomo, S.Pd	Female	Penjas

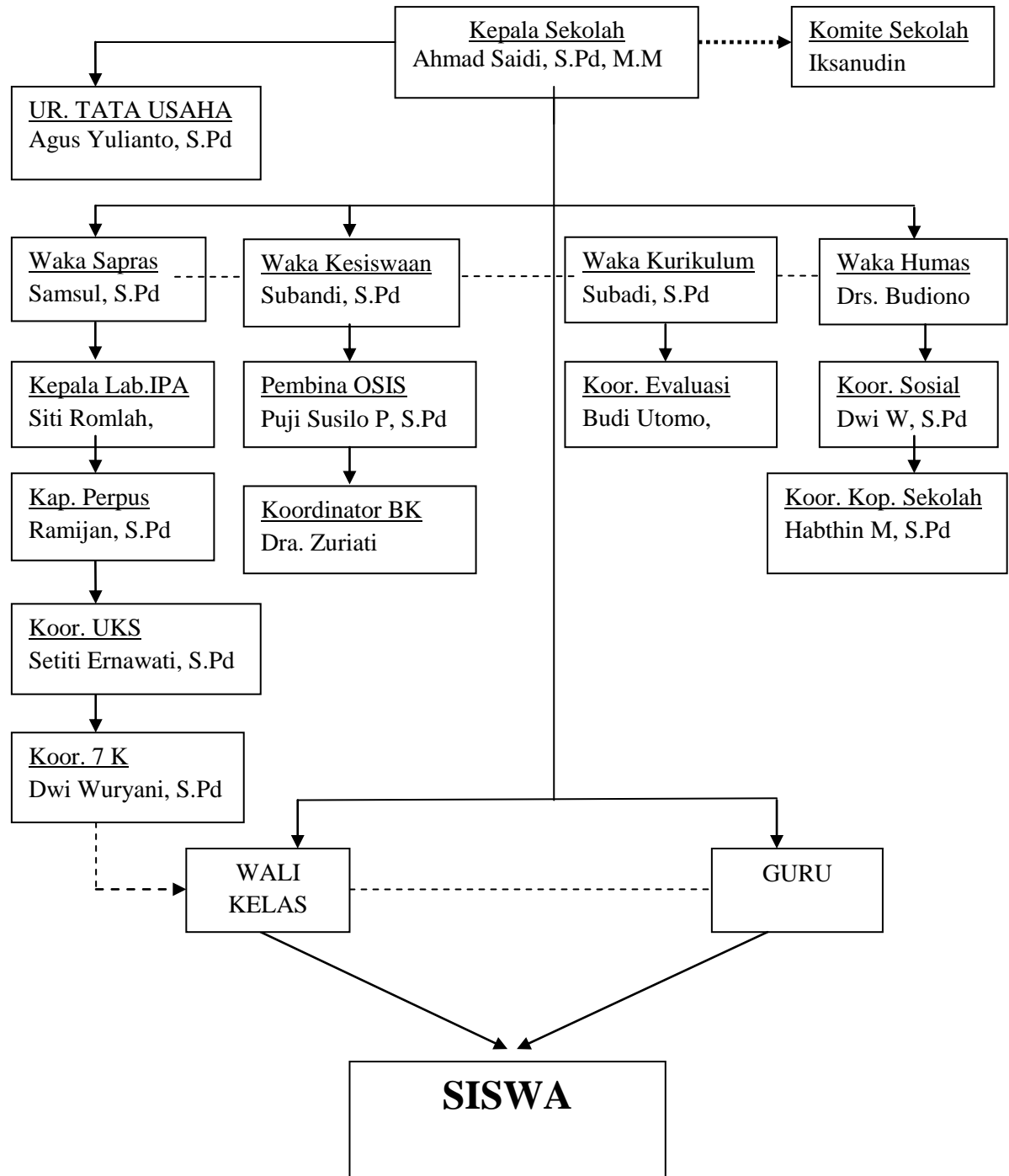
Source by: Documentation of SMPN 3 Batanghari in the Academic year of 2016/2017

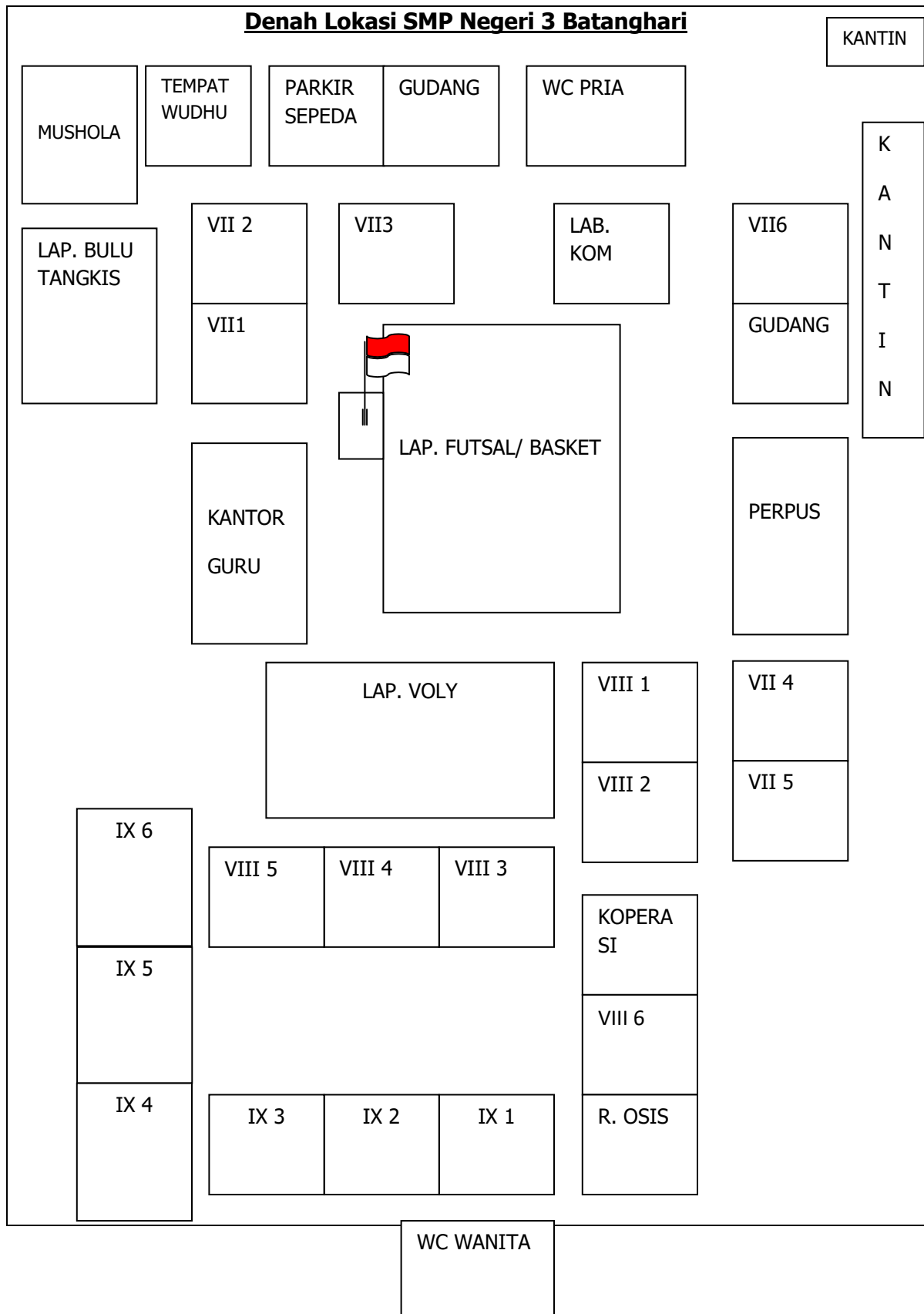
Table 6
Data of Administration Staff

No	Name	Occupation
1	Agus Yuliyanto, S.Pd	Leader of TU
2	Fita Apriyani	Administration Management
3	Rahayu Hermani	Security

Source by: Documentation of SMPN 3 Batanghari in academic year 2016/2017

**Organization of SMP N 3 Batanghari
in academic year of 2016/2017**





The Measurement of Reading Comprehension⁴³

Number	Letter	Categories	Description Criteria
86-100	A	Good	<ol style="list-style-type: none"> 1. A good reader does not only have a good understanding, they also will be able to put him/herself into the text and will try to live the story. 2. A good reader will let their concentration mingle with the book, not only understand the deeper meanings of the text. 3. A good reader will not only be fluent in reading, but he or she would show certain personal qualities in reading. 4. A good reader would love to share what he or she has read, always confident, dedicated and carefully, and be willing to read back when needed.
70-85	B	Fair	<ol style="list-style-type: none"> 1. A good reader does not only have a good understanding,

⁴³ Collin Haison, "Understanding Reading Development", London: SAGE Publication, 2004 P.

			<p>they also will be able to put him/her selves into the text and will try to live the story (an error).</p> <p>2. A good reader will let the concentration mingle with the book, and not only understand the deeper meanings of the text (an error)</p> <p>3. A good reader will not only be fluent in reading, but he or she would show certain personal qualities in reading.</p> <p>4. A good reader would love to share what he or she has read, always confident, dedicated and carefully, and be willing to read back when needed.</p>
0-69	C	Bad	<p>1. A good reader does not only have a good understanding, they also will be able to put him/her selves into the text and will try to live the story (an error).</p> <p>2. A good reader will let the</p>

			<p>concentration mingle with the book, and not only understand the deeper meanings of the text (an error).</p> <ol style="list-style-type: none">3. A good reader will not only be fluent in reading, but he or she would show certain personal qualities in reading.4. A good reader would love to share what he or she has read, always confident, dedicated and carefully, and be willing to read back when needed.
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PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SMP NEGERI 3 BATANGHARI

Alamat: Desa Bumiharjo 39 Polos Kecamatan Batanghari Lampung Timur 34181

Nomor : 072/074/11/ SMPN 3/2016
Lampiran : -
Perihal : Izin Pra Survey

Kepada :

Yth, Ketua Jurusan Tarbiyah
Program Studi PBI STAIN Jurai Siwo Metro

Di -
Metro

Assalamu'alaikum Wr. Wb.

Berdasarkan Surat Ketua Jurusan Tarbiyah STAIN Jurai Siwo Metro Nomor :
Sti.06/JST/PP.00.9/2318/2016. Tertanggal 14 Oktober 2016 pada dasarnya kami tidak berkeberatan
memberi izin kepada mahasiswa :

Nama : Wahyuningsih
NPM : 13108737
Prodi : PBI
Fakultas : STAIN Jurai Siwo Metro
Judul : The Influence of Listen – Read – Discuss (LRD) Strategy Toward Students'
Reading Comprehension at the Eighth Grade of SMPN 3 Batanghari in
Academic Year 2016/2017.

Untuk mengadakan pra survey di SMP Negeri 3 Batanghari Kabupaten Lampung Timur dalam rangka
melaksanakan tugas akhir penelitian / skripsi.

Demikian surat izin ini dikeluarkan untuk dapat digunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Batanghari, 26 Oktober 2016

Kepala Sekolah,



MURSIDI, S.Pd

NIP. 19600715 198503 1 012



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-2429/In.28/R.1/TL.00/05/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP N 3 BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2428/In.28/R/TL.01/05/2017, tanggal 08 Mei 2017 atas nama saudara:

Nama : **WAHYUNINGSIH**
NPM : 13108737
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 3 BATANGHARI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF LISTEN-READ-DISCUSS (LRD) STRATEGY ON THE STUDENTS' READING COMPREHENSION ABILITY AT THE EIGHTH GRADE OF SMP N 3 BATANGHARI EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 08 Mei 2017
Wakil Rektor Bidang Akademik
dan Kelembagaan,

Dr. Suhairi, S.Ag. MH,
NIP. 197240011999031003



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBİYAH**

Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507

Nomor : Sti.06/JST/PP.00.9/2318/2016
Lamp : -
Hal : **IZIN PRA SURVEY**

Metro, 14 Oktober 2016

Kepada Yth.,
Kepala Sekolah SMP N 3 Batanghari
Di -
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Wahyuningsih
NPM : 13108737
Jurusan : Tarbiyah
Prodi : PBI
Judul : The Influence of Listen-Read-Discuss (LRD) Strategy Toward Students' Reading Comprehension at the Eighth Grade of SMP N 3 Batanghari in Academic Year 2016/2017

Untuk melakukan *PRA SURVEY* di SMP N 3 Batanghari.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan

Dr. Hj. Akla, M.Pd
NIP. 19691008 200003 2005



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507 Faksimili (0725) 47296
Website: www.metrouniv.ac.id e-mail: iainmetro@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2428/In.28/R/TL.01/05/2017

Rektor Institut Agama Islam Negeri Metro, Menugaskan Kepada Saudara:

Nama : **WAHYUNINGSIH**
NPM : 13108737
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

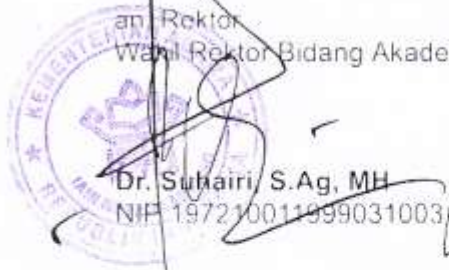
- Untuk :
1. Mengadakan observasi/survey di SMP N 3 BATANGHARI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF LISTEN-READ-DISCUSS (LRD) STRATEGY ON THE STUDENTS' READING COMPREHENSION ABILITY AT THE EIGHTH GRADE OF SMP N 3 BATANGHARI EAST LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih

Dikeluarkan di Metro
Pada Tanggal 08 Mei 2017

an Rektor
Wakil Rektor Bidang Akademik,

Dr. Suhairi, S.Ag, MH
NIP. 197210011999031003





PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 3 BATANGHARI

Alamat: Desa Bumiharjo 39 Polos Kecamatan Batanghari Lampung Timur 34181

Nomor : 072/191/02/ SMPN 3/2017
Lampiran :-
Perihal : Izin Research

Kepada :

Yth, Ketua Jurusan Pendidikan Bahasa Inggris
Program Studi PBI Institut Agama Islam Negeri Metro

Di -
Metro

Assalamu'alaikum Wr. Wb.

Berdasarkan Surat Ketua Jurusan Pendidikan Bahasa Inggris Institut Agama Islam Negeri (IAIN) Metro Nomor : B-2429/In.28/R.1/TL.00/05/2017, Tertanggal 08 Mei 2017 pada dasarnya kami tidak berkeberatan memberi izin kepada mahasiswa :

Nama : WAHYUNINGSIH
NPM : 13108737
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris
Judul : "THE INFLUENCE OF LISTEN-READ-DISCUSS (LRD) STRATEGY ON,
THE STUDENTS READING COMPREHENSION ABILITY AT THE
EIGHTH GRADE OF SMP N 3 BATANGHARI EAST LAMPUNG.

Untuk mengadakan Research di SMP Negeri 3 Batanghari Kabupaten Lampung Timur dalam rangka melaksanakan tugas akhir penelitian / skripsi.

Demikian surat izin ini dikeluarkan untuk dapat digunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Batanghari, 18 Mei 2017
Kepala Sekolah,

AHMAD SAIDL, S.Pd. M.M.
Nip. 19670617 200701 1 041





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telp. (0726) 41296; Website : www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Wahyuningsih Fakultas/Jurusan : Tarbiyah & Ilmu keguruan
NPM : 13108737 Semester / T A : VIII/2017

No	Hari/ Tanggal	Hal-hal yang dibicarakan	Tanda Tangan
1.	Senin, 12 Juni 2017	<ul style="list-style-type: none">- Revise abstrak- Revise statement of research originality- giving Matrai 6000- revise table of content- List of tabel- Revise Problem Formulation- Revise CHAPTER IV- Revise conclusion	
2.	Rabu, 14 Juni 2017	<ul style="list-style-type: none">- Revise abstrak- Revise Dedication Page.	
3	15/17 16	acc for munaqosyah	

Diketahui :
Ketua Jurusan Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001




**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Wahyuningsih Fakultas/Jurusan : Tarbiyah & Ilmu keguruan
NPM : 13108737 Semester / T A : VIII/2017

No	Hari/ Tanggal	Hal-hal yang dibicarakan	Tanda Tangan
1.	Wednesday, June, 07 th 2017	1. Revise cover 2. Add the conclusion	
✓	Thursday, June, 08 th 2017	1. Revise Abstrack	
✓	Friday, June, 09 th , 2017		

Diketahui :

Ketua Jurusan Tadris Bahasa Inggris



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

DOCUMENTATION OF POST-TEST



Giving explanation recount text



Giving explanation recount text



Giving treatment LRD Strategy



Giving treatment LRD Strategy



Listen step



Using Graphic Organizer to guide



Read step



Read step



Discuss step



The teacher lead the discussion



They began to do the task



They began to do the task

DOKUMENTASI PRE-TEST



Giving greeting to all of students



Asking about the students' experience



Researcher gave simple material about recount



Giving the question



All of the students answer the questions



They collect their task

CURRICULUM VITAE



Wahyuningsih was born on August 13rd, 1995. She was born in Seputih Agung, Simpang Agung, Center Lampung.

She is the last child of Mr. Sukirin and Mrs. Maryati. She firstly went to school at TK Panca Bakti Simpang Agung (2000-2001). Then she continued her study in SD N 2 Simpang Agung (2001-2007). After that she chose SMP N 1 Seputih Agung to continue her study (2007-2010).

Then she selected SMA N 1 Seputih Agung as her Senior High School (2010-2013). After graduated from SMA N 1 Seputih Agung, she continued her study at IAIN Metro. She was registered as student of S1 English Education Study Program of State Institute for Islamic Studies (IAIN) Metro (2013)