AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING LISTEN-READ-DISCUSS (LRD) STRATEGY TOWARD STUDENTS' READING COMPREHENSION OF THE SEVENTH GRADERS AT SMP NEGERI 1 NEGARA BATIN WAY KANAN

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STATE ISLAMIC INSTITUTE OF METRO
1445 H / 2023 M

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Presented as a Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

By:

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STATE ISLAMIC INSTITUTE OF METRO
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**THE INFLUENCE OF USING LISTEN-READ-DISCUSS (LRD)
STRATEGY TOWARD STUDENTS' READING COMPREHENSION
OF THE SEVENTH GRADERS AT SMP NEGERI 1 NEGARA BATIN
WAY KANAN**

ABSTRACT

By:
EKA ANGGONOWATI

The purpose of this study was to determine the influence of using Listen-Read-Discuss Strategy toward students' reading comprehension of the seventh graders at SMPN 1 Negara Batin.

This study was quantitative research. The study used quasi experimental design. In this study, the population was the seventh graders at SMPN 1 Negara Batin. The sample of this research was two classes consisting of 24 students VII A for experimental class and 20 students VII B for control class. Next, the researcher used t-test formulation to prove whether the hypothesis is accepted or rejected.

Based on the results and discussion of this study were analyzed using the formula t-test, it can be said that the critical value $t_{obeserved} = 5.78$ is higher than the table with a significant level of 5% = 1.68 and a significant level of 1% = 2.41. Therefore, it can be concluded that Ha is accepted that there is a relationship between the Listen-Read-Discuss Strategy and the reading comprehension mastery results of seventh graders at SMPN 1 Negara Batin. The results of this study, there is a positive and significant influence of using the Listen-Read-Discuss Strategy toward students' reading comprehension of the seventh graders at SMPN 1 Negara Batin, Way Kanan.

Keywords : *Listen-Read-Discuss Strategy, Reading Comprehension Mastery, Quantitative Research Method*

PENGARUH PENGGUNAAN STRATEGI LISTEN-READ-DISCUSS (LRD) TERHADAP PEMAHAMAN MEMBACA SISWA KELAS TUJUH SMP NEGERI 1 NEGARA BATIN WAY KANAN

ABSTRAK

Oleh:
EKA ANGGONOWATI

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan Strategi Mendengar-Baca-Diskus terhadap pemahaman membaca siswa kelas tujuh di SMPN 1 Negara Batin.

Penelitian ini merupakan penelitian kuantitatif. Penelitian ini menggunakan desain quasi eksperimen. Dalam penelitian ini yang menjadi populasi adalah siswa kelas VII SMPN 1 Negara Batin. Sampel penelitian ini adalah dua kelas yang terdiri dari 24 siswa VII A untuk kelas eksperimen dan 20 siswa VII B untuk kelas kontrol. Selanjutnya peneliti menggunakan rumusan uji-t untuk membuktikan apakah hipotesis diterima atau ditolak.

Berdasarkan hasil dan pembahasan penelitian ini dianalisis dengan menggunakan rumus uji-t maka dapat dikatakan nilai kritis yang harus diperhatikan = 5,78 lebih tinggi dari tabel dengan taraf signifikan 5% = 1,68 dan taraf signifikan 1%. = 2,41. Oleh karena itu dapat disimpulkan Ha diterima bahwa terdapat hubungan antara Strategi Listen-Read-Discuss dengan hasil penguasaan pemahaman bacaan siswa kelas VII SMPN 1 Negara Batin. Hasil penelitian ini, terdapat pengaruh positif dan signifikan penggunaan Strategi Listen-Read-Discuss terhadap pemahaman membaca siswa kelas tujuh di SMPN 1 Negara Batin, Way Kanan.

Kata Kunci : *Strategi Mendengar-Baca-Diskusi, Penguasaan Pemahaman Membaca, Metode Penelitian Kuantitatif*

NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Persetujuan Munaqosyah**

Kepada Yth.
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama   : Eka Anggonowati
NPM   : 1901050015
Program Studi   : Tadris Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan
Judul Skripsi   : THE INFLUENCE OF USING LISTEN-READ-DISCUSS (LRD) STRATEGY TOWARD STUDENTS' READING COMPREHENSION OF THE SEVENTH GRADERS AT SMP NEGERI 1 NEGARA BATIN, WAY KANAN

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Metro, 27 November 2023
Pembimbing

Mengetahui,
Ketua Program Studi TBI

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APPROVAL PAGE

Title : THE INFLUENCE OF OF USING LISTEN-READ-DISCUSS (LRD) STRATEGY TOWARD STUDENTS' READING COMPREHENSION OF THE SEVENTH GRADERS AT SMP NEGERI 1 NEGARA BATIN, WAY KANAN

Name : Eka Anggonowati

Student Number : 1901050015

Study Program : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty and Teacher Training of State Islamic Institute (IAIN) of Metro.

Head of English Education Study Program

Metro, 27 November 2023
Sponsor

Dr. Much Deniatur.M.Pd.B.I.
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NOTIFICATION LETTER

Number   :
Appendix   :
Matter   : **In order to hold the munaqosyah**

To :
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb
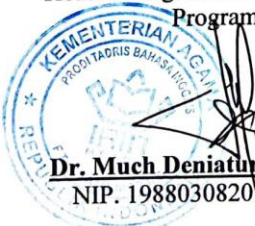
We have given guidance and enough improvement to research thesis script which is written by:

Name   : Eka Anggonowati
Student Number   : 1901050015
Study Program   : English Education
Faculty   : Tarbiyah and Teacher Training
Title   : THE INFLUENCE OF USING LISTEN-READ-DISCUSS (LRD) STRATEGY TOWARD STUDENTS' READING COMPREHENSION OF THE SEVENTH GRADERS AT SMP NEGERI 1 NEGARA BATIN, WAY KANAN

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Metro, 27 November 2023
Sponsor

Head of English Education Study
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RATIFICATION PAGE

No. β-0113/1h.28-1/D/PP-00-9/01/2024

An undergraduate thesis entitled: THE INFLUENCE OF USING LISTEN-READ-DISCUSS (LRD) STRATEGY TOWARD STUDENTS' READING COMPREHENSION OF THE SEVENTH GRADERS AT SMPN 1 NEGARA BATIN, WAY KANAN, Written by Eka Anggonowati, student number 1901050015, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, December 18th, 2023 at 08.00 - 10.00 a.m.

BOARD OF EXAMINERS:

Chairperson : Dr. Ahmad Subhan Roza, M.Pd   (...................)

Examiner I   : Dr. Aria Septi Anggaira, M.Pd   (...................)

Examiner II   : Dr. Much Deiniatur, M.Pd B.I   (...................)

Secretary   : Aisyah Sunarwan, M.Pd   (...................)

The Dean of Tarbiyah and Teachers Training Faculty

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STATEMENT OF RESEARCH ORIGINALITY

The undersigned

Name   : Eka Anggonowati

Student Number   : 1901050015

Department   : English Education Departmen (TBI)

Faculty   : Tarbiyah and Teachers Training

States that this undergraduate, thesis is originally the result of the researcher's research, in exception certain parts which are excerpted from the bibliography mentioned.

Metro, November 2023
The Researcher

EKA ANGGONOWATI
Student Number: 1901050015
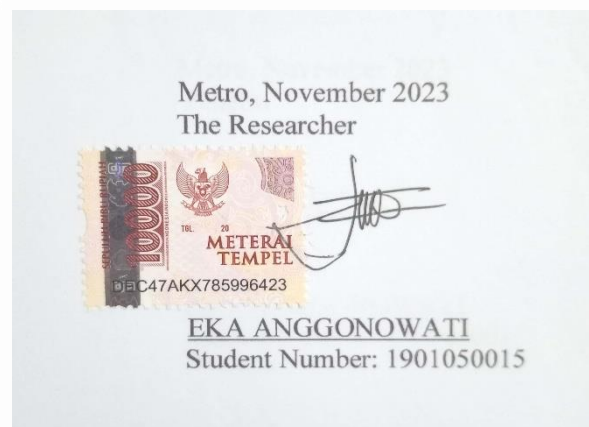
ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama   : Eka Anggonowati

NPM   : 1901050015

Jurusan   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya,

kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam

daftar pustaka.

Metro, November 2023
The Researcher

EKA ANGGONOWATI
Student Number: 1901050015

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

My Beloved Parents

(Mr. Surya Adi Suwito and Mrs. Salbiyanti)

My Beloved Brothers

(Anggito Abimanyu and Dias Irawan)

My Beloved Supporters

(All of My Friends and My Lecturers)

MOTTO

يَرفَعِ اهللُ الَّذِينَ ءَامَنُوا مِنكُم وَلَّذِينَ أُتُوا العِلمَ

Allah will elevate those who believe among you and those who have been given

knowledge by several degrees.

(Q.S Al-Mujadalah : 11)

ACKNOWLEDGEMENT

First of all the researcher would like to express his deepest praise and gratitude to Allah SWT who has given him.His blessing and merciful to complete this thesis. Shalawat and salam are addressed to the final chosen religious messsenger, the Prophet Muhammad SAW.

The researcher is fully aware of the shortcoming without the help, guidance and suggestion from various partiesit is impossible for this thesis proposal to be complated. Therefore, in this occasion the researcher whould like to thank :

1. Prof. Dr. Siti Nurjanah, M.Ag., as the rector of IAIN Metro.
2. Dr. Zuhairi, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty.
3. Dr. Much. Deiniatur, M.Pd.B.I, the head of English Education Department of FTIK IAIN Metro.
4. Dr. Ahmad Subhan Roza, M.Pd, my supervisor who has spent a lot time to give guidance, suggestion, and advice in the accomplishment of this thesis. I am indepted to many people that I cannot mention one by one.
5. My beloved family and all my friends

I recognize the imperfection of this work; however, I hope this work can contribute something to the advancement of teaching and learning English in general.

Therefore, critique and suggestion are needed to build up this undergraduate thesis to be better. It is Allah who bestows success and guides to the right path.

Metro, November, 2023
The researcher

EKA ANGGONOWATI

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CHAPTER I

INTRODUCTION

A. Background of Study

Language is the human capacity for deriving and appliying complex systems of communication. It serves as way to interect, to cooperate, and to connect among human with a language. As already know that there are diverse languages in the world. One of the languages which would be studied in this research is English. English is an international language it is almost employed by all countries as the first or the second language. Moreover, English has been stated as a formal language on international language for many years. The students are also aware of English is an important to get more advanced knowledge, if they do not master English they would be left behind and also be difficult to get a job. In learning English they are obliged to achieve the four skills, such as: listening, speaking, reading, and writing.

Moreover, reading is the skill that the students should master. Consequently, the students who have mastered reading skill would be easy to get information and knowledge. Therefore, reading comprehension is important because it can help the learners to acquire skills such as making generalizations based on what they read and noting details that support the main idea. Comprehension is one of the ways to made the readers get understanding when they are reading something. Comprehension has the real influnce in reading, because in comprehension we get the point from what we read.

Table 1

The pre-survey on November 28th, 2022 at the seventh graders of SMP Negeri 1 Negara Batin

No.	Interval	Frequency	Percentages	Explanation
1	≥ 75	9	31 %	Complete
2	< 75	15	69 %	Incomplete
	Total	24	100%	

Source: The result of the teacher archives

From the table above there are 25 students at the Seventh Graders of SMP Negeri 1 Negara Batin. The English minimum passing grade in this school is 75. In other word, the students who gain the score under 75, they do not pass the examination. Practically, there are 9 students got score 75 or 31%, and 16 students got score 75 or 69%. It can be concluded that students reading comprehension is still low.

Based on pre-survey, indicated it students still encounter many matters in English learning, especially in reading comprehension. Among the noticeable problems are; the students have difficulties in geting the gist of a reading text, the students have lack predicting about the topic, the students have lack understanding about the strategies of reading comprehension, the students have difficulties in analyzing the word structure, so they do not grasp the word meaning and the students have low score in reading comprehension.

In addition, one of the possible and plausible ways to cope the problems above is by using listen-read-discuss (LRD) strategy in order to help

the students' reading comprehension. Listen-read-discuss (LRD) strategy is the strategy that believed able to aid the students enhance their knowledge about texts, knowledge of language structures, support them in predicting about the topic, can be active reading strategies, and be activation of prior knowledge and motivation in reading. Based on the explanation above, the researcher would investigate the influence of using listen-read-discuss (LRD) strategy on the students reading comprehension.

B. Problem Identification

Based on the background above, the researcher could identify the problem as follows:

1. The students have difficulties in geting the gist of a text.
2. The students have lack predicting about the topic.
3. The students have low score in reading comprehension.

C. Problem Limitation

Constraints are highly advantageous for the investigator in identifying the problem's focus point. Therefore, this investigation would adhere to the principle of adequacy, signifying that the explanations would remain whitin the scope of the subject matter.

In this instance, researchers are concentrating on the second, namely the students have lack predicting about the topic.

D. Problem Formulation

Based on the background problem above, the researcher formulates the research problem as follows:

"Is there any positive and significant influence of using listen-read-discuss (LRD) strategy toward students reading comprehension at the seventh graders of SMP Negeri 1 Negara Batin?"

E. Objective and Benefit of Research

1. Objective of research is:

The objectives of this study is aimed to know whether there is a positive and significant influence of using listen-read-discuss (LRD) strategy toward students reading comprehension at the seventh graders of SMP Negeri 1 Negara Batin.

2. Benefits of the research are:

a. For students

1) The students should know how to use an effective and efficient strategy in order they can comprehend an English text.

2) To increase students motivation in reading comprehension.

b. For the English Teacher's

To made the teacher realize that listen-read-discuss (LRD) strategy can be an effective to increase the students reading skill.

c. For the other researchers

It is hoped that this research can give the contribution for other research to conduct the studies.

F. Prior Research

In this section, studies or research it have relevance in terms of perspective, topic, and methodology would be presented with the research it the researcher is currently conducting. This study is important because it can contribute to the research it would be carried out by the author and clarify the position to be achieved by this research. In this literature review the researcher try to raise 3 results of previous research as comparison material in directing and focusing the research being conducted, namely:

First, *The Influence Of Using Listen-Read-Discuss (LRD) Strategy Toward Students' Reading Comprehension On Narrative Text The First Semester Of The Eleventh Grade Of SMA Perintis 1 Bandar Lampung In 2017/2018 Academic Year*. This thesis was written by Elfa Yusanti from Faculty of Tarbiyah and Teacher Training UIN Raden Intan Lampung 2017. This research is a quantitative research. The research methodology was quasi experimental design. In this research, the population was the eleventh grade of SMA Perintis 1 Bandar Lampung.[1] The different between Elfa Yusanti research and this research are: Elfa Yusanti taught methodology quasi

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[1] Elfa Yusanti, *"The Influence Of Using Listen-Read-Discuss (LRD) Strategy Toward Students' Reading Comprehension On Narrative Text The First Semester Of The Eleventh Grade Of SMA Perintis 1 Bandar Lampung In 2017/2018 Academic Year"* (Bandar Lampung, UIN Raden Intan, 2017)

experimental design, and the population was the eleventh grade of SMA Perintis 1 Bandar Lampung. While in this research used methodology was pretes-posttest, and the population was thr seventh grade of SMP Negeri 1 Negara Batin, Way Kanan.

Second, *The Effect Of Using Listen Read Discuss (LRD) Strategy On The Students' Achievement Listening Comprehension*. This thesis was written by Dwi Friyanda from The Faculty of Teacher Training and Education University of Muhammadiyah Sumatra Utara Medan, 2017.[2] Dwi Friyanda reasearch was to find out achievement listening comprehendion. While in this research, researcher was to find out reading comprenhension.

Third, *The Effect of Using Listen-Read-Discuss (LRD) Strategy on Students' Reading Comprehension of Descriptive text*. This thesis was written by Nurmilah Fitria Atasyah from The Faculty of Educational Sciences UIN Syarif Hidayatullah Jakarta 2019. The objective of this research was to get empirical evidence of the effectiveness using listen-read-discuss strategy on students' reading comprehension of descriptive text. The population of this study was the tenth grade students of SMAN 04 Pondok Ranji, Kota Tangerang Selatan which total of the sample was 60 students that chosen through purposive sampling technique, which classified into two classes, experimental class and controlled class. The method used in this research was

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[2] Dwi Friyanda, *"The Effect Of Using Listen Read Discuss (LRD) Strategy On The Students' Achievement Listening Comprehension"* (Medan, Universitas Muhammadiyah Sumatra Utara, 2017)

a quantative method. The design was a quasi-experimental study and the primary instrument of this study was test.[3]

The similarity between Nurmilah Fitria Atasyah 's research and this research is using Listen Read Discuss in improving students reading ability. The differences between Nurmilah Fitria Atasyah 's research and this research are conducted the Nurmilah Fitria Atasyah 's research he population of study was the tenth grade students of Senior High School. While in this research, the population was the seventh grade of Junior High School.

Based on differences and similarities of the variable previous with this research, the researcher decided to The Influence of Using Listen-Read-Discuss (LRD) Strategy Toward Students' Reading Comprehension of The Seventh Graders at SMP Negeri 1 Negara Batin, Way Kanan.

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[3] Nurmilah Fitria Atasyah, *"The Effect of Using Listen-Read-Discuss (LRD) Strategy on Students' Reading Comprehension of Descriptive text''* (Jakarta) UIN Syarif Hidayatullah Jakarta, 2019)

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading Comprehension

1. Definition of Reading

Anthony and H. Pearson assume that reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.[1] Meanwhile, Widdowson has defined reading as 'the process of getting linguistic information via print'.[2]

Reading is comprehending, it is, the construction of meaning. Readers construct meaning by interact-ing with the text. The importance of prior knowledge in reading has been demonstrated through research based on schema theory. According to schema theory, readers understand what they read only as it relates to what they already know. That is, their existing knowledge about a particular topic influences the extent to which they understand what they read about that topic. Because text is not fully explicit, readers must draw from their existing knowledge in order to understand it.[3]

Than, Birch and Rumelhart defines that reading is an *interactive process* that takes place between the text and the reader's processing

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[1] Thomas S. C. Farrel, *A Strategic Approach to Teaching Reading*, (Singapore: National Institute of Education, 2002), P. 137

[2] Sandy Urquhart and C.J. Weir, *Reading in a Second Language: Process, Product and Practice*, (London and New York: Routledge, 2013), P. 17

[3] Anna P. Sweet, *Ten Proven Principles for Teaching Reading*, (U.S. Department of Education, 1993), P.5

strategies and background knowledge. To read, we need to master a set of word-level skills, which we would call *bottom-up skills.* These skills combine to allow us to be able to decode connected text. These are represented in the Birch reading Model as language Processing strategies and language knowledge. [4]

Moreover, Adams exerts that "Reading depends on a system of skills whose components must mesh properly." Understanding how print works and that it has predictable patterns help children learn to embrace print as enjoyable and helpful.[5]

In addition, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. Strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading. Good readers know what to do when they encounter difficulties. Fluent reading is defined as the ability to read at an appropriate rate with adequate comprehension.[6]

Based on the definitions above, it can be inferred that reading is a process undertaken to reduce uncertainty about meanings a text conveys.

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[4] Kristin Lems, *Teaching Reading to English language Learners*, (New York: The Guilford press, 2010), P. 33
[5] Karen Tankersley, *The Treads of Reading Strategies for Literacy Development*, (Virginia USA: Association for Supervision and Curriculum Development Alexandria, 2003), P.12
[6] David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), First Edition, P. 68

2. Definition of Comprehension

Applebee assumes that comprehension is the interpretation of the information in the text, the use of prior knowledge to interpret this information and ultimately the construction of coherent representation or picture in the reader's mind of what the text is about.[7] In others word, comprehension is process of reading activity to get new information of what the readers read.Meanwhile, comprehension in contrast is a complex skill that depends on a variety of factors, contexts, and reading goals.[8] Based on the definitions above, it can be inferred that comprehension is an ability to understand the meaning of a concept or an action.

3. Definition of Reading Comprehension

Anderson and Hiebert assume that reading comprehension is the process of constructing meaning by coordinating a number of complex processes it include word reading, word and world knowledge, and fluency.[9]

Meanwhile, Kintsch states that reading comprehension is the product of processes that operate during reading to create a mental representation of the situation described by the text, referred to as a

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[7] Danielle S. McNamara, *Reading Comprehension Strategies, (*New York London: Lawrence Erlbaum Associates, 2007), P. 28-29

[8] Scott G. Paris, *Children's Reading Comprehension and Assessment,* (London: Lawrence Erlbaum Associates, 2005), P 83

[9] Janette K. Klingner, *Teaching Reading Comprehension to Students with learning Difficulties*, (New York: The Guilford Press, 2007), P. 2

situation model.[10] Reading comprehension is usually taught in school in one of two ways. One method is to have students read a text, and then read comments or answer questions about the text.[11]

Based on the explanation above, reading can be defined as specific learning goals, along with the tasks that help students reach those goals. By reading, the students can improve their ability, mind and information that all can be get from reading something. In other words, it is basic skill that learners of English need to gain.

4. Models of Reading Comprehension

a. Top-down model

According to Ahmadi, Hairul, and Pourhossein, the top-down model emphasizes on reading skills like prediction, and summarizing as well as anticipating from texts. According to Farrell, top-down process is able to clarify as follows: the first the readers look at a phrase or a text (what the reader brings in a text, like a prior knowledge and adventured). After reading the title, the direction and subdirection, the readers reads the text to searching information about the topic. Because of that, the readers fit the text into knowledge and experiences which are already completed. It means that this model is

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[10] Kristi L. Santi and Deborah K. Reed, *Improving Reading Comprehension of Middle and High School Students*, (New York: Springer, 2015), P. 2

[11] Allan Collins and Edward E. Smith, *Teaching the Process of Reading Comprehension*, (Champaign: Illinois, 2007), P. 2

accent what the reader brings in a text, like a prior knowledge and adventure and the comprehension start in the think of the reader.

b. Bottom-up model

The bottom-up model is a reader readsnthe words or sentences and looks at the formation of the text (without connecting it to prior knowledge and adventured) in order to arrange meaning from what was written in the text-meaning depends both on knowledge of vocabulary additional linguistic. In other word, in this model is accent the writen or printed text, the comprehension are started by processing the smallest linguistic unit or phoneme, and working toward larger units (Syllables, words, phrases, sentences).

The bottom-up model focuses on the text, teachers, readers begin reading by understanding the words, the letters and gradually improve toward larger linguistic chunks to sentences, and actually ending in meaning.

c. Interactive model

The interactive model is defined as a combination of the both bottom-up and top-down models and emphasizes the interrelationship between a reader and the text. It is now commonly accepted as the most conclusive picture of the reading process for both L1 and L2 readers. Furthermore, the interactive model suggests that there is an interaction between the bottom-up and top-down processes and this model indicates that neither bottom-up or top-down models can by

themselves describe the whole reading process. In this model identifies the interaction of bottom-up and top-down processes with together during the reading process.[12]

5. Indicator of Reading

The reading assessment are illustrated in the following table[13]:

Table 2
Indicator of Reading

No.	Indikator
1	Main Idea (Topic)
2	Expression/idioms/pharses in context.
3	Inference (implied detail).
4	Grammatical features.
5	Detail (scaning for a specifically stated detail).
6	Excluding facts not written (ustated details).
7	Supporting idea(s)
8	Vocabulary in context.

6. Types of Reading Comprehension

a. Extensive Reading

It refers to describe "skimming and scanning activities," others associate it to quantity of material. However, Hedge argues that one is not sure whether Krashen's comprehensible input hypothesis "facilitates intake" in SL learners since "it is difficult to know exactly how any learner use the input available. Hedge briefs the advantages of extensive use in the following lines:

"Lerners can build their language competence, progress in their reading ability, become more independent in their studies, acquire

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[12] Thomas S. C. Farrel, *A Strategic Approach*., P. 134

[13] H. Douglas Brown, *Language Assessment Principles an Classroom Practices, (*San Francisco State University, 2004) p. 206

cultural knowledge, and develop confidence and motivation to carry on learning."

b. Intensive Reading

In intensive (or creative) reading, students usually read a page to a lisexplore the meaning and to be acquainted with writing mechanism. 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. In intensive reading activities learners are in the main exposed to relatively short texts which are used either to exemplify specific aspects of lexical, syntactic or discoursal system, etc.[14]

Based on the explanations above, the types of reading comprehension is devided into two types namely extensive reading and intensive reading. Every types have the characteristic it self and also different one anothers.

7. **Strategies of Reading Comprehension**

For most second language learners who are already literate in previous language, reading comprehension is primarily a matter of developing approriate, efficient comprehension strategies. Some strategies are related to bottom-up procedures, and other enhance the top-down processes. Following are ten such strategies, each can be applied to the classroom techniques.

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[14] *Ibid.,*P 142

a. Identify the purpose in reading

Efficient reading consists of clearly identifying the purpose in reading something. By doing so, you know what you're looking for andcan weed out potential distracting information. Whenever you are teaching a reading technique, made sure students know their purpose in reading something.

b. Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners)

At the beginning levels of learning English, one of the difficulties students encounter in learning to read is making the correspondences between spoken and written English. In many caes, learners have become acquanted with oral language and have some difficulty learning English spelling convensions.

c. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

If you are teaching beginning level students, this particular strategy would not apply because they are still struggling aith the control of a limited vocabulary and grammatical pattern.

d. Skim the text for main ideas

Skimming consists of quickly running one's eyes accross a whole text (such as an essay, article, or chapter) for its gist. Skimming gives readers the advantage of being able to predict the purpose of the

passage, the main topic, or message, and possibly some of the developing or supporting ideas.

e. Scan the text for specific information

The second in the most valuable category is scanning, or quickly searching for some particular piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading throught the whole text.

f. Use semantic mapping or clustering

The strategy of semantic mapping or grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they made for a productive group work technique as students collectively induce order and hierarchy to a passage.

g. Guess when you aren't certain

This is an extremely broad category. Learners can use guessing to their advanted to; guess the meaning of a word, guess a grammatical relationship, etc.

h. Analyze vocabulary

Several techniques are useful here:

1) Look for prefixes *(co-, inter, un, etc)* that may give clues.

2) Look for suffixes *(-tion, -tive, -ally, etc)* that may indicate what part of speech it is.

3) Look for grammatical context that may signal information

4) Look at the semantic context (topic) for clues.

i. Distinguish between literal and implied meanings

This requires the application of sophisticated top-down processing skill. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure mades special demands on readers.

j. Capitalize on discourse markers to process relationship

Many discourse markers in English signal relationship among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such markers can gratly enhance learners' reading efficiency.[15]

Therefore, the researcher draws an inference from the theoretical foundation above that in reading comprehension there are ten strategies which is able to be applyied by a reader in comprehending a text. The strategies are able to assist a reader in comprehending a passage due to get an author's point.

8. Teaching Reading Comprehension

Reading comprehension is usually taught in schools in one of two ways. One method is to have students read a text, and then read comments or answer questions about the text. The comments and questions can range over a variety of topics, from what particular words mean to the main point of the whole text. This method stresses important components

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[15] Douglas Brown, *Teaching by Principles: An Alternative Approach to Language Pedagogy*, (New York : Addisaon Wesley, 2001), Second Edition, P. 306-310.

of reading comprehension, but treats them purely as products rather than as processes.

The other common method for teaching reading comprehension is the reading group. In reading group, children take turns reading aloud. The teacher usually helps out when the student has difficulties, and sometimes comments or asks a question about the text. This method goes some way toward teaching the process of reading comprehension, but typically the teacher deals only with low-level difficulties (word and parsing difficulties) and asks questions only about interpretations.[16]

Based on the explanations above, the teacher can use many methods or strategies to help the student comprehending the text in teaching reading comprehension.

9. The Measurement of Reading Comprehension

There are the measurements of reading comprehension according to Camille Blachowicz and Donna Ogle, as follows:[17]

Table 3

The Measurement of Reading Comprehension

Number	Letter	Categories	Description Criteria
80-100	A	Very Good	A good reader does not only have agood understanding, they also would be able put him/her selves into the text

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[16] Allan Collins and Edward E. Smith, *Teaching the Process*., P 2-3

[17] Collin Haison, "*Understanding Reading Delopment*", London: SAGE Publication, 2004 P. 64

			and would try to live the story. A good reader would let the concentration mingle with the book, not only understand the deeper meanings of the text. A good reader would not only be fluent in reading, but he or she would show certain personal qualities in reading. A good reader would love to share what he or she has read, always confident, dedicated and carefully, and be woulding to read back when needed.
66-79	B	Good	A good reader does not only have a good understanding, they also would be able to put him/her selves into the text and would try to live the story (an error). A good reader would let the concentration mingle with the book, and not only understand the deeper meanings of the text (an error) A good reader would not only be fluent in reading, but he or she would show certain

			personal qualities in reading. A good reader would love to share what he or she has read, always confident, dedicated and carefully, and be woulding to read back when needed.
56-65	C	Fair	A good reader does not only have a good understanding, they also would be able to put him/her selves into the text and would try to live the story (an error). A good reader would let the concentration mingle with the book, and not only understand the deeper meanings of the text (an error). A good reader would not only be fluent in reading, but he or she would show certain personal qualities in reading. A good reader would love to share what he or she has read, always confident, dedicated and carefully, and be woulding to read back when needed.

40-55	D	Poor	A good reader only have a good understanding, they also would not be able to put him/her selves into the text and would try to live the story (an error). A good reader does not let the concentration mingle with the book, and not only understand the deeper meanings of the text (an error). A good reader only be fluent in reading, but he or she would not show certain personal qualities in reading. A good reader would love to share what he or she has read, always confident, dedicated and carefully, and be woulding to read back when needed.
30-39	E	Very Poor	A good reader does not only have a good understanding, they also would not be able to put him/her selves into the text and would try to live the story (an error). A good reader would not let the concentration mingle with the book, and not only

			understand the deeper meanings of the text (an error). A good reader would not be fluent in reading, but he or she would not show certain personal qualities in reading. A good reader do not love to share what he or she has read, always confident, dedicated and carefully, and be woulding to read back when needed.

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

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

Strategy in teaching and learning process is very helpful both teacher and students. By applying a good strategy the teaching and learning process would run well, and the goal of teaching and learning process would be achieved easier. There are many of strategies that can be applied by the teacher, one of the strategies is Listen-Read- Discuss. LRD is a simple reading strategy. It is a good strategy to increase students" reading comprehension because in this strategy the students have to listen-read- discuss about the information that she/he got from the reading material. Below is the details information of LRD.

According to Manzo, LRD strategy is one teaching strategy for the teacher and learning strategy for the students more active in

comprehending material.[18] It means that listen-read-discuss can help the students to comprehend about text and students" can discuss made studentsexchange ideas to his friends in small group.In other word, LRD is a strategy to help students to comprehend the text before during reading in small groups discussion. Dewi said in her article LRD is the strategy that build students" background knowledge in comprehend the text. Also, it helps build students prior knowledge and evokes discussion among students. Teacher can use this strategy before and during reading andwithin a small a group in a whole class setting.[19] It means that listen-read-discuss strategy isto help students share idea with presented orally or discussion about the materials. And then this strategy can helps a students to increase knowledge in read the text.

Debral said thatListen-Read-Discuss is strategy which uses mutiple intelegence to strengthen students" comprehension.[20] It means that LRD is strategy for increase the students comprehending in reading a text. According toKenna, listen-read-discuss is a strategy especiallydesigned for struggling readers.[21] It means that listen-read-discuss is strategy by students difficulty to read a text. Casale also explained that ListenRead-Discuss strategy has purpose such as, LRD to help students comprehend material presented orally and LRD to builds studentsprior knowledge

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[18] Manzo And Casale, *Listen Read Discuss: A Content Reading Heuristic, (Journal Of Reading*, 1985), page. 28

[19] Dewi Sri Murni, Improving Students' Reading Comprehension Through Listen-Read-Discuss (LRD) Strategy, Englis Journal, SMA Negeri 1 Musuk Boyolali In 2014/2015, page. 4

[20] Debra J. Housel, Nonfiction Strategies, (USA: Mary D. Smith, 2022). Page.4.

[21] Mc Kenna, *Teaching Through Text: A contect Literacy Approach to Content Area Reading* (3[rd]ed) (New York: Gulford, 2002), page. 94

before they read a text.[22] From those purpose, it can be concluded that steps to do this strategy is easy.

2. **Procedure Of Teaching Reading using Listen-Read-Discuss (LRD) Strategy**

There are some steps of teaching reading comprehension using listen-read-discuss strategy, are follow as:

a. The teacher prepareds the material about reading text.

b. The teacher also prepareds about how to deliver the material through ask about background knowledge of the students about the material.

c. Then, it meets about teacher explanation and the students" comprehension about reading text they have read.

d. The students listen explanation of the teacher about reading text.

e. After that, the students read the material which is also read by the teacher.

f. The teacher divides the students into a small group. Each group consists 2 of students.

g. The teacher and the students discuss about the material to read by students.

h. The last, in discussion groups the students also discuss about that they found in read a descriptive text the form a story.[23]

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[22] TalithaRahma, *The Impact of LRD (Listen-Read-Discuss) Strategy On The Reading Comprehension of Junior High School Students*, English Journal, (UN PGRI Kediri), page 6

[23] Manzo and Casale, Ula. *Literacy and Learning: Reading In The Content Areas.* (Florida: Ted Buchhoz), page. 11

Based on explanation those, the researcher conclude that LRD is simple strategy, to help students for comprehend the read a text into asmall group. In discussion students not difficulties for understand the content, meaning, and answer the question the read a text.

3. **Advantage and Disadvantages of Listen-Read-Discuss Strategy**

There are some advantages and disadvantages of listen-read-discuss strategy. The Advantages of Listen-Read-Discuss, they are:

a) LRD can be used for proficient or weak reader.

b) Teachers 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.

f) It engages struggling readers in classroom discussion.

g) Students bring more information and enthusiasm to be pos-treading discussion.

h) Students capable of reading with greater understand.

i) They have more to contribute to class discussion.

j) LRD is flexible strategy can be use across all curriculum areas with almost any text.[24]

It can be seen that the advantages of LRD can build students in reading comprehension for proficient or even to weak reader. It builds

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[24] Rusy Rusyidah Salman, *The Effectof Using LRD STRATEGY Toward Students' Reading comprehension Senior High School Student, English Journal, (STKIP PGRI Sumatra Barat)*, page. 3

students prior knowledge before read the text, and comparing the information during they read the text. The last, students would be engaged class discussion which builds their understanding of the text and improve students confidence in class discussion. In addition that is advantages of LRD, there is also disadvantage of LRD strategy is difficult to use on a daily basis because developing the lecture and the students prior knowledge is time intensive. It means that you can see the disadvantages about LRD the students would be confusion and difficult in to daily basis.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

They are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is Listen-Read-Discuss Strategy and dependent variable (Y) is Reading Comprehension.

Reading comprehension is the important one in basic language skills, because we can get easily much information by reading. But in reality, to comprehend text is not easy. All language learners use language learning strategies either consciously or unconsciously when they begin processing new information perfoming tasks in the language classroom.

We need special learning strategy in reading comprehension. That learning strategy form the specific actions, behavior, tactics, or

techniques, facilitate the learning of the target language by the language learner.

Based on explanation above, the researcher assumed that if the teacher used Listen-Read-Discuss Strategy in teaching reading comprehension, the students would be easier in participate fully in the class. If Listen-Read-Discuss Strategy is applied correctly, so the students reading comprehension would be good, on the contrary if Listen-Read-Discuss Strategy does not apply correctly, so the students reading comprehension would be bad.

2. **Paradigm**

Paradigm is the pattern at the variables which would be researched. Furthermore, based on theoritical framework above, the researcher described the paradigm as follows;

Figure 1

The influence of using Listen-Read-Discuss Strategy on the students reading comprehension

Based to the data presented in the the table, it can be HYPOTHESIS that the proficiency levels in the areas of 'How to listen, read a___ are'
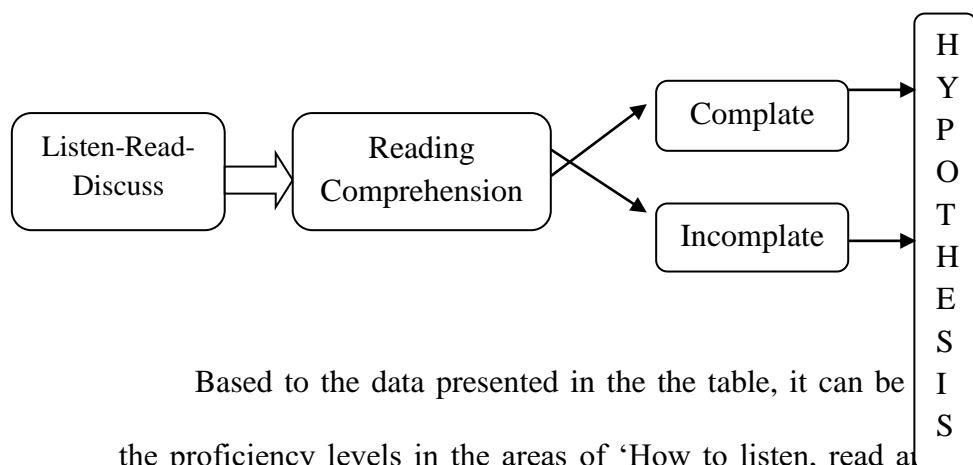
have improved and the students' ability to understand what they read is also complate. As a result, the introduction of the "listen-read-discuss" technique has a significant positive impact on students' reading comprehension. Conversely, if students' have a incomplate reading comprehension due to incomplate use of listen, read and discuss strategy, using this strategy would not have significant positive impact on their reading comprehension.

D. Hypothesis

1. Hypothesis Formulation

The research hypothesis are the hypotheses developed from observation, the related literature, and/or the theory described in the study. A research hypothesis states the relationship one expects to find as a result of the research.[25]

Based on assumption above, hypothesis for this research can be formulated as follows:

a. Null Hypothesis (Ho)

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[25] Donal Ary et al., *Introduction to research in Education*, (USA: Wadsworth Cenggage Learning, 2010), 8th Edition, p. 91

There is no a positive and significant influence of using Listen-Read-Discuss Strategy on the students reading comprehension at the seventh graders of SMP Negeri 1 Negara Batin.

b. Alternative Hypothesis (Ha)

There is a positive and significant influence of using Listen-Read-Discuss Strategy on the students reading comprehension at the seventh graders of SMP Negeri 1 Negara Batin.

2. Statistical Hypothesis

Related to the concept of statistical hypothesis, Yogesh explains that "A hypothesis may be stated in the null form which is an assertion that no relationship or no difference exists between or among the variables. This form null hypothesis is a statistical hypothesis which is testable within the framework of probability theory. It is also a non-directional form of hypothesis".[26] This hypothesis is considered as an assumption about a population parameter.

The formulation of statistical hypothesis in this research are:

a) If $t_o > t_{table}$ = Ha is accepted and Ho is rejected.

b) If $t_o < t_{table}$ = Ha is rejected and Ho is accepted.

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[26] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Ltd., Publishers, 2006), p.61

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Two common categories of research widely known are quantitative and qualitative. The purpose of both quantitative and qualitative researches is to attain a more comprehensive understanding about how the world works. Both categories of research are significantly making use of visual tool as well. Yet, quantitative research is the research which explaining phenomena by collecting numerical data that would analyze by using mathematically based on methods (in particular statistics).[1]

Actually, Daniel decided that there are two kinds of quantitative research design namely experimental design and non-experimental design. The experimental design is defined as a test under controlled conditions that is made to demonstrate a known truth or examine the validity of a hypothesis.[2]

In this research, the researcher conduct the experimental design it use two classes namely VII A as a control class it do not receive the treatment and VII B as an experimental class it would receive the treatment it teaching by listen-read-discuss strategy. The design is follows:

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[1]Daniel Muijs, *Doing Quantitative Research in Education*, (London: Sage Publication, New Delhi: Thousand Oaks, 2004), p.1.

[2] *Ibid*., P. 13

Figure 2
The Influence of Using Listen-Read-Discuss Strategy
In Experimental and Control Group
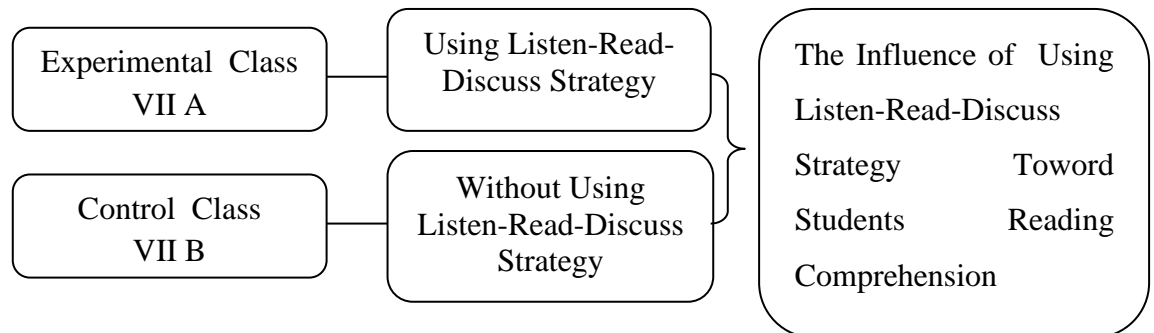
Firstly, both of groups received the pre-test before doing a treatment. Secondly, the experimental class (VII A) got a treatment using listen-read-discuss strategy and control class (VII B) didn't get a treatment. Thirdly, both groups received the post-test with the same instrument in the pre-test. Finally, it could be found the influence of using listen-read-discuss strategy on the students reading comprehension.

The description of sequence is:

Table 4
The True Experiment Design

Group	Pre-test	Treatment	Post-test
Experimental group	X	X	X
Control group	X		X

Following the post-test, the analyses of statistical are carried out to see whether the treatment have an effect for experimental group.[3]

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[3] *Ibid,* P. 18

B. **The Operational Definition of Variable**

1. **Independent Variable**

Independent variable in this research is 'listen-read-discuss' strategy (X). Listen-Read-Discuss it has are strategy intended to enhance reading comprehension.

There are some indicators it indicate the students be able to master the objective of this strategy example as follows:

a. Students can identify the main ideas of paragraphs.

b. Students can find appropriate or in-depth information in the text.

c. Students can infer meaning from context.

d. Students are able to show textual evidence.

e. Students can find words by referring meanings.

2. **Dependent Variable**

The dependent variable is the major variable that measured or observed to determine how, and if, it is affected by the presence of the independent variable.[4] Dependent variable of this research is reading comprehension it can be defined as knowledge of student in identification the text such as; main idea, topic, etc. To measure students reading comprehension, the researcher given the test in form the explanation of the students.

The indicators of dependent variable (Y) are:

a. Students can find some detailed information (specific information)

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[4] Ibid. P 23

b. Students can find information explicit (reference) and implicit (inference)

c. Students can find interpret words, phrases or sentences in the text.

C. Population, Sample and Sampling Techhnique

1. Population

The population is the group of individuals having one characteristic that distinguishes them from other groups.[5] This means that the population is all subjects presumeed in this study. Therefore, the population of this study ware all class VII students, totaling three classes and consisting of 69 students.

2. Sample

Sample is "the part of population that would be researched.[6] The sample is part of the population to be taken as a source of data can represent all population. There are two classes that consist of 44 students. Therefore, The researcher used the simple random sampling, and decide that class VII A as an experiment class and class VII B as a control class. The researcher choosed class VII A as an experimental class because in this class the students got low score in reading result.

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[5]John W. Creswell, "*Educational ResearchPlanning, Conducting and Evaluating Quantitave and Quaitative Research",* (United States of America:Pearson, 2012), Fourth Edition, P 381.

[6] L.R. Gay, *Educational Research-Competenccies for Analysis and Application,* (New York: Mc millan publishing company,1990), Second Edition, p. 102

Based on the definition of research method above, this research used the quantitative research. In this research used experimental research. And the total of students is presented bellow:

Table 5

The Total Students used in Sample

NO.	Class	Gender		Total
		Male	Female	
1	VII A (Experimental Class)	13	11	24
2	VII B (Control Class)	9	11	20

Experiment class as the class that uses listen-read-discuss strategy in reading comprehension and control class as the class that does not use listen-read-discuss strategy in reading comprehension and all of this action is to know whether listen-read-discuss strategy has some influences on the students reading comprehension.

3. **Sampling Technique**

Sampling refers to the process of selecting individuals to participate in research studies. This study, researchers specifically analyze statistics using simple random samples. Random sampling is the process of selecting a sample so that all individuals within a defined population have an equal and independent chance of being selected for the sample.

Based on the statement above there are 2 classes as sample. There were 24 VII A students as an experimental sample, and 20 VII B students as a control sample.

D. Data Collection Technique

The researcher used some technique to obtain the accurate data at SMP Negeri 1 Negara Batin. In collecting the data, the researcher used the technique:

1. Test

According to Donald Ary, 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. [7]

Test is a way that is used to measure a person ability or knowledge in a given domain.

a. Pre-test

The pre-test held in the first meeting before doing traetment in order to know the ability of students before action research.

b. Post-test

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[7]DonalAry, et al., *Introduction to Research in Education*, (USA: Wadsworth Cenggage Learning, 2010), Eight Editio, P. 67

The post-test held in the last meeting after doing treatments to find out whether the treatment gives any contribution to the students' achievement in the class.

Therefore, the researcher used the test to get the data of the students reading comprehension. The reading comprehension test has used the multiple choice. This test given to the seventh graders of SMP Negeri 1 Negara Batin.

2. Documentation

The researcher was used English teacher's documentation who competences to collect the data and to get detail information about students' English result in reading comprehension among the seventh graders of SMP Negeri 1 Negara Batin.

E. Research Instrument

1. Instrument Blueprint

Research instrument which was used in this research are:

a. The instrument used to measured students reading comprehension which has a person or group is test. Kind of test is multiple choice test there are consist of 20 questions.

b. The instruments which used for documentation method such as; documentation about the school history, condition, quantity of the students and about the location sketch of SMP Negeri 1 Negara Batin.

The instrument in this research designed and adjust with the indicators which has specify. Moreover, research instrument which used research multiple choice it consisted of 20 items, The minimum completeness criteria score is 75.

Table 6
Students Reading Comprehension

No	Variable	Variable Indicator	Item Number	Item Total	Form of the Test
1	Independent Variable (X) Listen Read Discuss Strategies	Students can identify the main idea of paragraph. Students can find appropiate or in-deth information in the text. Students can infer meaning from context. Students are able to show textual evidence. Students' can find word by reffering meaning.	1-10	10	Multiple Choice
2	Dependent Variable (Y) Reading Comprehension	Students can find some detailed information (specific information)	11-15	5	Multiple Choice
		Students can find information explicit (reference) and implicit (inference)	16,17,18	3	
		Students can find interpret words, phrases or sentences in the text	19,20	2	
Total				20	

2. Instrument Calibration

In this research a test by using multiple choice. For reading comprehension test which consist of 20 items that use to comprehend of a text. Furthemore, several question to measure a listen-read-discuss strategy the researcher was used test. The researcher used the instrument by using the pre-test and post-test. Pre-test used to got the score before treatment conducted. This test used to determine the student's knowledge in reading comprehension. The post-test used to got the score after the treatment conducted. This test used to determine any significant before and after treatment.

F. Data Analysis Technique

In data analysis technique, the researcher used two formulas. Fistly, to investigate whether there is any positive influence of using listen-read-discuss strategy on the students reading comprehension at the seventh graders of SMP Negeri 1 Negara Batin, the researcher used the true experiment in the form of paired t-test by using control group pretest-posttest design. The formulate of t-test:[8]

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[8] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), p. 133

$$t = \frac{M_X - M_Y}{\sqrt{\left(\dfrac{\sum X^2 + \sum Y^2}{N_X + N_Y - 2}\right)\left(\dfrac{1}{N_X} + \dfrac{1}{N_Y}\right)}}$$

Where:

M : The Mean of score each group

N : Subjects in the sample

X : Deviation of each X2 and X1

Y : Deviation of each grade Y2 and YI

CHAPTER IV
RESULT AND DISCUSSION

A. Result of The Reseearch

1. Description of Research Location

a. The Historical Background at SMPN 1 Negara Batin, Way Kanan

SMPN 1 Negara Batin is a junior high school in a Negara Batin, Way Kanan, Lampung. This school is located on Jl. BGD Negara Batin. Established since 1985 or more precicely, it has been around for 38 years.

b. School Identity of SMPN 1 Negara Batin, Way Kanan

Name of School   : SMPN 1 Negara Batin

NPSN   : 10805931

NSS   : 201120317155

Since   : 1985

Ownership Status : Regional Government

Land Area   : $3.205 \ m^2$

Adress   : Jl. BGD Negara Batin

Subdistrict : Negara Batin

Regency   : Way Kanan

Postal Code   : 34769

Headmaster   : Harisun, S. Ag, M.Pd

c. **Vision and Mission of SMPN 1 Negara Batin, Way Kanan**

1) Vision

a) Realizing SMPN 1 Negara Batin, Way Kanan to become a school that is high achieving, skilled and creates students who are devoted to God Almighty.

b) Have noble character with an environmental perspective.

2) Mission

a) Improving the professionalism of teachers and staff.

b) Increasing active, creative, efficient and enjoyable teaching and learning activities.

c) Increasing the quality of devotion to God Almighty.

d) Increasing discipline for educators and students.

e) Improving harmoniusrelations between teachers, students and the community.

f) Improving a school environment that is safe, ordely, beautiful and beautiful.

d. **The condition of The Teachers and Official Employees at SMPN 1 Negara Batin, Way Kanan**

The numbers of the teachers and official employess in SMPN 1 Negara `Batin, Way Kanan can be seen on the table below:

Table 7

The Condition of Teachers and Official Employees in SMPN 1 Negara

Batin, Way Kanan

No	Name
1	Harisun, M.Pd.I
2	Tiodor Situmorang, S.Pd
3	Heri Yuwono, A.Ma
4	Supardi, A.Ma
5	Ahmad Ihsanudin, S.Pd
6	Novi Wulandari, S.Pd
7	Sudiono, S.Pd
8	Mudrik Fanani, A.M
9	Erlindawati, S.Pd
10	Erlina Khusnul Khotimah, A.M
11	Maksum Santoso, A.Md
12	Ayu Putri Wulansari
13	Rohmadoni Saprida, S.Kom
14	Jafarudin, A.Md
15	M. Ervan

e. Students Quantity at SMPN 1 Negara Batin, Way Kanan

Figure 3

Students Quantity at SMPN 1 Negara Batin
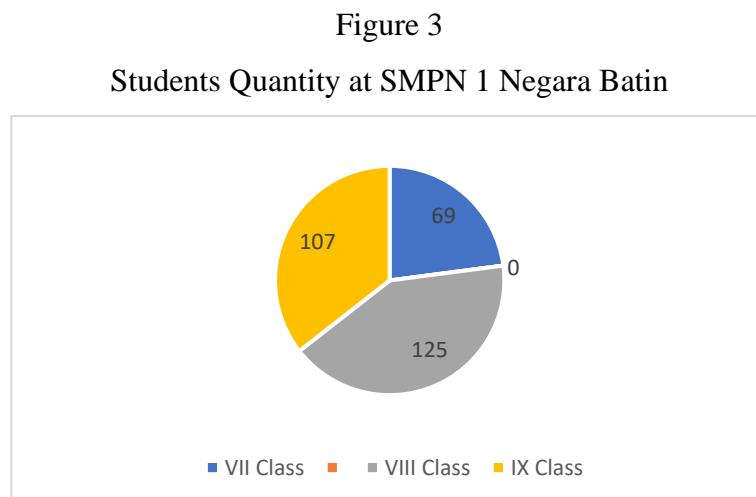
(Source: The Data of Students Quantity Got from the English
Researcher at SMPN 1 Negara Batin, Way Kanan).

f. **The Condition of Infranstructure Facilities at SMPN 1 Negara Batin, Way Kanan**

Overall, the facilities and infranstructure I SMPN 1 Negara Batin, Way Kanan are very adequate it can be seen from the list of supporting infrastructure for the learning process below:

Tabel 8
The Insfrastructure at SMPN 1 Negara Batin, Way Kanan

No	Room	Total
1	Classroom	6
2	Libraries	1
3	Lab. IPA	1
4	Principal's Office	1
5	Teacher's Room	1
6	UKS Room	1
7	Computer Room	1
8	Teacher Toilets	1
9	Students Toilets	2
10	School Guard House	1
11	Meeting Room	1

Source: Documentation of SMPN 1 Negara Batin, Way   Kanan academic year 2022/2023

g. Location Sketch at SMPN 1 Negara Batin, Way Kanan

Figure 4

Location Sketch at SMPN 1 Negara Batin

School Guard House	Meeting Room	Canteen	VII A Classrom	WC	WC
				Garden	
Warehouse	Infirmary Room		Library	VII B Classroom	
VIII A Classroom				IX B Classroom	
VIII B Classroom				Teachers Room	
IX B Classroom				Office Headmaster	
Prayer Room				Parking Place	
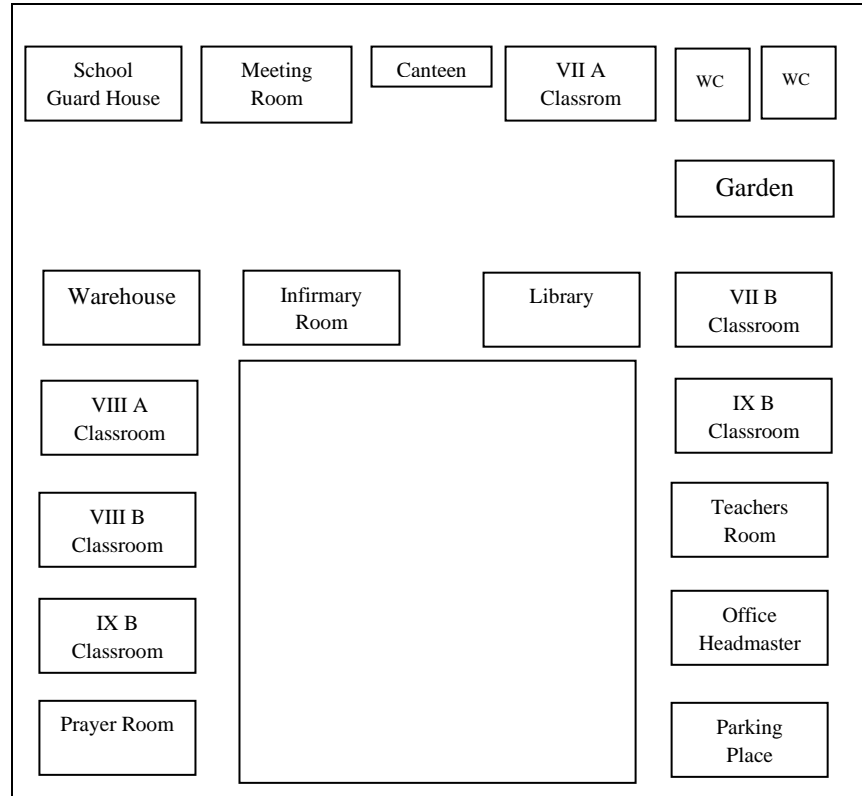
h. Organization Structure of SMPN 1 Negara Batin, Way Kanan

Figure 5

Kepala Sekolah	Komite
Harisun, S. Ag M.Pd	Sanadi

Ka. TU	Operator Dapodik
Sujoko	Sudiono

Waka Kurikulum	Waka Kesiswaan
Tiodor Situmorang, S.Pd	Eliyanto, S.Pd

Kep. Lab IPA	Bendahara	Bimbingan Konseling	Kep. Perpus
Heri Yuwono	Sudiono	Eliyanto, S. Pd	Dewi A N, S. Pd

Pembina OSIS	Pembina Pramuka
Ahmad Ihsanudin, S. Pd	Sri Nyuluh Edy, S. Pd

Wali Kelas Dan Dewan Guru
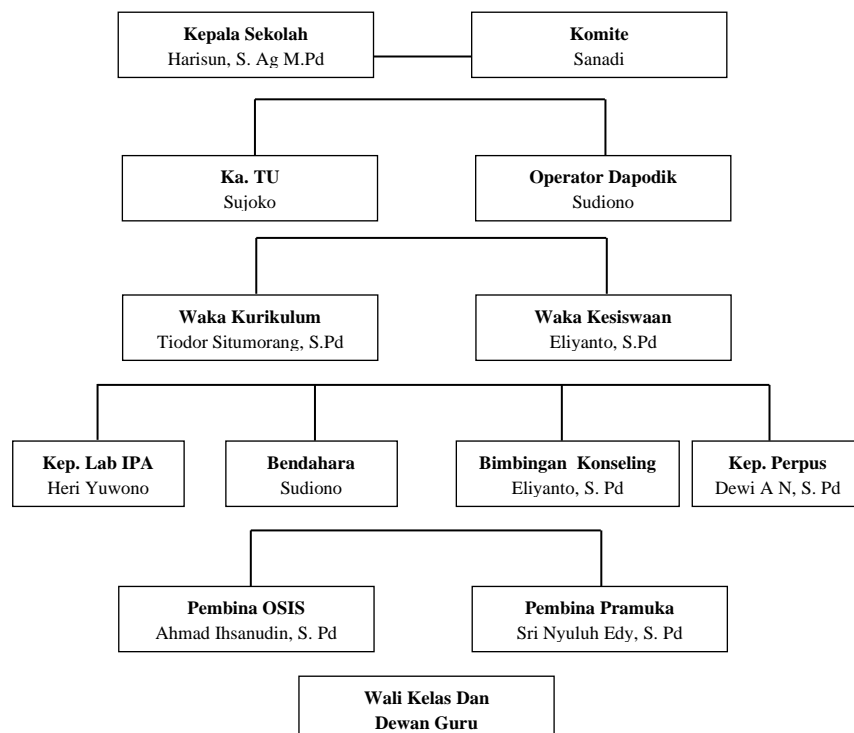
2. Description of Result Data Resarch

a) The Data of Variable Reading Comprehension based on Pre-Test and Post-Test scores in the Experimental and Control class in English subjects.

1) The Result of the Students' Pre Test

The researcher conducted pre-test in first meeting of the research in order to find out the initial different between the classes who have similar level. The Result of Students' Experimental Class Pre-Test can be identified as follows:

Tabel 9
The Pre-Test Result of the Experimental Class at the class VII A
students' of SMPN 1 Negara Batin, Way Kanan

No	Name	Category	
		Complate	Incomplate
1	AR		70
2	ADS		55
3	AN		60
4	AD		70
5	AJ		60
6	A		70
7	BT		60
8	DT		55
9	DK		55
10	FA	75	
11	HR		45
12	KF		50
13	LSP		50
14	MFS		40
15	MDF	85	
16	P		65
17	RMA		50
18	RM		50
19	RI		60
20	RAW		65
21	RP		65

22	RA		60
23	S		70
24	WNJ		50
Total			1435
Average			59,79
The Highest Score			85
The Lowest Score			40
Students whot got 75 or more			2

Source: The Result of Students Exsperimental Class Pre Test
October 18th, 2023

Based on table above, the researcher measured the class interval using Sugiono's formula as follow:

R = The highest score – The lowest score

   = 85 – 40

   = 45

K = 1 + 3.3 log in

   = 1 + 3.3 log (24)

   = 1 + 4,5546

   = 5,5546

   = 5

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

   $= \dfrac{45}{5}$

   = 9

After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

Tabel 10
Frequency Distribution as the Results of Experimental Class Pre
Test at the class VII A Students' of SMPN 1 Negara Batin

Interval	Frequency	Category	Persentages %
40 – 48	2	Poor	8,3 %
49 – 57	8	Fair	33,4 %
58 – 66	8	Fair	33,4 %
67 – 75	5	Good	20,8 %
76 – 85	1	Very Good	4,1 %
	24		100 %

If the data put into a graphic, it can be seen as follow:

Graph 1
Frequency of Students' Score in Pre-Test
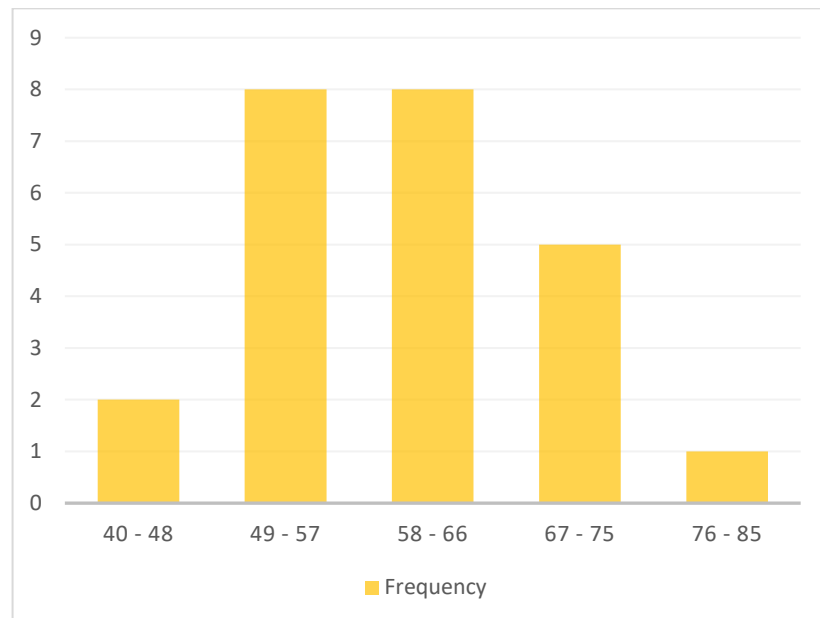
The graph of table frequency distribution above describe
that the result of the students score of Pre-Test (experimental
class). There was 2 (8,3%) students got score 40-48.
Furthermore, there were 8 (33,4%) students who got score 49-
57, 8 (33,4%) students who got score 58-66, 5 (20,8%) students'
who got score 67-75, and 1 (4,1%) students who got score 76-

85. From the data above, it can be seen that students' reading

comprehension in pre-test was unsatisfactory.

Furthermore, the result of students' control class Pre-Test can be

identified as follow.

Table 11
The Pre-Test Results of the Control Class at the class VII B
Students' of SMPN 1 Negara Batin

No	Name	Category	
		Complate	Incomplate
1	ADL		60
2	BK		65
3	DPG	75	
4	DZ		70
5	HS		60
6	IC		65
7	IMR	75	
8	JRW		60
9	JRP	75	
10	JAM		50
11	JNS		50
12	KN	75	
13	MH		65
14	MDP		60
15	MAP		70
16	O		70
17	OF		70
18	PRS		65
19	PBM	80	
20	PNA	75	
Total			1335
Average			66,75
The Highest Score			80
The Lowest Score			50
Students whot got 75 or more			6

Source: The Result of Students Control Class Pre-Test on
October 15th, 2023

Based on table above, the researcher measured the class

interval using Sugiono's formula as follow:

R   = The highest score – The lowest score

        = 80 - 50

        = 30

K   = 1 + 3.3 log in

        = 1 + 3.3 log (20)

        = 1 + 4,2933

        = 5,2933

        = 6

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

 $= \dfrac{30}{5}$

        = 6

After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

Tabel 12
Frequency Distribution as the Results of Control Class Pre-Test
at the class VII B Students' of SMPN 1 Negara Batin

Interval	Frequency	Category	Persentages %
50 – 55	2	Poor	10 %
56 – 60	4	Fair	20 %
61 – 65	4	Fair	20 %
66 – 70	4	Good	20 %
71 – 75	5	Good	25 %
76 – 80	1	Very Good	5 %
	20		100 %

If the data put into a graphic, it can be seen as follow:

Graph 2
Fruequency of Students' Score in Pre-Test
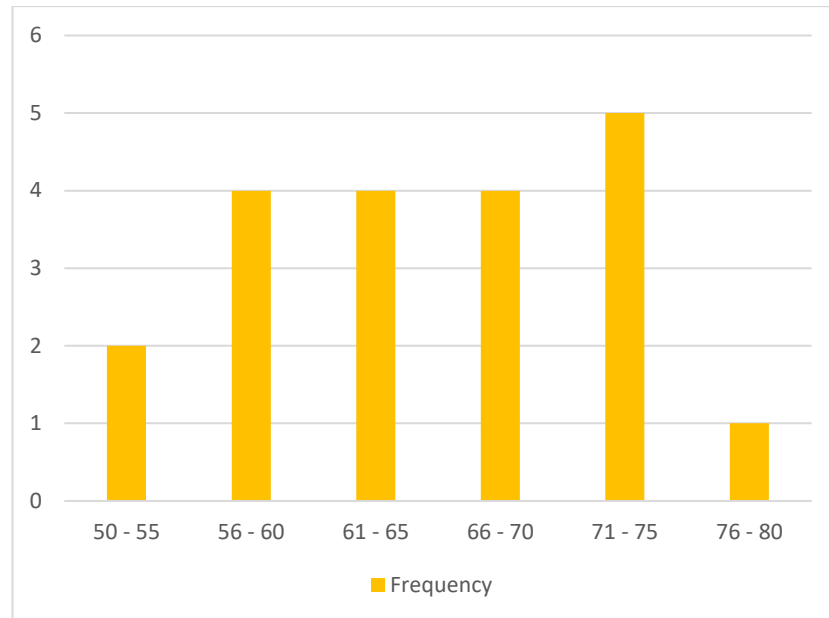
The graph of table frequency distribution above describe that the result of the students' score of Pre-Test (control class). There was 2 (10%) students' got score 50-55. Furthermore, there were 4 (20%) students who got score 56-60, 4 (20%) students who got score 61-65, 4 (20%) students who got score 66-70, 5 (25%) students who got score 71-75, and 1 (5%) students' got score 76-80. From the data above, it can be seen that students' reading comprehension in pre-test was unsatisfactory.

Table 13
The Post-Test Result of The Exsperimental Class at the VII A
Students of SMPN Negara Batin

No	Name	Category	
		Complate	**Incomplate**
1	AR	75	
2	ADS		65
3	AN		65
4	AD	80	
5	AJ	80	
6	A	80	
7	BT		70
8	DT		65
9	DK	85	
10	FA	85	
11	HR		65
12	KF		65
13	LSP	75	
14	MFS		70
15	MDF	80	
16	P	75	
17	RMA		65
18	RM	75	
19	RI		70
20	RAW		65
21	RP		70
22	RA		65
23	S	80	
24	WNJ	85	
Total			1760
Average			73,3
The Highest Score			85
The Lowest Score			65
Students whot got 75 or more			12

Source: The Result of Students Exsperimental Class Post-Test
on October 18th, 2023

Based on table above, the researcher measured the class
interval using Sugiono's formula as follow:

R   = The highest score – The lowest score

     = 85 – 65

     = 20

K   = 1 + 3.3 log in

     = 1 + 3.3 log (24)

     = 1 + 4,5546

     = 5,5546

     = 5

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

     $= \dfrac{20}{5}$

     = 4

After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:
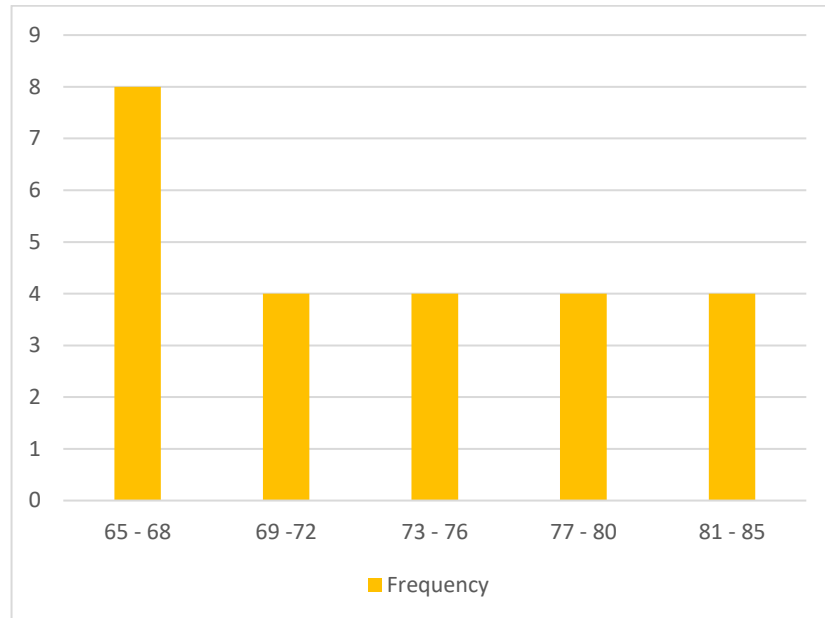
Tabel 14

Frequency Distribution as the Results of Experimental Class Post-Test at the class VII A Students' of SMPN 1 Negara Batin

Interval	Frequency	Category	Persentages %
65 – 68	8	Good	33,4 %
69 – 72	4	Good	16,7 %
73 – 76	4	Good	16,7 %
77 – 80	4	Very Good	16,6 %
81 – 85	4	Very Good	16,6 %
	24		100 %

If the data put into a graphic, it can be seen as follow:

Graph 3
Frequency of Students' Score in Post-Test

The graph of table frequency distribution above describe that the result of the students' score of Post-Test (experimental class). There were 8 (33,4%) students got score 65-68. Furthermore, there were 4 (16,7%) students who got score 69-72, 4 (16,7%) students who got score 73-76, 4(16,6%) students who got score 77-80, and 4 (16,6%) students who got score 81-85. From the data above, it can be seen that students' reading comprehension in post-test was satisfactory.

Table 15
The Post-Test Results of the Control Class at the class VII B
Students' of SMPN 1 Negara Batin

No	Name	Category	
		Complate	Incomplate
1	ADL		60
2	BK		70
3	DPG		70
4	DZ		75
5	HS		70
6	IC		70
7	IMR	80	
8	JRW		65
9	JRP	80	
10	JAM		55
11	JNS	75	
12	KN	75	
13	MH		60
14	MDP		65
15	MAP		75
16	O		75
17	OF		70
18	PRS		65
19	PBM		65
20	PNA	75	
Total			1395
Average			69,75
The Highest Score			80
The Lowest Score			55
Students whot got 75 or more			8

Source: The Result of Students Control Class Post-Test on
October   15th, 2023

Based on table above, the researcher measured the class
interval using Sugiono's formula as follow:

R   = The highest score – The lowest score

= 80 – 55

= 25

K   = 1 + 3.3 log in

        = 1 + 3.3 log (20)

        = 1 + 4,2933

        = 5,2933

        = 6

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

 $= \dfrac{25}{6}$

        = 4,16

        = 5

After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

Table 16
Frequency Distribution as the Results of Control Class Post-Test at the class VII B Students' of SMPN 1 Negara Batin

Interval	Frequency	Category	Persentages %
55 – 59	1	Fair	5 %
60 – 64	2	Fair	10 %
65 – 69	4	Good	20 %
70 – 74	5	Good	25 %
75 – 79	6	Good	30 %
80 – 84	2	Very Good	10 %
	20		100 %

If the data put into a graphic, it can be seen as follow:

Graph 4

Frequency of Students Score in Post-test
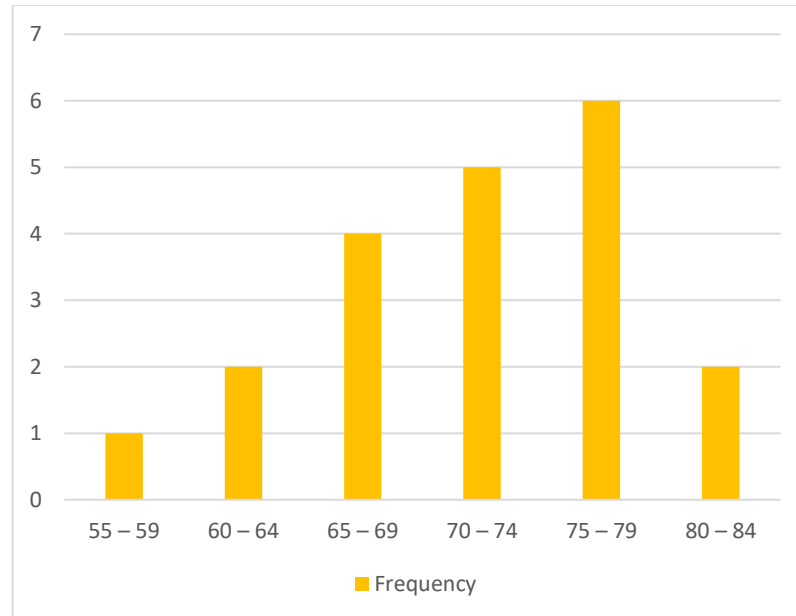
■ Frequency

The graph of table frequency distribution above describe that the result of the students score of Post-Test (Control class). There were 1 (5%) students got score 55-59. Furthermore, there were 2 (10%) students who got score 60-64, 4 (20%) students who got score 65-69, 5 (25%) students who got score 70-74, 6 (30%) students who got score 75-79., and 2 (10%) students got score 80-84.From the data above, it can be seen that students' reading comprehension in post-test was unsatisfactory.

3. **T-Test**

Table 17
The Authentic Table of the Difference Between Experimental Class and
Control Class of the Seventh Graders at SMPN 1 Negara Batin,
Way Kanan

No		**Control Class**				No		**Experimental Class**			
	Subject	Pre-Test (XI)	Post-Test (X2)	Difference (X)	X2		Subject	Pre-Test (YI)	Post-Test (Y2)	Difference (Y)	Y2
1	ADL	60	60	0	0	1	AR	70	75	5	25
2	BK	65	70	5	25	2	ADS	55	65	10	100
3	DPG	75	70	-5	25	3	AN	60	65	5	25
4	DZ	70	75	5	25	4	AD	70	80	10	100
5	HS	60	70	10	100	5	AJ	60	80	20	400
6	IC	65	70	5	25	6	A	70	85	15	225
7	IMR	75	80	5	25	7	BT	60	70	10	100
8	JRW	60	65	5	25	8	DT	55	65	10	100
9	JRP	75	80	5	25	9	DK	55	85	30	900
10	JAM	50	55	5	25	10	FA	75	85	10	100
11	JNS	50	75	25	625	11	HR	45	65	20	400
12	KN	75	75	0	0	12	KF	50	65	15	225
13	MH	65	60	-5	25	13	LSP	50	75	25	625
14	MDP	60	65	5	25	14	MFS	40	70	30	900
15	MAP	70	75	5	25	15	MDF	85	80	-5	25
16	O	70	75	5	25	16	P	65	75	10	100
17	OF	70	60	-10	100	17	RMA	50	65	15	225
18	PRS	65	65	0	0	18	RM	50	75	25	625
19	PBM	80	65	-15	225	19	RI	60	70	10	100
20	PNA	75	75	0	0	20	RAW	65	65	0	0
						21	RP	65	70	5	25
						22	RA	60	65	5	25
						23	S	70	80	10	100
						24	WNJ	50	85	35	1225
The Result		1335	1385	$\sum X=$ 50	$\sum x2=$ 1350	The Result		1435	1760	$\sum Y =$ 325	$\sum y2=$ 6675

The procedures of calculation are as follow:

Firstly, the researcher had to find the mean to gain the score from the

experimental class and the control class.

From the control class the researcher got:

$$M_x = \frac{50}{20}$$

$$= 2,5$$

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{n}$$

$$= 1350 - \frac{(50)^2}{20}$$

$$= 1350 - \frac{2500}{20}$$

$$= 1350 - 125$$

$$= 1125$$

From the experimental class the researcher got:

$$M_y = \frac{325}{24}$$

$$= 13,5$$

$$\sum y^2 = \sum y^2 - \frac{(\sum)^2}{n}$$

$$= 6675 - \frac{(325)^2}{24}$$

$$= 6675 - \frac{105.625}{24}$$

$$= 6675 - 4401$$

$$= 2274$$

Therefore the researcher counted by using the formula of t-test as follow :

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$= \frac{2,5 - 13,5}{\sqrt{\left(\frac{1125 + 2274}{20 + 24 - 2}\right)\left(\frac{1}{20} + \frac{1}{24}\right)}}$$

$$= \frac{+11}{\sqrt{\left(\frac{3399}{42}\right)\left(\frac{2}{44}\right)}}$$

$$= \frac{11}{\sqrt{80,9 \times 0,045}}$$

$$= \frac{11}{\sqrt{3,6405}}$$

$$= \frac{11}{1,90}$$

$$= 5,78$$

Moreover, after putting the data above into formula t-test, the researcher got tobserved is 5,78.

To know the critical value of t_{table}, the researcher firstly counted

degrees of freedom (d.f), as follows:

d.f $\quad = N_x + N_y - 2$

d.f $\quad = 20 + 24 - 2$

$\quad\quad = 42$

The degrees of freedom (d.f) was 42, the researcher find it in t-

table. So, it is not done interpolation.

Table 18
Critical Value of t_{table}

	5%	1%
d.f 42	1.68	2.41

Source : Junaidi, 2010. *Titik Persentase Distribusi t,* P.2

From all the data analysis above, it can be know that:

$t_{observed}$ $\quad\quad = 5.78$

t_{table} $\quad\quad = 1.68$ (5%) and 2.41 (1%)

The researcher hat formulated the null hypothesis (Ho) and

alternative hypothesisi (Ha) are as follows:

a. Null Hypothesis (Ho)

There is no positive and significant influence of using Listen

Read Discuss (LRD) Strategy on the students' reading

comprehension of the seventh graders at SMPN 1 Negara

Batin, Way Kanan.

Furthemore, after Ha and Ho has formulated, the researcher consulted $t_{observed} > t_{table}$ and f_o and f_h has follows:

1) If $t_{observed} > t_{table,,}$ So Ha is accepted and Ho is rejected

2) If $t_{observed} < t_{table,}$ So Ha is accepted and Ho is rejected

It means that if the $t_{observed}$ is higher than t_{table} there is a positive influence, and Ho is accepted.

b. Alternatiove Hypothesis (Ha)

The hypothesis applied in this present research is there is a positive influence of using Listen-Read-Discuss (LRD) strategy on the students' reading comprehension of the seventh graders at SMPN 1 Negara Batin, Way Kanan.

Furthemore, the data confirm that $t_{observed}$ is higher than $t_{table,}$ or it can be written as $1.68 < 5,78 > 2.41$. It means that there is a positive influence of using Listen-Read-Discuss (LRD) Strategy of the seventh graders at SMPN 1 Negara Batin, Way Kanan.

B. Discussion

   This research is a quantitative study with control and experimental classes to determine whether there is a positive and significant influence. To get the data, the researchers used the control class and the experimental class. The experimental class is a class that is used conduct research and here the researcher gives treatment to students using Listen-Read-Discuss (LRD) Strategy. While the control class is a class control to know wheter or not there is influence of Listen-Read-Discuss (LRD) Strategy to students' reading comprehension.

   Before the researcher gave treatment and determined the control class and the experimental class, the researcher gave a pre-test to find out students' reading comprehension. The researcher give 20 questions to students, and they answered the questions given. Based on the results of the pre-test in class VII A, an average score of 59,7 was obtained, while in class VII B, an average value was obtained of 66,7. Based on the test results, the researcher assigned class A as the experimental class and class B as the control class. The researcher chose class A as the experimental class because in this class students got low scores in reading results.

   In the control class the researcher did not apply the treatment. While in the experimental class, the researcher gave the treatment, by giving a little explanation about Listen-Read-Discuss (LRD) Strategy and how to apply. Then the researcher gave a test of 20 questions to class A students', totaling

24 students'. Based on the results of implementing the partner reading strategy in class A, the average score was 73,3.

The calculation results from this experimental study show that the Listen-Read-Discuss (LRD) Strategy is effective to be applied by the the seventh graders students' at SMPN 1 Negara Batin, Way Kanan. It is also ensured that the effectiviness is at a significant level. Therefore, the processed data finally provides answers to questions at the beginning of the study. In addition, the result of the study are also consistent with previous researcher which revealed listen-read-discuss (LRD) strategy as one of the reading effective strategy significantly in improving students' reading comprehension.

Overall, the result confirm previous research investigasing listen-read-discuss (LRD) strategy to assist in influencing reading comprehension. This is similar to the findings of the previous research about the influence of students' reading comprehension and making students more engaged with reading the text. Differenece from previous research sample place, level of education, and type of text.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After analyzing the data it can be concluded that there is positive and significant influence of the use liste -read-discuss (LRD) strategy toward students reading comprehension. It can be seen based on the result of data analysis, that alternative hypothesis (Ha) on this study was accepted,, alternative hypothesis (Ha) on this study was accepted, it this shown with the calculation, the researcher found that the critical value of $t_{observed}$ is 5,78 Then , considering the t_{table} by using df.42 , the researcher found it in the table. It can be known that the critical value of ttable for the 5 % level is 1.68 and for the 1 % level is 2.41. From those all of the data analysis , it can be seen that tobserved (5,78) is higher than t_{table} (5 % -1.68 . 1 % -2.41) , or it can be written as (1.68 < 5,83 > 2.41). Therefore , it can be inferred that Ha is accepted and Ho is rejected . It means that there is a positive and significant influence of using Listen-Read-Discuss (LRD) Strategy on the students reading comprehension of the seventh grade at SMPN 1 Negara Batin, Way Kanan.

B. Sugestion

After the researcher had done the research of the seventh graders at SMPN 1 Negara Batin, Way Kanan, the researcher would like to give some suggestion as follows :

1. For the Students

   This research is expected to be useful for SMPN 1 Negara Batin students' specifically for VII A and VII B. Through this research they are expected to improve their quality in English.

2. For the Lecturers

   Lecturers are suggested to use Listen-Read-Discuss (LRD) Strategy to help students' improve reading comprehension.

3. For Further Researcher

   The researcher suggests the other researchers to develop this research with different data source and better strategy.

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APPENDICES

Nomor   : B-5181/In.28/J/TL.01/11/2022
Lampiran : -
Perihal   : **IZIN PRASURVEY**

Kepada Yth.,
Harisun SMP N 1 NEGARA BATIN
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**EKA ANGGONOWATI**
NPM	:	1901050015
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	LISTEN-READ-DISCUSS (LRD) TO TEACH READING COMPERHENSION IN SEVENTH GRADE AT SMP N 1 NEGARA BATIN

untuk melakukan prasurvey di SMP N 1 NEGARA BATIN, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 30 November 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

SURAT IZIN PRA SURVEY
Nomor : 421/219.B /III.01/09.03/2022

Yang bertanda tangan dibawah ini kepala UPT SMP NEGERI 1 NEGARA BATIN Kabupaten Way Kanan, menanggapi surat dari INSTITUT AGAMA ISLAM NEGERI METRO FAKULTAS TARBIYAH DAN ILMU KEGURUAN dengan nomor : B-5181/In.28/J/TL/01/11/2022 Hal : Izin Pra Survey , dengan ini memberi izin kepada :

No	Nama Mahasiswa	NPM	Program Studi
	EKA ANGGONOWATI	1901050015	Tadris Bahasa Inggris

Untuk mengadakan Pra Survey dalam rangka penulisan proposal guna penyelesaian tugas Akhir /Sekripsi dengan Judul : LISTEN-READ-DISCUSS (LRD) TO TEACH READING COMPREHENSION IN SEVENTH GRADE AT SMPN 1 NEGARA BATIN.

Demikian Surat Izin ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Negara Batin, 1 Desember 2022
UPT SMPN 1 Negara Batin

HARISUN,S.Ag.
NIP. 196907202002121001

RATIFICATION PAGE
No:

The Research Proposal entitled: THE INFLUENCE OF USING LISTEN-READ-DISCUSS (LRD) STRATEGY TOWORD STUDENTS' READING COMPREHENSION OF THE SEVENTH GRADES AT SMP NEGERI 1 NEGARA BATIN WAY KANAN, Written by: Eka Anggonowati, Student Number: 1901050015, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Wednesday, September 13ᵗʰ 2023 at 13.00-14.30 p.m.

BOARD OF EXAMINERS

Chairperson	: Dr. Ahmad Subhan Roza, M.Pd	(................)
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Examiner II	: Aisyah Sunarwan, M.Pd	(................)
Secretary	: Rika Dartiara, M.Pd	(................)

Head of English Education Department

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Nomor   : B-4640/In.28.1/J/TL.00/10/2023
Lampiran : -
Perihal   : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Ahmad Subhan Roza (Pembimbing 1)
(Pembimbing 2)
di-
   Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**EKA ANGGONOWATI**
NPM	:	1901050015
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF USING LISTEN-READ-DISCUSS (LRD) STRATEGY TOWORD STUDENTS` READING COMPREHENSION OF THE SEVENTH GRADERS AT SMP NEGERI 1 NEGARA BATIN WAY KANAN

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 03 Oktober 2023
Ketua Jurusan,

Andianto M.Pd

Nomor	: B-4688/In.28/D.1/TL.00/10/2023	Kepada Yth.,
Lampiran	: -	KEPALA SMP NEGERI 1 NEGARA
Perihal	: **IZIN RESEARCH**	BATIN
		di-
		Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4689/In.28/D.1/TL.01/10/2023, tanggal 06 Oktober 2023 atas nama saudara:

Nama	:	**EKA ANGGONOWATI**
NPM	:	1901050015
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMP NEGERI 1 NEGARA BATIN bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 1 NEGARA BATIN, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING LISTEN-READ-DISCUSS (LRD) STRATEGY TOWARD STUDENT STUDENTS` READING COMPREHENSION OF THE SEVENTH GRADERS AT SMP NEGERI 1 NEGARA BATIN WAY KANAN".

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

Wassalamu'alaikum Wr. Wb.

Metro, 06 Oktober 2023
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

SURAT TUGAS
Nomor: B-4689/In.28/D.1/TL.01/10/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**EKA ANGGONOWATI**
NPM	:	1901050015
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :
1. Mengadakan observasi/survey di SMP NEGERI 1 NEGARA BATIN, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING LISTEN-READ-DISCUSS (LRD) STRATEGY TOWARD STUDENT STUDENTS` READING COMPREHENSION OF THE SEVENTH GRADERS AT SMP NEGERI 1 NEGARA BATIN WAY KANAN".

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 : 06 Oktober 2023

Mengetahui,
Pejabat Setempat

Harisun, M. Ag

Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

SURAT PERNYATAAN
Nomor: 421/278/III.01/09.03/2023

Yang bertanda tangan di bawah ini:

Nama	: HARISUN, S. Ag	
NIP/NUPTK	: 196907202002121001 / 2052747649200033	
Pangkat/Gol	: IVB	
Jabatan	: Kepala Sekolah	
Unit Kerja	: SMPN 1 Negara Batin	

Memberikan dukungan dan izin kepada:

Nama	: EKA ANGGONOWATI	
NPM	: 1901050015	
Semester	: 9	
Jurusan	: Tadris Bahasa Inggris	

Untuk melaksanakan penelitian tugas akhir skripsi yang berjudul: **THE INFLUENCE OF USING LISTEN-READ DISCUSS (LRD) STRATEGY TOWARD STUDENT'S READING COMPREHENSION OF THE SEVENTH GRADERS AT SMP NEGERI 1 NEGARA BATIN WAY KANAN** di SMPN 1 Negara Batin.

Demikian surat dukungan dan izin ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Negara Batin, 16 Oktober 2023

HARISUN, S. Ag
NIP : 196907202002121001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1231/In.28/S/U.1/OT.01/11/2023

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: EKA ANGGONOWATI
NPM	: 1901050015
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1901050015

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 07 November 2023
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002

SURAT KETERANGAN BEBASPUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : Eka Anggonowati

NPM   : 1901050015

Prodi   : Tadris Bahasa Inggris (TBI)

Tidak mempunyai pinjaman buku pada jurusan/prodi Tadris Bahasa Inggris. Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 6 Desember 2023

Ketua Program Studi TBI

Dr. Much Deniatur, M.Pd.B.I.
NIP. 198803082015031006

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Eka Anggonowati

NPM : 1901050015

Program Studi : TBI

Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Kamis, 8 Juni 2023		Chapter 1 - 3 Revisi : - Cover - penggunaan lingking verb pada Chapter 1 - Tabel	
2.	Senin, 12 Juni 2023		- Bibliography - Data Collection Technique	
3	Rabu, 14 Juni 2023		Perbaikan : - Data Collection Technique - Bibliography - Perbaikan Penulisan Proposal	
4	Jum'at, 16 Juni 2023			

Mengetahui
Ketua Program Studi TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

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

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Eka Anggonowati
NPM : 1901050015

Program Studi : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
5	Jum'at, 29 September 2023	Dr. Ahmad Subhan Roza, M.Pd	Acc Instrument	

Mengetahui
Ketua Program Studi TBI

Andianto, M.Pd
NIP. 19871102201503 1 004

Dosen Pembimbing

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

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Eka Anggonowati
NPM : 1901050015

Program Studi : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	30/10 2023		- Abstrak - Cover - Penggunaan Past tense	
2	Selasa, 7/11 2023		- Data Collecting Tekhnique - Tabel Penilaian - Observation	
3	Jum'at, 17/11 2023		- Conclusion - Bibliography	
4	21/11 2023			

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

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

THE LESSON PLAN

(Control Class)

Name of School : SMP Negeri 1 Negara Batin

Class : VII B (Seventh)

Subject : English

Skill : Reading

Time Allocation : 1 x 60 Minutes

A. Purpose and Objective
1. Student can identify general descripcions from reading text.
2. Students can the text social function from reading text.
3. Students can answer qeustionts from reading text.
4. Students can read and understand reading text.
5. Students can explain orally and in writing about the reading text.

B. Teaching Method
1. Direct Method
   a. Definiton
   A reading text is a written work produced by someone's thoughts or ideas.
   b. Function
   The function of reading texts is to provide information to readers.
   c. Example
   Read the following text, and then answer the questions!
   ### My Day
   First, I wake up. Then, I get dressed. I walk to school. I do not ride a bike. I do not ride the bus. I like to go to school. It rains. I do not like rain. I eat lunch. I eat a sandwich and an apple.
   I play outside. I like to play. I read a book. I like to read books. I walk home. I do not like walking home. My mother cooks soup for dinner. The soup is hot. Then, I go to bed. I do not like to go to bed.

   1. Comprehension Question
      Answer the following questions briefly
      1) What happens first?
      2) What do I like?
      3) How do I go to school?

4) What do I eat for dinner?
5) What do I not like?
6) Why don't I like riding the bus?
7) Did it rain that day?
8) What do I eat for lunch?
9) Do I like playing?
10) What is my mother cooking?
2. Teaching Strategy
   QAR (Question Answer Relationship): The teacher gives several questions and students must answer them.

C. Material
1. Whiteboard/Board marker
2. English book/English dictionary
3. Paper

D. Steps of The Activities

Kind of Activities	Description of Activities	Time Allocation
Pre Activities	**Opening** 1) Greting 2) The teacher explains to students about the material to be studied. 3) the teacher asks students about their readiness to learn. 4) Prepare students for lessons.	10 Minutes
Main Activities	**Observing** 1) The teacher gives the material a detaile explanation of the reading text. 2) The teacher askd the students to read the reading text. **Practicing** 1) The teacher gives question sourced from the text. 2) The teacher gives the opportunity to think, analyze and act without fear.	40 Minutes
	Closing	

Post Activities	1) Together with students make a summary/conclusion of the lesson 2) Conduct an activities that have been carried out	10 Minutes

E. Evalution

Attitude Competency Assessment

Indicators : Students demonstrate cooperative behavior, polite, tolerant, responsive and proactive and wise as a manifestation of the ability to solve problems and make decisions.

No.	Student Name	Work Together	Curiocity	Polite	Confident	Communicative
1						
2						
3						

Colum aspects of filled with numbers that match the follow incriteria

4 = very goo
3 = good
2 = fair
1 = poor

THE LESSON PLAN

<div align="center">

(Exsperimental Class)

</div>

Name of School : SMP Negeri 1 Negara Batin

Class : VII B (Seventh)

Subject : English

Skill : Reading

Time Allocation : 1 x 60 Minutes

A. Purpose and Objective
1. Student can identify general descripcions from reading text.
2. Students can the text social function from reading text.
3. Students can answer qeustiants from reading text.
4. Students can read and understand reading text.
5. Students can explain orally and in writing about the reading text.

B. Teaching Method
1. Direct Method
   a. Definiton
      A reading text is a written work produced by someone's thoughts or ideas.
   b. Function
      The function of reading texts is to provide information to readers.
   c. Example
      Read the following text, and then answer the questions!
      <div align="center">

      The House

      </div>
      Mr. and Mrs. Iskandar have one son and one daughter. The son's name is Aldi. The daughter's name is Sarah. The Iskandar family live in a house. They have a living room. They watch TV in the living room. The father cooks food in the kitchen. They eat in the dining room. The house has two bedrooms. They sleep in the bedrooms. They keep their clothes in the closet. There is one bathroom. They brush their teeth in the bathroom.The house has a garden. Aldi and Sarah play in the garden. They have a dog. They like to play with the dog.

   1. Comprehension Question
      1) How many children do Mr and Mrs Iskandar have?
      2) Who cooks in the kitchen?
      3) Where does the family eat?

4) How many bedrooms in the house?
5) What are Aldi and Sarah doing in the park?
6) Where do they store clothes?
7) How many bathrooms are there in the house?
8) Do Aldi and Sarah like dogs?
9) Where do they watch TV?
10) Where do they brush their teeth?
   2. Teaching Strategy
      1) Listen-Read-Discuss (LRD) Strategy
      2) QAR (Question Answer Relationship): The teacher gives several questions and students must answer them.

C. Material
   1. Whiteboard/Board marker
   2. English book/English dictionary
   3. Paper

D. Steps of The Activities

Kind of Activities	Description of Activities	Time Allocation
Pre Activities	**Opening** 1) Greting 2) The teacher explains to students about the material to be studied. 3) the teacher asks students about their readiness to learn. 4) Prepare students for lessons.	10 Minutes
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	Closing	

Post Activities	1) Together with students make a summary/conclusion of the lesson 2) Conduct an activities that have been carried out	10 Minutes

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Attitude Competency Assessment

Indicators : Students demonstrate cooperative behavior, polite, tolerant, responsive and proactive and wise as a manifestation of the ability to solve problems and make decisions.

No.	Student Name	Work Together	Curiocity	Polite	Confiden t	Communi cative
1						
2						
3						

Colum aspects of filled with numbers that match the followin criteria

4 = very good
3 = good
2 = fair
1 = poor

SILABUS PEMBELAJARAN

Mata Pelajaran   : Bahasa Inggris

Kelas   : VII

Kompetensi Inti

1. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
2. Mengolah, menyaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

KOMPETENSI DASAR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
1.1 Menerapkan fungsi sosial teks bacaan lisan dan tulis dengan memberi dan meminta informasi terkait teks bacaan sesuai dengan konteksn penggunaan	• Reading Text	**Mengamati** • Peserta didik mengamati sebuah teks bacaan pengalaman pribadi. Kemudian mendengarkan guru yang membacakan reading text tersebut. Lalu peserta didik membacakan kembali apa yang telah dibacakan gurunya dengan baik. **Menanya** • Peserta didik	**Sikap Observasi** • Penilaian diri, penilaian antar peserta didik, atau jurnal tentang informasi terkait reading text, pendek dan sederhana.. **Pengetahuan** • Tes tertulis • Uraian dan penugasan	12 jp	• Bahasa Inggris SMP /MTS kelas VII • Tim penyusun,Bahasa Inggris untuk SMP/MTS • Website terkait

nya. 2.1 Teka bacaan 2.1.1 Menangkap makna secara kontekstual terkait fungsi sosial teks bacaan lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi dimasa lampau. 2.1.2 Menyusun teks bacaan lisan dan tulis, sangat pendek dan sederhana, terkait lingkungan sekitar, dengan memperhatikan fungsi sosial secara benar dan sesuai konteks.		berdiskusi dengan teman dan guru terkait dengan reading textn dengan baik dan benar. **Mengumpulkan Informasi** • Peserta didik mencari beberapa reading text yang berkaitan lingkungan sekitar dari berbagai sumber atau referensi. Kemudian mencatatnya dengan baik. **Menalar/Mengasosiasi** • Peserta didik membuat reading text yang berkaitan dengan lingkungan sekitar. **Mengomunikasikan** • Peserta didik membacakan hasil reading text masing-masing didepan kelas.	berkaitan dengan informasi terkait reading text pendek dan sederhana. **Keterampilan** • Membuat portofolio dan tes praktik tentang reading text pendek dan sederhana.		

THE DOCUMENTATION OF CONTROL CLASS

Pre-Test

Pre-Test

THE DOCUMENTATION OF EXSPERIMENTAL CLASS

Pre-Test

Treatment

Post-Test

POST TEST

Put a cross (X) on the letter A, B, C or D for the correct answer!

Read the following text and answer the question number 1-5

I live in a house near the mountains. I have two brothers and one sister, and I was born last. My father teaches mathematics, and my mother is a nurse at a big hospital. My brothers are very smart and work hard in school. My sister is a nervous girl, but she is very kind. My grandmother also lives with us. She came from Italy when I was two years old. She has grown old, but she is still very strong. She cooks the best food!

My family is very important to me. We do lots of things together. My brothers and I like to go on long walks in the mountains. My sister likes to cook with my grandmother. On the weekends we all play board games together. We laugh and always have a good time. I love my family very much.

1. My mother is a?
    A. Doctor
    B. Nurse
    C. Writer
    D. Waitress

2. My house is near the?
    A. City
    B. Monastery
    C. Mountains
    D. Italy

3. How old was I when my grandmother came?
    A. Three year old
    B. Just born
    C. Ten years old
    D. Two years old

4. On the weekends, we?
    A. Play board games together
    B. Go to a movie
    C. Clean the house
    D. Cook pasta

5. My sister kind, but also?
   A. Mean
   B. Quiet
   C. Nervous
   D. Strong

The text below is for number 6-10

Every year we go to Florida. We like to go to the beach.

My favorite beach is called Emerson Beach. It is very long, with soft sand and palm trees. It is very beautiful. I like to make sandcastles and watch the sailboats go by. Sometimes there are dolphins and whales in the water!

Every morning we look for shells in the sand. I found fifteen big shells last year. I put them in a special place in my room. This year I want to learn to surf. It is hard to surf, but so much fun! My sister is a good surfer. She says that she can teach me. I hope I can do it!

6. My favorite beach is?
   A. Emerson Beach
   B. Surf Beach
   C. Long Beach
   D. Palm Beach

7. What animal do I see in the water?
   A. Dogs
   B. Starfish
   C. Dolphins
   D. Sharks

8. How many shells did I find last year?
   A. Five
   B. Twelve
   C. Fiftheen
   D. Fifty

9. What do I want to learn this year?
   A. Swimming
   B. Sailing
   C. Surfing
   D. How to find shells

10. Where did I put my shells last year?
    A. In my room
    B. In a box
    C. In the garage
    D. In florida

The text below is for number 11-12

Hello, I am Yogi from Kendari. I will stay for two months in Bali. I like sport, but my favourite is badminton. I join a badminton club in Kendari. I like travelling too. I want to learn Bali traditional dance. I hope you can teach me.

11. What are Yogi's hobbies?
    A. Playing badminton and travelling
    B. Playing badminton only
    C. Collection book
    D. Drawing manga

12. The ststment which is true based on the text?
    A. Yogi doesn't join a badminton club in Kendari
    B. Yogi join a badminton club in Bali
    C. Yogi will stay in Bali for years
    D. Yogi wants to learn Balinese dance

The text bellow is for number 13-15

I am Kaylila Diva. My friends usually call me Kay. I come from Bali. I was born on the first of February, two thousand and five. I live on Jln. Kenanga 31 Seminyak Bali. I am a student of SMP Angkasa grade nine.

13. The text tell you about?
    A. The writer's identity
    B. The writer's pen
    C. The writer's school
    D. The readers

14. When was Kaylila born?
    A. On February 1, 2005
    B. On February 1, 2006
    C. On February 6, 2001
    D. On February 6, 2006

15. What is the writer's nick name?
   A. Kaylila Diva
   B. Kaylila
   C. Diva
   D. Kay

Mr. Jackson is an American teacher, but he lives and works in Denpasar. He teaches English at SMP 8. His students like him. His wife is an Indonesian. She comes from Medan. They have one son and one daughter. The children go to a primary school. Mr. Jackson's house is made of wood. It has five rooms: a kitchen, a bathroom, a living room and two bedrooms. The Jacksons have a house maid to help Mrs. Jackson to do the house work. The maid comes from Bantul.

16. What does Mr. Jackson do? He is?
   A. A father
   B. A teacher
   C. A students
   D. A house maid

17. Where do the Jackson stay?
   A. In Denpasar
   B. In Bantul
   C. In Medan
   D. In America

18. "She come from Medan"
   The underline word refers to Mr. Jockson?
   A. Teacher
   B. Daughter
   C. Student
   D. Wife

19. Mr. Jackson's house is made of wood. The sentence means?
   A. Mr. Jackson is a carpenter
   B. Mr. Jackson likes to collect wood
   C. The materials of Mr. Jackson's house are from wood
   D. There is a lot of woods in Mr. Jackson's house.

20. Mr. Jackson's house has
   A. A kitchen and a private room
   B. A living room and a garage room
   C. A living room and a bathroom

THE ANSWER SHEET OF POST-TEST

Name : Apror Rosid

Class : VII A

No	Jawaban					No	Jawaban			
1	A	B	C	D		11	A	B	C	D
2	A	B	C	D		12	A	B	C	D
3	A	B	C	D		13	A	B	C	D
4	A	B	C	D		14	A	B	C	D
5	A	B	C	D		15	A	B	C	D
6	A	B	C	D		16	A	B	C	D
7	A	B	C	D		17	A	B	C	D
8	A	B	C	D		18	A	B	C	D
9	A	B	C	D		19	A	B	C	D
10	A	B	C	D		20	A	B	C	D

THE ANSWER SHEET OF POST-TEST

Name : Ahmad Denny Saputra

Class : VII A

No	Jawaban					No	Jawaban			
1	A	~~B~~	C	D		11	A	~~B~~	C	D
2	A	B	~~C~~	D		12	~~A~~	B	C	D
3	~~A~~	B	C	D		13	~~A~~	B	C	D
4	~~A~~	B	C	D		14	~~A~~	B	C	D
5	A	B	C	~~D~~		15	A	B	~~C~~	D
6	~~A~~	B	C	D		16	A	~~B~~	C	D
7	A	B	~~C~~	D		17	A	B	~~C~~	D
8	A	B	~~C~~	D		18	A	B	C	~~D~~
9	A	B	~~C~~	D		19	A	~~B~~	C	D
10	A	~~B~~	C	D		20	A	B	~~C~~	D

THE ANSWER SHEET OF POST-TEST

Name : Alvita Nabila

Class : VII A

No	Jawaban					No	Jawaban			
1	A	B	C	D		11	A	B	C	D
2	A	B	C	D		12	A	B	C	D
3	A	B	C	D		13	A	B	C	D
4	A	B	C	D		14	A	B	C	D
5	A	B	C	D		15	A	B	C	D
6	A	B	C	D		16	A	B	C	D
7	A	B	C	D		17	A	B	C	D
8	A	B	C	D		18	A	B	C	D
9	A	B	C	D		19	A	B	C	D
10	A	B	C	D		20	A	B	C	D

THE ANSWER SHEET OF POST-TEST

Name : Amara Dawy

Class : VII A

No	Jawaban				No	Jawaban			
1	A	~~B~~	C	D	11	A	~~B~~	C	D
2	A	B	~~C~~	D	12	A	B	C	~~D~~
3	~~A~~	B	C	D	13	~~A~~	B	C	D
4	~~A~~	B	C	D	14	~~A~~	B	C	D
5	A	~~B~~	C	D	15	A	B	C	~~D~~
6	~~A~~	B	C	D	16	A	~~B~~	C	D
7	A	B	~~C~~	D	17	~~A~~	B	C	D
8	A	B	~~C~~	D	18	A	B	C	~~D~~
9	A	~~B~~	C	D	19	A	B	~~C~~	D
10	~~A~~	B	C	D	20	A	B	~~C~~	D

THE ANSWER SHEET OF POST-TEST

Name : Andini

Class : VII A

No		Jawaban				No		Jawaban		
1	A	B	C	D		11	A	B	C	D
2	A	B	C	D		12	A	B	C	D
3	A	B	C	D		13	A	B	C	D
4	A	B	C	D		14	A	B	C	D
5	A	B	C	D		15	A	B	C	D
6	A	B	C	D		16	A	B	C	D
7	A	B	C	D		17	A	B	C	D
8	A	B	C	D		18	A	B	C	D
9	A	B	C	D		19	A	B	C	D
10	A	B	C	D		20	A	B	C	D

THE ANSWER SHEET OF POST-TEST

Name : Aprilia Dwi Lestari

Class : VII B

No	Jawaban					No	Jawaban			
1	A	B̶	C	D		11	A	B	C	D̶
2	A	B̶	C	D		12	A	B	C	D̶
3	A	B	C	D̶		13	A̶	B	C	D
4	A	B	C	D̶		14	A	B	C̶	D
5	A	B	C̶	D		15	A	B	C̶	D
6	A	B̶	C	D		16	A	B̶	C	D
7	A	B	C̶	D		17	A̶	B	C	D
8	A	B	C̶	D		18	A	B	C	D̶
9	A	B	C	D̶		19	A	B	C̶	D
10	A̶	B	C	D		20	A̶	B	C	D

THE ANSWER SHEET OF POST-TEST

Name : Bela Kartika

Class : VII B

No	Jawaban					No	Jawaban			
1	A	B	C	D		11	A	B	C	D
2	A	B	C	D		12	A	B	C	D
3	A	B	C	D		13	A	B	C	D
4	A	B	C	D		14	A	B	C	D
5	A	B	C	D		15	A	B	C	D
6	A	B	C	D		16	A	B	C	D
7	A	B	C	D		17	A	B	C	D
8	A	B	C	D		18	A	B	C	D
9	A	B	C	D		19	A	B	C	D
10	A	B	C	D		20	A	B	C	D

THE ANSWER SHEET OF POST-TEST

Name : Dawid Putra Ghusharib

Class : VII B

No	Jawaban					No	Jawaban			
1	A	B̶	C	D		11	A	B̶	C	D
2	A	B	C̶	D		12	A	B	C	D̶
3	A	B̶	C	D		13	A̶	B	C	D
4	A	B̶	C	D		14	A̶	B	C	D
5	A	B	C̶	D		15	A	B̶	C	D
6	A̶	B	C	D		16	A	B	C	D̶
7	A	B	C̶	D		17	A̶	B	C	D
8	A	B	C̶	D		18	A̶	B	C	D
9	A	B	C̶	D		19	A	B	C̶	D
10	A̶	B	C	D		20	A̶	B	C	D

THE ANSWER SHEET OF POST-TEST

Name : Dwino Zunror

Class : Vu B

No		Jawaban				No		Jawaban		
1	A	B	C	D		11	A	B	C	D
2	A	B	C	D		12	A	B	C	D
3	A	B	C	D		13	A	B	C	D
4	A	B	C	D		14	A	B	C	D
5	A	B	C	D		15	A	B	C	D
6	A	B	C	D		16	A	B	C	D
7	A	B	C	D		17	A	B	C	D
8	A	B	C	D		18	A	B	C	D
9	A	B	C	D		19	A	B	C	D
10	A	B	C	D		20	A	B	C	D

THE ANSWER SHEET OF POST-TEST

Name : Harti Safitri

Class : VII B

No	Jawaban					No	Jawaban			
1	A	B̶	C	D		11	A	B̶	C	D
2	A	B	C̶	D		12	A	B	C	D̶
3	A	B	C	D̶		13	A̶	B	C	D
4	A	B	C̶	D		14	A̶	B	C	D
5	A	B̶	C	D		15	A̶	B	C	D
6	A	B	C	D̶		16	A	B̶	C	D̶
7	A	B	C̶	D		17	A̶	B	C	D
8	A	B	C̶	D		18	A	B	C	D̶
9	A	B	C	D̶		19	A	B̶	C	D
10	A̶	B	C	D		20	A	B	C̶	D

PRE TEST

Put a cross (X) on the letter A, B, C or D for the correct answer!

Read the following text and answer the question number 1-5

I am Sari, my complete name is Indahsari Amarilis. I have just moved from Surabaya. Bhayangkara street number 113. I live with my grandma here because my parent are still in Surabaya. I don't allowed to have handphone for myself

1. Where is Sari come from?
    A. Mawar Street
    B. Bhayangkara Street
    C. Surabaya
    D. Jakarta

2. Where does Sari live now?
    A. Mawar Street
    B. Bhayangkara Street
    C. Surabaya
    D. Jakarta

3. With whom does Sari live?
    A. Mother
    B. Grandmother
    C. Grandparents
    D. Uncle

4. The right statement about text above is?
    A. Sari live alone
    B. Sari's parents are working in Jakarta
    C. Sari lives with her parents
    D. Sari has moved from Surabaya

5. Does Sari have handphone?
    A. Yes, she does
    B. No, she doesn't
    C. Yes, she has
    D. No, he hasn't

The text below is for number 6-10

I am Kenny. I am in year 1 SMPPuring. I go to school on foot. I wear a uniform to school. I wear a white shirt and a pair of blue shorts. I wear a badge too. I like to wear a T-shirt and a pair of shorts at home. I like to wear slippers, too.

6. What does Kenny wear to school?
    A. Uniform
    B. Slippers
    C. T-shirt
    D. Sandals

7. What does Kenny like to wear at home?
    A. Shoes
    B. Slippers
    C. A hat
    D. A tie

8. Kenny goes to?
    A. SMA Puring.
    B. SMP Puring.
    C. Puring University.
    D. Hospital.

9. Why does Kenny wear a badge?
    A. To look smart.
    B. To be heat and tidy.
    C. To show which school he is studying in.
    D. To seem cute.

10. Kenny goes to school using?
    A. By bus
    B. By bicycle
    C. By motorcycle
    D. On foot

The text below is for number 11-15

Hello, my name is Wayan. I was born on the 4th of June 2011. Now, I am 12 years old.I am a student of SMPN 1 Denpasar. I live on Garuda street no 68. My house is only 1 km from school. I have a bicycle, it is my favourite vehicle. So I ride my bicycle to go everywhere. My favourite colour is blue. I like to eat Betutu chicken.

11. Where does he come from ?
    A. Lampung
    B. Jogyakarta
    C. Padang
    D. Bali

12. What is his favourite food ?
    A. KFC
    B. Fried fish
    C. Betutu chicken
    D. Pecel lele

13. How does Wayan go to school ?
    A. By bike
    B. By car
    C. By bus
    D. By train

14. What is his hobby ?
    A. Cycling
    B. Dancing
    C. Painting
    D. Gardening

15. How is old Wayan?
    A. 10
    B. 11
    C. 12
    D. 14

The text below is for number 16-20

Hi friends, this is my daily activities for a week after school. On Mondays , I join an English club. On Tuesdays, I learn to cook in the kitchen. On Wednesdays, I play badminton. On Thursdays, I read my favourite stories. On Fridays, I visit my grandparents. On Saturdays, I go jogging. On Sundays, I go to supermarket to have window shopping.

16. On what days does the writer do sports ?
    A. Wednesday and Saturday
    B. Monday and Friday
    C. Tuesday
    D. Sunday

17. What does the writer do on Tuesday ?
    A. She plays football
    B. She helps her parents
    C. She makes pudding
    D. She goes jogging

18. Today is Wednesday, what day was yesterday?
    A. Sunday
    B. Monday
    C. Tuesday
    D. Friday

19. Today is Wednesday, tomorrow will be?
    A. Tuesday
    B. Thursday
    C. Friday
    D. Saturday

20. On what day did the writer join the English club?
    A. Monday
    B. Tuesday
    C. Wednesday
    D. Thursday

THE ANSWER SHEET OF PRE-TEST

Name : Abrur Rosid
Class : VII A

No	Jawaban					No	Jawaban			
1	A	B	~~C~~	D		11	A	B	C	~~D~~
2	A	~~B~~	C	D		12	A	B	~~C~~	D
3	A	~~B~~	C	D		13	A	~~B~~	C	D
4	~~A~~	B	C	D		14	~~A~~	B	C	D
5	A	~~B~~	C	D		15	A	B	~~C~~	D
6	A	B	~~C~~	D		16	A	~~B~~	C	D
7	A	~~B~~	C	D		17	A	B	~~C~~	D
8	A	B	C	~~D~~		18	A	~~B~~	C	D
9	A	B	~~C~~	D		19	A	~~B~~	C	D
10	A	B	C	~~D~~		20	~~A~~	B	C	D

THE ANSWER SHEET OF PRE-TEST

Name : Ahmad Denny Saputra

Class : VII A

No	Jawaban					No	Jawaban			
1	A	B	X	D		11	A	B	X	D
2	A	X	C	D		12	A	B	X	D
3	X	B	C	D		13	A	X	C	D
4	A	B	C	X		14	X	B	C	D
5	A	B	X	D		15	A	B	X	D
6	X	B	C	D		16	X	B	C	D
7	A	B	C	X		17	A	X	C	D
8	A	B	X	D		18	A	X	C	D
9	A	B	X	D		19	A	X	C	D
10	A	B	C	X		20	A	B	X	D

THE ANSWER SHEET OF PRE-TEST

Name : Alvita Nabila

Class : VII A

No		Jawaban				No		Jawaban		
1	A	B	C	D		11	A	B	C	D
2	A	B	C	D		12	A	B	C	D
3	A	B	C	D		13	A	B	C	D
4	A	B	C	D		14	A	B	C	D
5	A	B	C	D		15	A	B	C	D
6	A	B	C	D		16	A	B	C	D
7	A	B	C	D		17	A	B	C	D
8	A	B	C	D		18	A	B	C	D
9	A	B	C	D		19	A	B	C	D
10	A	B	C	D		20	A	B	C	D

THE ANSWER SHEET OF PRE-TEST

Name : Amara Dawy

Class : VII A

No	Jawaban					No	Jawaban			
1	A	B	⊠	D		11	A	B	C	⊠
2	A	B	⊠	D		12	A	⊠	C	D
3	A	⊠	C	D		13	⊠	B	C	D
4	⊠	B	C	D		14	A	⊠	C	D
5	A	⊠	C	D		15	A	B	⊠	D
6	A	⊠	C	D		16	⊠	B	C	D
7	A	⊠	C	D		17	A	B	⊠	D
8	A	B	⊠	D		18	A	B	⊠	D
9	A	B	⊠	D		19	A	⊠	C	D
10	A	B	C	⊠		20	⊠	B	C	D

THE ANSWER SHEET OF PRE-TEST

Name : Andini

Class : VII A

No	Jawaban					No	Jawaban			
1	A	B	⊠	D		11	A	B	C	⊠
2	A	⊠	C	D		12	A	B	⊠	D
3	⊠	B	C	D		13	⊠	B	C	D
4	⊠	B	C	D		14	⊠	B	C	D
5	A	⊠	C	D		15	A	⊠	C	D
6	⊠	B	C	D		16	A	⊠	C	D
7	⊠	B	C	D		17	A	B	⊠	D
8	A	⊠	C	D		18	A	B	⊠	D
9	A	B	⊠	D		19	A	⊠	C	D
10	A	B	C	⊠		20	A	B	C	⊠

THE ANSWER SHEET OF PRE-TEST

Name : Aprillia Dwi Lestari

Class : VII B

No	Jawaban					No	Jawaban			
1	A	B	X	D		11	A	B	X	D
2	A	X	C	D		12	A	B	X	D
3	A	X	C	D		13	A	X	C	D
4	A	B	C	X		14	A	B	X	D
5	A	B	X	D		15	A	B	X	D
6	A	X	C	D		16	A	X	C	D
7	A	X	C	D		17	A	B	X	D
8	A	X	C	D		18	X	B	C	D
9	A	B	X	D		19	A	X	C	D
10	X	B	C	D		20	X	B	C	D

THE ANSWER SHEET OF PRE-TEST

Name : Bela Kartika

Class : YII B

No	Jawaban					No	Jawaban			
1	A	B	~~C~~	D		11	A	B	C	~~D~~
2	~~A~~	B	C	D		12	A	~~B~~	C	D
3	A	~~B~~	C	D		13	~~A~~	B	C	D
4	A	B	C	~~D~~		14	~~A~~	B	C	D
5	A	B	~~C~~	D		15	A	~~B~~	C	D
6	~~A~~	B	C	D		16	~~A~~	B	C	D
7	A	~~B~~	C	D		17	A	~~B~~	C	D
8	~~A~~	B	C	D		18	A	B	~~C~~	D
9	A	B	~~C~~	D		19	A	~~B~~	C	D
10	A	B	C	~~D~~		20	A	B	~~C~~	D

THE ANSWER SHEET OF PRE-TEST

Name : Daaid Putra Ghusharib

Class : Vn B

No	Jawaban					No	Jawaban			
1	A	B	~~C~~	D		11	A	B	C	~~D~~
2	A	~~B~~	C	D		12	A	B	~~C~~	D
3	A	~~B~~	C	D		13	A	~~B~~	C	D
4	A	B	C	~~D~~		14	~~A~~	B	C	D
5	A	~~B~~	C	D		15	A	B	~~C~~	D
6	~~A~~	B	C	D		16	A	B	~~C~~	D
7	A	B	~~C~~	D		17	A	~~B~~	C	D
8	A	~~B~~	C	D		18	A	B	~~C~~	D
9	A	B	C	~~D~~		19	A	~~B~~	C	D
10	A	B	C	~~D~~		20	~~A~~	B	C	D

THE ANSWER SHEET OF PRE-TEST

Name : Dwino Junior

Class : VII B

No		Jawaban				No		Jawaban		
1	A	B	⊠	D		11	A	B	C	⊠
2	A	⊠	C	D		12	A	B	⊠	D
3	A	⊠	C	D		13	A	B	⊠	D
4	⊠	B	C	D		14	⊠	⊠	C	D
5	A	B	C	⊠		15	⊠	B	C	D
6	⊠	B	C	D		16	⊠	B	C	D
7	A	⊠	C	D		17	A	B	⊠	D
8	A	B	C	⊠		18	A	B	⊠	D
9	A	B	⊠	D		19	A	B	C	⊠
10	A	B	C	⊠		20	⊠	B	C	D

THE ANSWER SHEET OF PRE-TEST

Name : Hani Saptiti

Class : VII B

No	Jawaban					No	Jawaban			
1	A	B	~~C~~	D		11	A	B	C	~~D~~
2	~~A~~	B	C	D		12	A	B	~~C~~	D
3	A	~~B~~	C	D		13	~~A~~	B	C	D
4	~~A~~	B	C	D		14	~~A~~	B	C	D
5	A	B	C	~~D~~		15	A	~~B~~	C	D
6	~~A~~	B	C	D		16	~~A~~	B	C	D
7	A	~~B~~	C	D		17	A	B	C	~~D~~
8	A	B	~~C~~	D		18	~~A~~	B	C	D
9	A	B	~~C~~	D		19	A	~~B~~	C	D
10	~~A~~	B	C	D		20	~~A~~	B	C	D

EKA ANGGONOWATI Student 1901050015 (THE INFLUENCE OF USING LISTEN-READ-DISCUSS (LRD) STRATEGY TOWARD STUDENTS' READING COMPREHENSION OF THE SEVENTH GRADERS AT SMP NEGERI 1 NEGARA BATIN WAY KANAN)

by TBI IAIN Metro

Metro 06 Desember 2023

Mth Deiniatur

EKA ANGGONOWATI Student 1901050015 (THE INFLUENCE OF USING LISTEN-READ-DISCUSS (LRD) STRATEGY TOWARD STUDENTS' READING COMPREHENSION OF THE SEVENTH GRADERS AT SMP NEGERI 1 NEGARA BATIN WAY KANAN)

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CURRICULUM VITAE

The name of the writer is **Eka Anggonowati.** She was born in Way Kanan, May 2nd 2001. She is the first daughter of Mr. Surya Adi Suwito, and Mrs. Salbiyati. She studied at SD Negeri 1 Purwa Agung. Soon after that, she continued to Junior High School at SMP Negeri 1 Negara Batin. She stood her study at SMA Negeri 1 Negara Batin. It was long journey for her to find out her dream. After graduating from senior high school, she was deciding to take a lecture in English Education Department of IAIN Metro. Hopefully, she can do anything best to increase and to apply her kwonledge wisely.