

AN UNDERGRADUATE THESIS

**IMPROVING STUDENTS' READING COMPREHENSION SKILL
THROUGH LISTEN, READING, DISCUSS (LRD) STRATEGY OF THE
EIGHT GRADERS OF SMPN 01 METRO KIBANG**

By:

DEWI KURNIA

Student Number: 1901052009



**English Education Department
Tarbiyah and Teacher Training Faculty**

**STATE ISLAMIC UNIVERSITY OF METRO
1445 H/ 2024 M**

**IMPROVING STUDENTS' READING COMPREHENSION SKILL
THROUGH LISTEN, READING, DISCUSS (LRD) STRATEGY OF THE
EIGHT GRADERS OF SMPN 01 METRO KIBANG**

Presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana
Pendidikan (S.Pd) in English Education Departmen

By:

DEWI KURNIA
Student Number: 1901052009

English Education Department
Tarbiyah and Teacher Training Faculty

Sponsor : Dr. Mahrus As'ad, M. Ag

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H / 2024 M**



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

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

APPROVAL PAGE

Title : IMPROVING STUDENT READING COMPREHENSION
COMPREHENSION SKILL THROUGH LISTEN READING
DISCUSSI (LRD) STRATEGY OF THE EIGHT GRADERS OF
SMPN 1 METRO KIBANG

Name : Dewi Kurnia
NPM : 1901052009

Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of
Metro.

Metro, 21 Desember 2023

Sponsor

Dr. Mahrus As'ad, M.Ag
NIP. 196112211996031001

The Head of English Education
Department



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



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telpon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metroainiv.ac.id; e-mail: tarbiyah.iaim@metroainiv.ac.id

HALAMAN PERSETUJUAN

Judul : IMPROVING STUDENT READING COMPREHENSION
COMPREHENSION SKILL THROUGH LISTEN READING
DISCUSSI (LRD) STRATEGY OF THE EIGHT GRADERS OF
SMPN 1 METRO KIBANG

Nama : Dewi Kurnia
NPM : 1901052009
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

DISETUJUI OLEH :

Untuk disidangkan dalam sidang munaqosyah Fakultas Tarbiyah dan Ilmu
Keguruan IAIN Metro

Metro, 21 Desember 2023
Sponsor



Dr. Mahrus As'ad, M.Ag
NIP. 196112211996031001



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.ain@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah
of Dewi Kurnia**

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

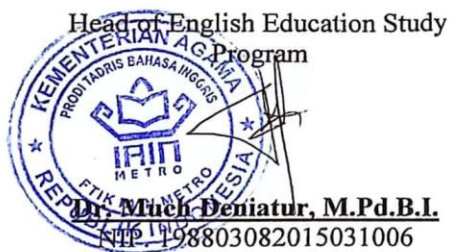
Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script
which is written by:

Name : Dewi Kurnia
Student Number : 1901052009
Study Program : English Education
Faculty : Tarbiyah and Teaching Training
Title : IMPROVING STUDENTS READING COMPREHENSION
SKILL THROUGH LISTEN READING DISCUSS (LRD)
STRATEGY OF THE EIGHT GRADERS OF SMPN 1
METRO KIBANG

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, 21 December 2023
Sponsor

Dr. Mahrus As'ad, M.Ag
NIP. 196112211996031001



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

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 : Dewi Kurnia
NPM : 1901052009
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : IMPROVING STUDENT READING COMPREHENSION
COMPREHENSION SKILL THROUGH LISTEN READING
DISCUSSI (LRD) STRATEGY OF THE EIGHT GRADERS OF
SMPN 1 METRO KIBANG

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

Wassalamu'alaikumWr.Wb.



Metro, 21 December 2023
Pembimbing

Dr. Mahrus As'ad, M.Ag
NIP. 196112211996031001



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0726) 41507; Faksimili (0725) 47296, Website www.metrouniv.ac.id E-mail iaimetro@metrouniv.ac.id

RATIFICATION PAGE

No: B-0147/1n.28.1/D/PP.00.5/01/2014

An Undergraduate thesis entitled: IMPROVING STUDENTS READING COMPREHENSION SKILL THROUGH LISTEN READ DISCUSS (LRD) STRATEGY OF THE EIGHT GRADERS OF SMPN 1 METRO KIBANG, written by: Dewi Kurnia, Student Number 1901052009 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, December 26th, 2023, at 10.00-12.00 a.m.

BOARD OF EXAMINERS

Chairperson : Dr. Mahrus As'ad, M.Ag

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

Examiner II : Ning Setio Wati, M.Pd

Secretary : Rika Dartiara, M.Pd



The Dean of Tarbiyah and Teacher Training Faculty



**IMPROVING STUDENTS' READING COMPREHENSION SKILL
THROUGH LISTEN, READING, DISCUSS (LRD) STRATEGY OF THE
EIGHT GRADERS OF SMPN 01 METRO KIBANG.**

ABSTRACT

**By :
DEWI KURNIA**

Student Number : 1901052009

The aim of this research is to find out whether using LRD Strategy improves students' reading comprehension skills. The focus of this research is the reading comprehension skills of English students at SMP 1 Kibang. It is related on the problem identification that the student's interest of reading is still low and still have difficulty in comprehending the text. The use of the LRD strategy can be done for build student activity in order to improve student reading comprehension skills.

This type of research is classroom action research (CAR) carried out in two cycles each cycle consists of planning, action, observation and reflection. In this study students were given a pre-test before treatment and post test after treatment. The subjects of this research are class students VIII 1 SMPN 1 Kibang, totaling 36 students. In data collection researchers used tests (pre test, post test 1 cycle 1 and post test 2 cycle 2), observations, and documentation.

The results of this research show an increase in understanding reading English students in class VIII SMPN 1 Kibang. This can be seen from improve in students' average scores on the pre-test and post-test. On the pre-test value the students' average was 61.67, and in post-test I the average score increased to 70.27, and in post-test II the average value improved to 78.33. And based on these results, it can be concluded that the LRD strategy is a strategy that can improve reading ability students, and this research can be said to be successful because of the specified criteria achieved well.

Key Word : *Listen-Read-Discuss Strategy, Reading Comprehension Skill, Classroom Action Research (CAR)*

**MENINGKATKAN KETERAMPILAN PEMAHAMAN MEMBACA
SISWA MELALUI STRATEGI LISTEN, READING, DISCUSS (LRD)
SISWA KELAS DELAPAN SMPN 01 METRO KIBANG.**

ABSTRAK

OLEH:

DEWI KURNIA
NPM. 1901052009

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan Strategi LRD meningkatkan keterampilan pemahaman membaca siswa. Fokus penelitian ini adalah keterampilan pemahaman membaca bahasa Inggris siswa di SMP 1 Kibang. Terkait pada identifikasi masalah yaitu minat membaca siswa masih rendah dan masih mengalami kesulitan dalam memahami teks. Penggunaan strategi LRD dapat dilakukan untuk membangun aktivitas siswa guna meningkatkan pemahaman membaca siswa.

Jenis penelitian ini adalah penelitian tindakan kelas (PTK) yang dilaksanakan dalam dua siklus yang setiap siklusnya terdiri dari perencanaan, tindakan, observasi dan refleksi. Pada penelitian ini siswa diberikan pre-test sebelum perlakuan dan post-test setelah perlakuan. Subyek penelitian ini adalah siswa kelas VIII 1 SMPN 1 Kibang yang berjumlah 36 siswa. Dalam pengumpulan data peneliti menggunakan tes (pre test, post test 1 siklus 1 dan post test 2 siklus 2), observasi, dan dokumentasi.

Hasil penelitian ini menunjukkan adanya peningkatan keterampilan pemahaman membaca bahasa Inggris siswa kelas VIII SMPN 1 Kibang. Hal ini terlihat dari peningkatan nilai rata-rata siswa pada pre-test dan post-test. Pada nilai pre-test rata-rata siswa sebesar 61,67, dan pada post-test I nilai rata-rata meningkat menjadi 70,27, dan pada post-test II nilai rata-rata meningkat menjadi 78,33. Dan berdasarkan hasil tersebut dapat disimpulkan bahwa strategi LRD merupakan strategi yang dapat meningkatkan kemampuan membaca siswa, dan penelitian ini dapat dikatakan berhasil karena kriteria yang ditentukan tercapai dengan baik.

Kata Kunci : *Strategi Mendengar-Baca-Diskusi, Keterampilan Pemahaman Membaca, Penelitian Tindakan Kelas (PTK)*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

Name : Dewi Kurnia

NPM : 1901052009

Department : Tadris English

Faculty : Tarbiah and Teacher Training

It states that is undergraduate thesis is originally the result of this research, in expectation of certain part of which are excerpted from the bibliographies mentioned.

Metro, 20 December 2023
The researcher



DEWI KURNIA
NPM. 1901052009

ORISINALITAS PENELITIAN.

Yang bertanda tangan dibawah ini :

Nama : Dewi Kurnia
NPM : 1901052009
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiah 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, 20 December 2023
Penulis



DEWI KURNIA
NPM. 1901052009

MOTTO

"Knowledge without charity is madness, and charity without knowledge is
futility."

(Imam Ghazali).

DEDICATION PAGE

This piece of work is dedicated to:

1. My beloved father (Sudarto) who always showers me with love, thank you for your patience and big heart in dealing with my stubbornness, thank you for your continuous prayers which have become my hope and strength in working on this thesis.
2. My beloved mother (the late Suparmi) thank you for being one of the reasons I completed this thesis. I dedicate this thesis to my beloved mother.
3. My Beloved Sister (Kris Oktina) thank you for your prayers and support in working on this thesis.
4. My Sponsor (Dr.H.Mahrus As'ad, M.Ag.), who have guided me patiently to complete this undergraduate thesis. Thank you for guiding.
5. My beloved friends (Ayu Nanda, Alifa Jay, Winda Saputri, Idha patti, Ratih Rahma) who always helped and accompanied me while working on this thesis, who have helped me a lot to accompany the process from the start. Thank you for all the help, time, support and kindness given
6. And finally to myself, Dewi Kurnia, who has been able to fight this far.

ACKNOWLEDGEMENT

Praise be to Allah SWT who has bestowed guidance and gifts on all his people. Blessings and greetings we extend to the Prophet Muhammad, as a role model for humans towards spiritual and intellectual enlightenment. Through guidance from Allah SWT, the authors compiled a undergraduate thesis entitled "IMPROVING STUDENTS' READING COMPREHENSION SKILL THROUGH LISTEN, READING, DISCUSS (LRD) STRATEGY AT THE EIGHT GRADERS OF SMPN 01 METRO KIBANG." as one of the requirements to complete the undergraduate thesis.

In completing this undergraduate thesis, the researcher has received a lot of help and guidance from various parties. Therefore, the researcher would like to thank:

1. Mrs Dr. Hj Siti Nurjanah, M.Ag Rector of State Institut For Islamic Studies (IAIN) Metro.
2. Dr. Zuhairi, M.Pd Dean of Tarbiyah and Teacher Training Faculty State Institut For Islamic Studies (IAIN) Metro.
3. Dr. Much Deniatur, M.Pd.B.I Head of English Education Department State Institut For Islamic Studies (IAIN) Metro.
4. Dr. H Mahrus As'ad, M.Ag Advisor who has provided invaluable guidance in directing and providing motivation to work on and providing motivation in preparing this undergraduate thesis.

5. The Lecturer State Institut For Islamic Studies (IAIN) Metro, who have given knowledge from inside the lecture period and outside the lecture.
6. Beloved State Institut For Islamic Studies (IAIN) Metro, Lampung

However, the researcher realizes that the thesis drafter has not yet achieved the ability. Therefore, the researcher expects criticism and suggestions from various parties for the perfection of this thesis, hopefully this undergraduate thesis can be useful for researchers and for those who read it.

Metro, 20 December 2023
The Researcher



Dewi Kurnia
Student ID. 1901052009

TABLE OF CONTENT

COVER	i
TITLEPAGE	ii
APPROVAL PAGE	iii
NOTIFICATION LETTER	v
RATIFICATION PAGE	vii
ABSTACT	viii
STATEMENT OF RESEARCH	x
MOTTO	xii
DEDICATION PAGE	xiii
ACKNOWLEDGEMENT	xiv
TABLE OF CONTENT	xvi
LIST OF TABLE	xix
LIST OF FIGURES	xx
CHAPTER I INTRODUCTION	1
A. Background	1
B. Problem Identification.....	4
C. Problem Limitation	4
D. Research Question	4
E. Significate of Study.....	5
F. Previous Research	6
CHAPTER II LITERATURE REVIEW	8
A. The Concept of Reading Comprehension Skill	8
1. Definition of Reading Comprehension Skill	8
2. Skill Needed in Reading Comprehension Skill	11
3. Some factors affecting in Reading Comprehension Skill	13
B. Narrative Text	16
1. The Definition of Narrative Text	16
2. The Purpose of Narrative Text	18

3. The Structures of Narrative Text	18
4. The Linguistic Features of Narrative Text	19
C. Listen, Reading, Discuss (L-R-D) Strategy	20
1. Definition of Listen, Reading, Discuss (L-R-D) Strategy.....	20
2. The Principle of Listen-Read-Discuss (L-R-D) Strategy	22
D. The use of Listen-Read-Discuss (LRD) Strategy to Improve Reading Comprehension Skill	23
1. The Procedures of LRD Strategy	23
2. The Steps of LRD Strategy	24
E. Hypothesis	25
CHAPTER III A RESEARCH METHODOLOGY	26
A. Type of Research	26
B. Subject of the Research	27
C. Time and Place of the Research	27
D. Implementation and Collaborators	27
E. Research Disgn.....	28
F. Data Collecting Technique	32
G. Indicator Of Succes	33
CHAPTER IV RESEARCH RESULT AND DISCUSSION	34
A. Research Result	34
1. Description of Research Location.....	34
1. Profile of SMPN 1 Kibang	34
2. Vision and Mission of SMPN 1 Kibang	35
3. Rules of SMPN 1 Kibang.....	36
4. Total student data at SMPN 1 Kibang	36
5. Organization structure of SMPN 1 Kibang	37
2. Description of Research Data	38
1. Cycle I	38
2. Cycle II	45
3. Interpretation	48

B. Discussion	52
CHAPTER V CONCLUSION AND SUGGESTION	56
A. Conclusion	56
B. Suggestion	57

BIBLIOGRAPHY

APPENDICES

BIOGRAPHY

LIST OF TABLE

4.1 Total student data of SMPN 1 Kibang, academic year 2023/2024	37
--	----

LIST OF FIGURES

4.1 Organization Structure of SMPN 1 Metro Kibang	37
4.2 The Percentage of Students' Learning Activities in Cycle I.....	42
4.3 The Percentage of Students' Learning Activities in Cycle II	47
4.4 The Percentage of Students' Learning Activities in Cycle I and Cycle II	50

CHAPTER I

INTRODUCTION

A. Background

English is an international language. This text expresses the meaning that countries English is used to communicate with countries around the world. Learning and understanding English is an inevitable necessity, by learning English Someone will open up their horizons and knowledge internationally, by learning English Someone will open up their horizons and knowledge internationally. There are four skills to learn English: listening, speaking, writing and reading. Reading is one of the most important skills for every student. And reading is a skill teachers expect students to acquire¹. By reading, in addition to being able to understand reading well, it also increases knowledge.

According to interview with English teacher at SMPN 1 Kibang, there are still many students who have difficulty understanding the text especially the lack of vocabulary, structure and process of understanding concepts in the content. Difficulties can be caused by a number of factors, such as background knowledge, interests, attitudes, and teachers. Appropriate techniques and strategies are known to assist teachers and students in the teaching process. In this case, the authors try to use LRD (Listen Read Discussion) strategies in the classroom, especially in teaching students to understand the content. The researcher lead SMPN 1 Metro Kibang to thesis as there are reports that there

¹ H. Douglas Brown, Language Assessment Principle and classroom practices (SanFrancisco: State University. Pearson Education, 2004), p.185

are still many students who have difficulty comprehending the text. Because the content is initially covered verbally. Students are therefore unable to read the entire text and at least gain an understanding of reading at a superficial level.²

In this study the researcher led SMPN 1 Metro Kibang, located at JL, Harapan Lampung Province, Lampung East District. Margototo Village the environment in this school is clean, fresh and free from air pollution. Because it is on the road in the distance from the highway and this school has the creativity of its students. SMPN 1 Metro Kibang is a favorite school because it has a lot of facilities and some students are successful. However, there are problems with learning English, especially reading comprehension skills. because English is not the mother tongue. Most of the students are originally from Lampung tribe and their mother tongue is Lampung automatically and there are also those whose mother tongue is Indonesian as well. Some are from Javanese families. Their mother tongue is Javanese. The researcher chose this school because researcher want a new strategy, the L-R-D (Listen, Read, Discussion) strategy, to improve students' reading comprehension skills. According to Manzo, A.V. & Casale, U.P, LRD Strategy has the principle of helping students to be fully involved in learning activities and carrying out these activities in collaboration with other students and helping students in understanding the text through three stages, namely students listening to material from the teacher then students read the text again to adjust the

² Interview the english teacher at SMPN 1 Kibang

information given by the teacher and the students' understanding, after that the teacher guides the students to discuss and to gain students' understanding of the text.³

The aim of teaching reading is to ensure that students learn how to read effectively and efficiently. That means they really understand the content. Students should know not only the structure but also the meaning of what they are reading. However, understanding the text being read is not easy to learn. Because English is still our foreign language and students don't need to fully understand the message. There are many elements of language that students must master, such as pronunciation, vocabulary, and grammar. Most teachers only use conventional classroom instruction in the teaching process. If teachers use learning techniques that are likely to improve students' reading comprehension skill. Teachers should use techniques or strategies to improve students' reading comprehension skills and make it easier for them to capture the content of the lesson. The Listening, Reading, Discuss (LRD) strategy is one of the strategies teachers use in the teaching process. Strategies or techniques are very important in teaching because learning techniques can be effective and efficient.

From the above description researcher interested in doing research on the topic *“Improving Students’ Reading Comprehension Skill Through Listen, Reading, Discuss (LRD) Strategy At The Eight Graders Of Smpn 01 Metro Kibang”*. The researcher concluded that students still had difficulty reading

³ Manzo, A.V. & Casale, U.P, Listen- Read-Discuss: A Content Reading Heuristic. Journal of Reading, (2003), p.372-734.

the material due to lack of prior knowledge. The researcher uses this strategy not only to teach the students a story, but also to teach them a story. The authors also hope that this strategy can improve reading comprehension skill.

B. Problem Identification

From the background above The researcher identified the following problem:

1. Students still have difficulty in comprehending the text
2. Student's interest of reading is still low.
3. Student's needed a lot of time to understanding the text, they difficulty in understanding sentence.
4. The teacher use the monotonous teaching method.

C. Problem Limitation

Some of the problems that have been identified above were limited by the researcher, namely students difficulty understanding the text. Therefore, the researcher would conduct a research by using the research methods Classroom Action Research (CAR) at the eighth grade students SMPN 1 Kibang.

D. Research Question

The research question can be formulated as follows based on the problem: Can does the use of the LRD strategy improve reading comprehension skills in eighth grade of the students of Junior High School 1 Metro Kibang?

E. Significance of the Research

The researchers hope that this research can provide a wide range of information.

The importance of quality English language teaching and learning is follow:

1. Theoretical

This research is expected to contribute to the development. Knowledge, especially in teaching reading, especially by using the Listen Read Discuss (LRD) strategy.

2. Practice

a. Teacher/Lecture

This research is expected to help teachers improve The quality of the English teaching process especially the development of reading comprehension skills.

b. Student

It is hoped that this research will help students improve their reading comprehension skills and increase their motivation to learn English. especially in reading comprehension.

c. Researchers

This research is expected to increase knowledge and inform interested parties. Research is an effective technique for improving reading comprehension skill.

F. Previous Research

Classroom Action Research class (PTK) associated with the application strategy Listen-Read-Discuss (L-R-D) in the learning process, is not the first time done by researcher as the hypothesis of action provided as follows:

"The Effect of Using Listen-Read-Discuss (L-R-D) Strategy And The Students Prior Knowledge on The Students Reading Comprehension Of The Second Years Students At MA Tawalib Nahdah Daarun Bangkinang".⁴

The research conducted by the student of Islamic State University (UIN) Sultan Syarif Kasim Riau named Dian Pariska, from The English Education Department Programme.

"The Influence Of Using Listen-Read-Discuss (L-R-D) Strategy Towards Students Reading Comprehension On Narrative Text At The First Semester Of The Eleventh Grade Of High-School Pioneer 1 Bandar Lampung In 2017-2018 Academic Year".⁵

The research conducted by the student of Islamic State University (UIN) Raden Intan Lampung named Elfa Yusanti, from The English Education Department Programme.

Based on the archive of theses that deal with the implementation of

⁴ Dian Pariska, "The Effect of Using Listen-Read-Discuss (L-R-D) Strategy And The Students Prior Knowledge on The Students Reading Comprehension Of The Second Years Students At MA Tawalib Nahdah Daarun Bangkinang", Thesis 2015, P.6

⁵ Elfa Yusanti, "The Influence Of Using Listen-Read-Discuss (L-R-D) Strategy Towards Students Reading Comprehension On Narrative Text At The First Semester Of The Eleventh Grade Of High-School Pioneer 1 Bandar Lampung In 2017-2018 Academic Year", Thesis 2017, P.7

the strategy Listen-Read-Discuss (L-R-D), which differentiate between the previous researches with the research that researchers are currently doing is:

1. Different research Locations, previous research carried out at MA Tawalib Nahdah Daarun Bangkinang and SMA 1 Perintis Bandar Lampung. While the research is currently conducted at the SMP N 1 Kibang.
2. The variables measured in previous studies is the effect and influence, while on the research this time measured variable is the Improve in the results of the study.

Based on the differences and similarities of the variable previous with thesis research in which the researcher will do this time, researcher is optimistic that the implementation Improving Students' Reading Comprehension Skills By Using L-R-D (Listen, Read, Discuss) Strategy at Eighth Grade of SMP N 1 Kibang In Academic Year Of 2023/2024 is definitely succeeds.

CHAPTER II

REVIEW OF RELATED LITERATURE

The hypothesis and earlier study findings connected to this research will be discussed in this chapter. The idea of Reading Comprehension Skill, Narrative Text and the "Listen-Read-Discuss (LRD)" Strategy.

A. The Concept of Reading Comprehension Skill

1. Definition of Reading Comprehension Skill

Skills is the ability to use reason, thoughts, ideas, and creativity to change or make something more meaningful. It produces value from the results of the work. This skill must be continuously developed and trained continuously to be able to increase one's ability so that someone becomes an expert or also a professional in one particular field.

Serravallo devined comprehension is at the heart of what it means to really read.¹ In other word comprehension is something that has been read and knows meaning in the heart of a reader. Comprehension is extremely complex and we have taught ways to simplify it in order to make both instruction and assessment more manageable.² In other word comprehension to make simple for understanding to direction in reading.

Nunan states that reading is a fluent process of readers combining information from a text and their own background knowledge to build

¹ Jenniver Serravallo, Teaching Reading in Small Groups (Heinemann, 2010), p, 43

² Joanne Schuldt Caldwell, Comprehension Assessment A Classroom Guide (New York: The Guilford Press, 2008), p.25

meaning.³ It means reading is the process getting information from text and to know a meaning word. Meanwhile, Brown argues that reading is likewise a skill that teachers simply expects learners that acquire.⁴ It is in the process learning to get information in beginning level of bottom. Harmer states reading is useful for language acquisition.⁵ In other word reading is also used to obtain language from a text.

According to Zorrela, reading comprehension means understanding what has been read.⁶ Reading comprehension is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.”⁷ It means, reading comprehension is a simulation process and builds up a meaning to understand a text. Reading comprehension consists of the processes of constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text.⁸

According to Kustaryo reading comprehension means understand what has been read, and it is an active thinking process that depends not only on comprehension skill but also the student experience and prior knowledge comprehension involves understanding of vocabulary seeing

³ David Nunan, *Practical English language Teaching: Young Learners* (New York:McGraw- Hil ESL/ELT, 2005), p. 69

⁴ H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (SanFransisco: State University. Pearson Education, 2004), p.185

⁵ Jeremy Harmer, *How To Teach English* (Cambridge: Longman, 2007), p.101

⁶ Nadia Zorrela, *Increasing The Students’ Reading Comprehension Through Choral Reading Strategy At Seventh Grader Of Private Islamic Junior High School Jami’ Al Kautsar Tapung Hilir, Skripsi,* (Department of English Education, Faculty of Tarbiyah And Teacher Training State Islamic University of Sumatera Utara, 2017), p. 25

⁷ Ibid p.45

⁸ John T. Guthrie, Alan Wigfield, Kathleen C. Perencevich, *Motivating Reading Comprehension* (Mahwah: New Jersey, 2004), p.227.

the relationship among words and concept organizing ideas, recognizing ideas, recognizing author's making judgment and evaluating. So from this point of view, it can be said that the reading comprehension is very important for the student if the student does not understand what they read they cannot catch the meaning of the text.⁹

Reading comprehension is the interaction between the readers and the text in order to form a meaning from the text which is involved a complex process, word knowledge, and world knowledge. Furthermore, reading comprehension is the process of constructing meaning from text. Reading comprehension is a complex process that doesn't only involve the ability in reading words and sentences correctly but also involves word and world knowledge to form meaning from the text.¹⁰

Reading comprehension skills are basic skills must be mastered by everyone. This skill needs to be mastered by learners in order able to adapt and successfully face future challenges. Understanding is the key to acquiring new knowledge.

According to Olson and Diller, reading comprehension skill is a term used to identify those skills needed to understand and apply information contained in a written material.

⁹ Terasne, Nanang Sugianto, Abdul Wahab, Maria Ulfa. Improving Students' Reading Comprehension Through Listen-Read-Discuss (Lrd) Strategy At Ma Nurussabah Praya Tengah. *Journal of English Language Teaching* (2018) Volume 5 Nomor 2.

¹⁰ Linda Septiyana. The Correlation Between Efl Learners' Cohesion And Their Reading Comprehension. *Journal of Research on Language Education (JoRLE)*, Vol: 2, No: 2 July 2021, p: 68-74

This statement is supported by Harris and Sipay, who say that “reading comprehension skill is set of generalized knowledge acquisition skills that permits people to acquire and exhibit information gained as a consequence of reading printed language”. In short, building reading comprehension skills requires a long-term strategy in which all the reading skills areas (phonics, fluency, vocabulary) will contribute to success.¹¹

2. Skills Needed in Reading Comprehension Skill.

According to Turner, someone is said to understand reading well if they have the following skills.

- a. Recognize the words or sentences in the reading and know their meaning.
- b. Knowing the meaning of the experiences contained in the reading.
- c. Understand the overall meaning contextually.
- d. Able to make judgments about the value of reading content based on reading experience.
- e. Ability to capture the meaning of words and expressions used by the author.
- f. Ability to capture explicit and implied meaning.
- g. Ability to draw conclusions.

According to Yuliana, there are several skills needed to understand reading, including:

¹¹ Eko Perwiro, Teaching Reading Comprehension By Using Question-Answer Relationship Strategy, EnglishEmpower, Vol.5 No.1 May 2020

- a. Able to sound word symbols according to correct pronunciation and intonation.
- b. Can pronounce the reading well.
- c. Can distinguish letters and arrange letters into words.
- d. Recognize symbols and read them with understanding and simple sentences,
- e. Read paragraph sentences with correct pronunciation and intonation
- f. Can pay attention to pauses, and read by emphasizing certain words.
- g. Able to understand the relationship between a letter (or group of letters) and sound
- h. Fluency. Able to speed up the speed of reading according to conditions and understanding the text.¹²

The conclusion is that these two theories have different focuses in explaining reading comprehension abilities. Turner places more emphasis on contextual understanding, assessing the value of reading, and understanding explicit and implied meaning. Meanwhile, Yuliana places more emphasis on phonics skills, good pronunciation, and the ability to pay attention to intonation and pauses in reading. Even though they have different focuses, they are still related, such as:

1. In Turner's theory, it is said that someone can understand reading well if they have the skills to recognize words or sentences in reading and know their meaning, whereas in Yuliana's theory, someone needs

¹² Roisah Nuraini, Improving Reading Comprehension Skills Through "Cooperative Integrated Reading And Composition (CIRC)" Cooperative Learning Model In V Grade Students Jurnal Pendidikan GUTu Sekolah Dasar, Universitas Negeri Yogyakarta (2019): 14.

skills, namely being able to listen to reading well, recognize symbols, and read it with understanding and simple sentences. Recognizing/reading symbols is reading that starts from recognizing letters to understanding writing and the meaning of what is read, meaning that apart from recognizing symbols and being able to recognize them, the most important thing in reading is understanding the meaning of what is read.¹³

2. In Turner's theory, it is said that someone can understand reading well if someone is able to make judgments about the value of the reading content based on reading experience. In Yuliana's theory, someone needs fluency in reading, being able to speed up reading speed according to conditions and understanding of the text. According to Nurgiyantoro, fluency and speed are included in the aspect of assessing the value of text content, fluency explains fluency in pronunciation when reading.¹⁴

3. Some Factors Affecting in Reading Comprehension Skill.

Factors Affecting Reading Comprehension Skill According to Dennis, reading comprehension is a complex process between identifying printed symbols and interpreting the meaning behind the symbols. Some factors affect reading comprehension skill. They are complexity of the reading text, environmental influences, anxiety during reading comprehension, interest and motivation, decoding or word recognition

¹³ Budihasti, Hawadi, *Komponen Belajar Membaca*. Jakarta: PT. Indeks (2013): 37

¹⁴ Nurgiyantoro, *Teori Pengkajian Fiksi* (Yogyakarta : Gadjah Mada University press 2013), p.10

speed, and medical problems. In the following section, these factors are elaborated in detail.¹⁵

- a) One of the factors that impacts learners' reading comprehension is the complexity of the texts. This factor is influenced by the readers' strength and fluency in language and their comprehending of its applications and different meanings. Oral abilities have a significant part in identifying how skilled a reader can be because learners hear words and obtain a lot of vocabulary. A lot of vocabulary assist learners in explaining the unknown words through applying the opinions of context.
- b) The second factor related to the environmental conditions that impact the learners who try to read a passage. Readers may have a lot of problems to understand a text in an unorganized environment than those who read in a calm and controlled place. If learners are in an unsafe place, they find it difficult to focus on their reading. When they are in safe environments, their reading comprehension ability will be better. Readers will lose their concentration in understanding a text when there are noises like televisions or radios.
- c) The third factor is pertinent to the anxiety during reading comprehension. Examinations, class work, or homework situations can put more pressure on readers' reading than reading for enjoyment. Some learners react positively to examinations while others are

¹⁵ Dennis, D. V, Are Assessment Data Really Driving Middle School Reading Instruction? What we can learn from one student's experience. *Journal of Adolescent and Adult Literacy* (2008): 51

overwhelmed by the pressure to carry out a reading activity. Learners who experience this anxiety may not completely understand the instructions and this may lead to confusion and poor comprehension of the reading task.

- d) The fourth factor is interest and motivation. According to Dennis, learners' interest and motivation are very important in developing reading comprehension skill. If readers find the reading material monotonous, they will have a lot of problems in concentrating on their comprehension. This can lead to a lowering of reading comprehension among readers. If the reading material is interesting for learners they can easily understand it and can remember it clearly. EFL teachers should motivate their learners through providing interesting reading materials during their class time.
- e) The fifth factor is related to decoding or word recognition speed. Readers who have problems in decoding and recognizing words read slowly and find it more difficult to understand the meaning of passages than those without decoding problems. She expressed that vocabulary influences the reading comprehension skill because readers apply decoding skills to understand the pronunciation and meaning of words they have not seen before. Persons who have enough vocabulary can clarify the meaning or reading passages faster than those who should guess the meaning of unfamiliar words according to the clues of context.

f) The last factor is concerned with the medical problems. According to Hollowell, poor reading comprehension skill may be related to the medical difficulty that does not get addressed until the child is older. This involves undiagnosed ADD (attention deficit disorder), speech problems, and hearing impairments. She emphasized that learners with speech and hearing difficulties are less likely to take part in oral reading and class discussions. These are the two activities that help learners improve their reading comprehension skill.

B. Narrative Text.

1. The Definition of Narrative Text.

A narrative is a text that tells a story and, in doing so, entertains the audience.¹⁶ Also, its narrative purpose is mainly to inform often contains large passage arranging the events in a story strictly in chronological order.

Narrative can be imaginary or factual (fairy tales, mysteries, fables, romances and adventure stories, myths and legends). Anderson and Kathy describe many different types of narrative; namely humor, romance, crime, real life fiction, historical fiction, mystery, fantasy, science fiction, diary novel, and adventure.¹⁷

From the explanation above, narrative text is a story occurred in past time which its social function is to amuse or entertain the readers. It is

¹⁶ Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Mcmillan, 1998), p. 3.

¹⁷ *Ibid.*, p. 18.

written with certain characteristics and its language features. Chatman classified narrative text into four basic elements as follows:¹⁸

a. Characters.

In every story, there must be characters that play in it. There are two characters take place within a story. They are main characters and secondary characters. Character is the single most important element in the narrative text. It describe physical of the character such as age, weight, height, even personality traits including the strength and weaknesses.¹⁹ A character is the most important part in the story which will be more focus in it. He or she plays the role of the story.

b. Settings

Settings are what author writes to describe the reader where and when the story takes place. The setting addresses the location (where) and period (when) of the story whether the story tells a reader among realistic, historical fiction or fantasy.²⁰

c. Plot

The plot includes a series of episodes or events written by the author to hold the reader's attention and to build excitement as the story progresses. The plot contains an initiating event, starting the main character of the series of events toward problem solving.²¹ A

¹⁸ Chatman, S., and B. Attebery, *Reading Narrative Fiction*, (New York: McMillan, 1993), p. 23

¹⁹ *Ibid.*, p. 23

²⁰ *Ibid.*, p. 23

²¹ *Ibid.*, p. 23

good writer will make the reader drown to the plot of the story that he writes. The writer will be as an actor of the story its self.

d. Conclusion

The writer ends up the story by summarizing and telling the solution of the problems in the story. This last part is called by conclusion.

2. The Purpose of Narrative Text

People write narrative text might be basically for pleasure, to gain and hold the reader' interest in a story. It means that they like to write any kinds of stories to entertain or even to teach the readers about the writer's reflection on experience. This is one idea to Anderson's explanation that narrative is used to present a view of the world that entertains or informs the reader or listener. It is also to entertain the readers or listener by presenting a story. From the explanation above, it means that the social function of narrative text is to amuse the reader or listener, other than providing entertainment, can be to make the audience thinks about an issue, teach them a lesson, or excite their emotions.

3. The Structures of Narrative Text

The generic structures of narrative texts are orientation, complication, sequence of events, resolution, and Coda. A more detailed generic structure of narrative text has been proposed by Anderson and Anderson who argue that a narrative text includes a. Orientation that sets the scene (when and where) and introduces participants/character (who). b.

Complication where a crisis arises and something happened unexpectedly.

c. Resolution when the crisis is resolved in which the characters finally sort out the complication. d. A code which is closing to the narrative (an optional step).

4. The Linguistic Features of Narrative Text

The language features usually found in a narrative are:

Specific characters

1. Time words that connect events to tell when they occur.
2. Verbs to show the actions that occur in the story.
3. Descriptive words to portray the characters and settings.²²

The language features shown above are being used by a narrator. There always be specific characters in every story. For instance, in the story of Snow White above, the specific character is Snow White. Time words are also used in that story, for example "One day....". And also the last two language features. The language features are provided to help the readers in understanding the story. By past tense used, the readers will know what happened in the story. Conjunction is also really important to describe the characters and settings of the story.

From the explanation above, narrative text has certain language feature which is adapted from a story. It shows how the whole story is; also it becomes a special characteristic of narrative text among other texts.

²² Mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra: Mcmillan, 1998), p. 8.

C. Listen, Reading, Discuss (L-R-D) Strategy

1. Definition Of Listen, Read, Discuss (L-R-D) Strategy.

Strategy is an overall approach related to ideas, planning, and execution, an activity within a certain period of time. In a good strategy there is coordination of work teams, having a theme identify supporting factors in accordance with implementation principles ideas rationally, efficiency in funding and having tactics to achieve goals effectively.²³

LRD is taken from Robert J. Tierney and John E. Readence in a book entitled Reading Comprehension. LRD is a comprehension strategy that builds students' prior knowledge before they read a text, during reading and after reading by listening the teacher's short lecture, reading a text selection, and discussing to increase their science inquiry strategies, comprehension rather than reading alone.

The LRD (Listen, Read, Discuss) strategy is quoted by Robbie Ibrahim in his journal. Entitled "The Use of Listen Read Discuss Strategy and Reading Motivation Toward the Students" Reading Comprehension" Developed in 1999 for students' reading comprehension. Richardson and his team of elementary teachers and graduate students are experts focused on developing strategies for reading comprehension. Offers a strategy that combines several strategies necessary for reading comprehension. The Listening, Reading, Discuss (LRD) strategy is a good strategy for teaching reading. Here, students can receive an explanation of the text from the

²³ Fandi Tjiptono, Strategi Pemasaran, Cet. Ke-II (Yogyakarta: Andi,2000) hal: 17

teacher before reading and increase understanding of the text through discussions.²⁴

According to Manzo, "The Listen Read Discuss (LRD) strategy is a lesson. This means that the Listen Read Discuss (LRD) Strategy helps students understand the content. Have students discuss and allow students to share their thoughts with their peers in small groups.

Manzo also states that "listening, reading and discussion meet these requirements" applies to teacher explanations and student comprehension.

Additionally, Kenna says the Listen, Reading, Discuss (LRD) strategy is a specially designed strategy for bookworms.²⁵

From the above definition Researchers should use the Listen, Read, Discuss (LRD) Strategy, which is a strategy that builds students' background knowledge to understand the content.

Manzo's explanation gives us understanding about the teacher do in the class to apply the Listen Read Discuss Strategy. Firstly, the teacher prepare the material. The teacher also prepare about how to deliver the material through ask about background knowledge of the students about the material. Then, the teacher present or show the summary of the text to the students by using graphic organizer. The students listen explanation of the teacher. After that, the students read the text. The last, the teacher and the student discuss about the material. It meets about the teacher

²⁴ Robby Ibrah, The use of Listen Read Discuss Strategy and Reading Motivation Toward The Students Reading Comprehension, *ELT-Lectura, Jurnal Pendidikan* (2017) Vol.4 No.2

²⁵ Mc Kenna, *Teaching Through Text: A Content Literacy Approach To Content Area Reading* (3rd ed), (New York: Guildford, 2002), p.94

explanation and the students' comprehension. In discussion group, the students also discuss about their difficulties that they found in the text. So, by applying LRD strategy, the activities of teaching reading comprehension can run well. Manzo and Casale stated that LRD strategy is a comprehension strategy that builds students' prior knowledge before they read a text. LRD is also a powerful tool for engaging struggling readers in classroom discussion. LRD strategy is relatively easy to create because they can enhance student's understanding about many lessons.

2. The Principle of Listen-Read-Discuss (L-R-D) Strategy

According to Manzo, A.V. & Casale, U.P, LRD strategy has principles of helping students to be fully engaged in learning activities and carrying out these activities work together with other students. The LRD strategy is cooperative learning. Cooperative learning is an instructional method in which students are put in small groups through which students work together to maximize their own and each other's learning.

LRD can build students' understanding of reading texts, build students' knowledge before reading the text and compare information after they read the text, students will be involved in class discussions that build their understanding of the text and increase students' self-confidence in class discussions.²⁶

²⁶ Manzo, A.V. & Casale, U.P, Listen- Read-Discuss: A Content Reading Heuristic. *Journal of Reading*, (2003), p.372-734.

D. The use of LRD Strategy to Improve Reading Comprehension Skill

1. The Procedures of LRD Strategy

There are the procedures of Listen-Read-Discuss by Alvermann:²⁷

- a) Listen: the researcher present the informational to the students' about the text that they will be reading and this can be in the form of a short lecture on the reading material selected, here the researcher tries to active students' prior knowledge by using graphic organizer to guide the lecture. The time for this step is approximately 10-15 minute.
- b) Read: Then, the students read a text selection about the topic. This explanation is compared with the information from the lecture. The passage from the textbook should cover the same information introduced in the lecture. Long reading assignment that bring in other topics are not appropriate. The researcher should let the students know that the purpose of reading is to experience another explanation of the topic and to compare it to the information they have just read.
- c) Discuss: The researcher will lead a classroom discussion of the material that was read and encourage students to reflect on any differences between their readings of the content on the researcher's presentation. So, in this step the researcher make a small or large group and they ask question.

Based on the procedures above, the researcher concludes that LRD is the suitable strategy that can help the students comprehending the text.

²⁷ Judy S Richardson ,Reading to Learn in the Content Areas: Seventh Edition (USA:Wadsworth Cengage Learning, 2009), p.251

The students read the text selection to compare the information that is read by writer. Finally, they discuss the text with their group.

2. The Steps of LRD Strategy

According to Ce-Cein Manzo's book, the procedure for using the listening-read-discussion strategy in his journal is as follows:²⁸

a) Listening

Listening means that the teacher presents information to students about the text that students will read.

- 1) The teacher delivers the theme or title of the reading text.
- 2) The teacher give a lecture or audio recording about the text that they will be read.

b) Reading

Read means that the teacher asks students to read the text . The content of the text must be similar to the material presented while it is still in the "listening" part of the lesson.

- 1) The teacher asks students to read the reading text.
- 2) The students mark the important things that are found in the reading.

c) Discussion

Discussion means that the teacher leads a class discussion about the material being discussed.

²⁸ Manzo& Rasinki,T.V, Listen-Read-Discuss: A Content Reading Heuristic, Journal of Reading, (2003), p. 28

- 1) The students are divided into groups of each group consisting of six or seven students.
- 2) The students discuss the main points or ideas of the reading text.
- 3) The teacher asks for volunteers to present the result of their discussion

E. Hypothesis.

Based on the theoretical framework and research assumptions, the following hypothesis is formulated: Using the LRD strategy can improve the reading comprehension skills of eighth grade students at SMP 1 Metro Kibang by using narrative text types for student tests.

CHAPTER III

A RESEARCH METHODOLOGY

A. Type of Research

This type of research is classroom action research. Classroom Action Research is an investigative process to find and solve classroom learning problems in a controlled manner, the problem-solving process is performed periodically with the aim of improving the quality of the process and classroom learning outcomes.¹ Considered after McNiff cited by Supardi CAR is a form of reflective research conducted by educators develop school curricula, improve learning outcomes, such as the development of educational skills.² CAR is a systematic examination of efforts to improve implementations.

An educational practice by a group of teachers to implement learning behaviors based on their reflection on the consequences of these actions.³ From the various definitions of CAR above, we can conclude that CAR is research conducted by teachers in a classroom or school that focuses on refining or improving learning practices and processes.

¹ Sa'dun Akbar, *Penelitian Tindakan Kelas, Filosofi, Metodologi, dan Implementasinya*, (Malang: Surya Pena Gemilang, 2008), p. 28

² Suharsimi Arikunto, *Penelitian Tindakan Kelas* (Jakarta: Bumi Aksara, 2008), p. 102

³ Rochiati Wiriaatmadja, *Metodologi Penelitian Tindakan Kelas Untuk Meningkatkan Kinerja Guru dan Dosen* (Bandung: PT Remaja Rosdakarya, 2005), p. 12

B. Subject of the Research

The research environment is related to location where research is being conducted. In this study, researchers do research in VIII class of SMP N 1 Metro Kibang 2022/2023 school year.

This research will conducted by researchers from Class VIII of SMPN 1 Metro Kibang. The class consists of 36 students. Minimum Average Completeness Criteria (KKM) The problem faced by students is the difficulty in identifying and understanding reading texts.

C. Time and Place of the Research

The research will conducted at SMP Negeri 1 Metro Kibang JL. Harapan Lampung Province, East Lampung district, Margototo Village, Lampung Province. This research was conducted on August 15th.

D. Implementation and Collaborators

Collaboration is the collaboration between actors (teachers, principals, students, etc.) and researchers to understand the problem, agree, and make decisions that ultimately lead to similar actions.⁴

In this collaboration, the parties that operate are Researchers, while the requester noted of the ongoing process is the teacher. This research focuses on practical problems in order to the solution as quickly as possible. Therefore, researchers work closely with teachers or colleagues⁵

⁴ Suharsimi Arikunto, *Penelitian Tindakan Kelas* (Jakarta: Bumi Aksara, 2008), p. 63

⁵ Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan*, (Jakarta: Prenada Media Group, 2010), p. 42

E. Research Design

The objective of this study was to examine how LRD (Listen Read Discuss) strategies can enhance students' ability to comprehend reading. There are different experts who present the action research model with different diagrams, but in general there are four stages that are usually passed, namely planning, Action, observation (observation), and reflection.

This classroom action research procedure consists of 4 stages. By The detailed procedure for this action research is as follows:

1. Cycle I

a. Planing

Planning is preparing to do something regarded as planning everything related to the action done and everything prepared is necessary in the teaching process. There are many activities that Provided in planning they are:

- 1) Planning the process of implementation cooperative learning with LRD Strategy in English subject.
- 2) Develop learning model scenarios by making lesson plan.
- 3) Prepare student's observation sheets
- 4) Preparing for the test.

b. Action

Actions is the processes of doing things. action is implementation plan. Actions should be dynamic, decide what to do on the fly, and complete a simple evaluation. In this stage, the

researchers did everything planned a number of activities took place in practice, as shown below.

- 1) Teachers set class rules during the teaching and learning process.
- 2) The teacher introduces himself/herself and explains what the class is going to do.
- 3) Based on the student's opinion, the teacher: Listen Read Discuss (LRD) strategy and early progress It emphasizes the importance of the Listen Read Discuss (LRD)strategy.
- 4) The teacher presents information about the text to the student is read.
- 5) The students were divided into several groups.
- 6) The teacher gives each group a text.
- 7) In the group discussion, we recorded our discussion of the results on paper.
- 8) Teacher gave opportunity to students who wanted to ask questions about the lesson.

c. Observation

Observations were made to record the process during teaching and learning process. It was about actions, attitudes and all activities in acting and conducting working groups with documents Photos and diaries.

d. Reflection

Reflection is the feedback process from previously performed actions. Reflex is the awareness of something as coming from outside, the ability to move outward. Muscle movement comes from the outside.⁶

Through reflection, researchers helped students make decisions about what to do or fix. Researchers received feedback teaching the learning process from observations, existing problems and causes of problems. A second cycle occurs when the results do not meet the set goals.

2. Cycle II

a. Planning

- 1) Planning the process of implementation cooperative learning with LRD Strategy in English subject.
- 2) Develop learning model scenarios by making lesson plan.
- 3) Prepare student's observation sheets
- 4) Preparing for the test.

b. Action

- 1) Teachers set class rules during the teaching process.
- 2) The teacher reviews the students' abilities for the second round and gives some.

⁶ Wahya, Suzana and Ernawati Warida, *Kamus Bahasa Indonesia untuk Pelajar, Mahasiswa, & Umum* (Bandung: Penerbit Ruang Kata imprint Kawan Pustaka, 2014), p. 515.

- 3) Comments on students' opinions and their motivation to do their best in this round
- 4) From student opinions The teacher explains the meaning of Listen, Read, Discuss (LRD) strategies and additional steps early and reiterated the importance of the Listen Read Discuss (LRD) strategy for them.
- 5) Teacher presents information about the text to students they will be read
- 6) Students are divided into certain groups.
- 7) Students translate the text and identify key concepts in each item paragraph
- 8) Group Discussion Write the results of the discussion on a piece of paper.
- 9) Teachers give students the opportunity to ask questions about lesson

c. Observation

Observations are still made in this cycle, student activities and observed teachers and students showed that most of their abilities better in cycle I. Students are eager to complete their studies and they seem more eager to learn observing journal.

d. Reflection

After collecting student's quiz answer sheet, observation sheet of the second round researchers and collaborator were organized to know

the excess and lack of implementing the corrective plan made in the second round, in the reflection of the distance the students' reading comprehension found that improvement.

F. Data Collecting Technique

In collecting the data, the researcher used the following technique:

1. Test

In this research the researcher use test as data collection method to measure both of variables. The test consists of pre-test and post-test. The test was using students' reading comprehension in narrative text. The material in pre-test and post-test are different but have same difficulties.

a) Pre-test

The pre-test is given in the first meeting before doing treatments in order to know comprehension of the students before doing the action research.

b) Post-test

The post-test is given in the last meeting after doing treatments to find out whether the treatments gave any contribution to the students' achievement in the class or not. The improvement can be seen if the average score of the post-test is higher than pre-test. This step was done after the treatment to know the improving of students' reading comprehension by applying listen-read-discuss strategy.

2. Observation

Observation is a monitoring and recording systematically to the phenomenon that is investigated. It means that observation is a data collection strategy in which the activities of subjects are visually examined. The purpose of the observation is to explain the situation being investigated: activities, people, or individuals are involved in an activity and the relationship among them.

3. Documentation

Documentation is a data collection method by investigating objects written such as books, magazines, documents, notes and others. The researcher used this method to get the data about the history of the school, total of teachers, official employees and students at SMPN 1 Kibang.

4. The Field Note

To collect the data more accurately, the researcher uses field notes, it would make the data analyzed simpler. In many professions, it is a matter of good practice to make field notes while actually engaged in professional work. This note has been prepared systematically and given interpretation.

G. Indicator of Success

The indicator of success takes from the process and the result of the action research. This research is called success if 75% of the students get a minimal score of 75 and 75% of the students are active in learning activities.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result.

This chapter presents the result of the study and discussion toward the result of the study.

1. Description of Research Location.

a. Profile of SMPN 1 Kibang

Profile of Kibang 1 State Junior High School, its founding SMPN 1 Kibang cannot be separated from the history of regional expansion between cities Madya Metro and East Lampung. Because it is located close to border, with the initiative of members of the DPR and their staff, proposed to include the Kibang area into one East Lampung Regency, not the Metro area. Along as time went by, the area experienced development. Finally, an idea emerged from the East Lampung government to provide operational funding assistance for the establishment of the school. In the end, State Junior High School (SMPN) 1 Kibang, in established and become one unit of the Lampung Regency area East. Kibang 1 Public Middle School has NPSN, 201120401035/ 10805971 Type B, address at Jalan Harapan Margototo, Metro Kibang sub-district, East Lampung district. Telephone/Mobile/Fax 0725 7853123. Status The school is state. Land ownership belongs to the Government

b. Vision and Mission of SMPN 1 Kibang

The following are the results of the documentation that researchers obtained regarding the Vision and Mission at SMPN 1 Kibang :⁴⁰

1) Vision

Have a certain quality

2) Mission

- a) Increase average state test scores.
- b) Carry out learning with guidance effectively.
- c) Improving the performance of all school components
- d) Creating a conducive work atmosphere.
- e) Improve discipline of all school members.
- f) Help develop students' potential in the field sports, scouts, arts and generate inner motivation take part in various competitions.
- g) Develop understanding of religious teachings.
- h) Complete learning facilities and infrastructure.
- i) Create a clean, beautiful and comfortable environment.
- j) Facilitate APKM in all school programs.
- k) Increase the competence of teachers and employees.

⁴⁰ Dokumen Profil SMPN 1 Kibang, "Dokumen SMPN 1 Kibang,"

c. Rules of SMPN 1 Kibang.

Below are the results of the documentation that researchers obtained regarding the rules and regulations at SMPN 1 Kibang.⁴¹

- 1) Dress in full uniform
- 2) Enter and leave class according to schedule.
- 3) Men don't have long hair and thick mustaches.
- 4) Do not carry sharp weapons.
- 5) Get used to 4S 1 T (smile, greet, greet and shake hands).
- 6) Do not wear tight clothes for women.
- 7) Do not falsify sick leave letters.
- 8) Do not forge a parent's signature.
- 9) Don't wear excessive accessories.
- 10) Carrying and using illegal drugs is prohibited.
- 11) No Smoking.
- 12) Tattooing is prohibited.
- 13) Do not steal

d. Total student data at SMPN 1 Kibang.

The following are the documentation results obtained by researchers regarding the total student data of SMPN 1 Kibang, academic year 2023/2024⁴²

⁴¹ Ibid

⁴² Ibid

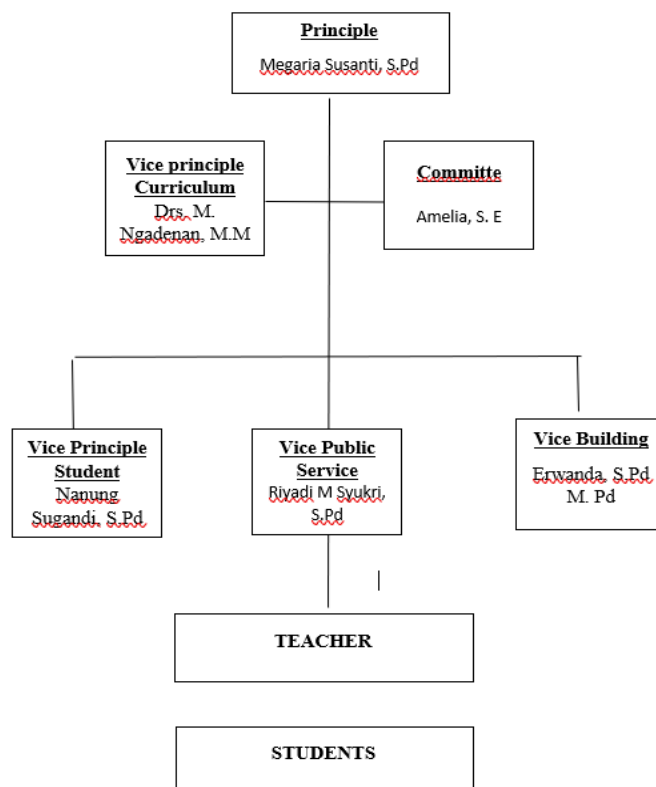
Table 4.1
Total student data of SMPN 1 Kibang, academic year 2023/2024

Class	Number of New Student Registrants	Number of New Students Accepted
XI	285	180
VIII	303	185
VII	321	272
Total	909	637

Source : SMPN 1 Kibang Document.

e. Organization Structure of SMPN 1 Kibang

Figure 4.1
Organization Structure of SMPN 1 Kibang



2. Description of Research Data

In this section, the researcher is as an English teacher and Mrs. Neti Susilawati, S.Pd is as the collaborator managed the researcher in two cycle and each cycle consists of planning, acting, observing and reflecting.

a. Cycle 1

Cycle 1 consists of planning, acting, observing, and reflecting. The researcher gave a pre-test to determine students' reading skills in narrative text before it was given and used as a comparison score for the post-test. Students are assigned to answer a narrative text test. After completing the pretest, the researcher asked them to submit their answer sheets.

In the pre-test there were 10 students (72.22%) who passed the pre-test and 26 students (27.78%) who did not pass the pre-test. In this test the highest score is 80 and the lowest score is 40. This means that students do not meet the minimum standards at SMPN 1 Kibang and students' reading abilities are low. Apart from that, from the pretest results the researchers obtained an average of 61.67. Therefore, researchers use the Listen, Read, Discuss (LRD) strategy to improve students' reading skills. Based on the table above, it can be concluded that there were 10 students (72.22%) who passed. pre-test and 26 students (27.78%) failed the pre-test. In this test the highest score is 80 and the lowest score is 40. This means that students do not meet the minimum standards at SMPN 1 Kibang and students' reading abilities

are low. Apart from that, from the pretest results the researchers obtained an average of 61.67. So, that is the reason why researchers use the Listen, Read, Discuss (LRD) strategy to improve students' reading skills.

1) Planning.

The first meeting became performed on Monday, 5 October 2023. It changed into open with the aid of praying, greeting, checking attendance list, and introducing the researcher as a instructor for the students. On the day, the researcher has taken the scholars' pre-test a look at score. Based totally on the result of pre-test score, the researcher has diagnosed and observed the troubles after taking the students' pre-test a look at score. Consequently, the researcher and collaborator organized numerous things related to teaching and getting to know technique including the English challenge lesson plan, the material, media, work sheet, statement sheet that incorporates about listing of students' names and hobby, and evaluation for the second meeting.

2) Action and learning activity cycle I

This activity was held on 7 October, 2023. In this meeting, teachers gave motivation. The researcher announces the results of the survey in advance said that student scores were not satisfactory enough. Here, the teacher brought the students to a clear importance of composing the English text which can be facilitated

through the group-work. The second step in using the strategy Listen-Read-Discuss (LRD) researcher encourage students that this strategy will be helpful for them. Researchers suggest a role for Listen-Read Discuss (LRD) in learning. The first round is about teaching and learning processes and achievement testing topics as descriptive text A follow-up test was conducted with 36 students, which the researcher conducted strategy research Listen-Read-Discuss (LRD) to increase students' potential reading comprehension of narrative texts at Grade VIII.A SMPN 1 Kibang the teaching process in the first meeting opens with a greeting, praying, and checking the attendance list.

After that the researcher provides the main material regarding the narrative text of Lake Toba. In First, the researcher shows some text and then asks the students to do it state the name of the text in English. The researcher asked students "What is the text?". What is the orientation? After that the researcher chose a part of the text to be read. Researchers use graphic organizers as the medium present information or a summary of the text, Students should listen to a summary of the text presented by the teacher, the researcher asked the students to read the text and compare what they have heard based on their understanding the text itself. The teacher asks students to discuss their understanding from what they have read and listened to other students in small groups. One group

consisting of five or six students, the researcher asked the students to report their results discussion.

After finishing, the researcher instructed the students to switch roles and researchers provide opportunities for students to ask if there is something they know still don't understand the material provided by researchers and students joint conclusions, the teacher and students make conclusions about the learning process has been implemented, the researcher informed the students that the next meeting (12 October 2023) will be the post test for cycle 1 and the last one Teachers give advice to students to study hard and also improve their abilities understanding. Then the teacher asks the students to say hamdalah together then close the meeting.

Post-test activity 1 on 12 October 2023. The researcher gave the test to students about the narrative text that will be used as a cycle 1 test. The researcher provides a test with them to do multiple choice questions. Total multiple choice is 10. The score for each multiple choice question is 10, so the total score is 100. The post-test processing time is 40 minutes.

The results can be seen as follows:

In post-test I, the average student score was 70.27, the highest score was 90 and the lowest score was 50. According to the minimum standards (MS), there were 20 students who passed post-test 1 or got a score ≥ 75 . This means that in cycle 1 the

achievement Student learning has improved slightly but is still not successful.Observing.

During this stage, the researcher is helped by collaborators to observe the teaching and learning process. All data in this step were collected using an observation checklist completed by the collaborator.

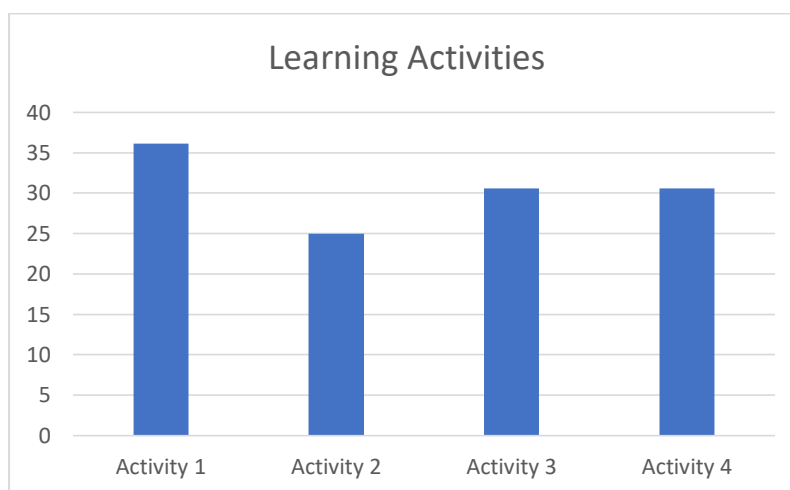
The observation checklists used include the Student Observation Checklist and the Teacher Observation Checklist. Observation results will be interpreted at each meeting except the post-test. Collaborators observed teacher and student activities during three meetings in cycle 1, then researchers analyzed the results by summarizing the views provided by collaborators to find methods. Results are classified based on the average summary table. The results of the observation checklist and notes were used to find out how to implement the Listen, Read, Discuss (LRD) strategy in Cycle 1. The research results showed that student activity during the learning process that followed the Listen, Read, Discuss (LRD) strategy was generally at a moderate level. It means that students do not fully understand the use of the Listen, Read, Discuss (LRD) strategy.

During the process, students' learning activities during the learning process are also observed by observers. Students who actively participate in discussions will earn points by checking the

observation sheet each cycle. Indicators for evaluating student learning activities are:

- a) Giving attention
- b) Students listen the teacher explanation
- c) Students read a narrative text
- d) Students discuss about narrative text

Figure 4.2
The Percentage of Students' Learning Activities in Cycle I



The graphic above shows student learning activities, among others less than 70%, 16 students (36,11%) who giving attention to the teacher, 9 students (25%) listen the teacher explanation, 11 students (30,56%) were read the narrative text. and 11 students (30.56%) were discuss about narrative text.

3) Reflecting.

At this level the researcher concluded that the cycle was not running well because most students had not met the Minimum Standards (MS). It can be seen from the pre-test and post-test 1

scores that most of the students scores increased even though the learning process was somewhat uncontrolled. Judging from the results of observations in cycle I several problems occurred and were found as follows:

- a) Some students are not interested in the teachers explanation.
- b) Some students did not answer the teachers questions. Based on the reflections of the first phase there are several issues that need to be addressed during the second phase including:
 - (1) Teachers motivate students to learn better and make the learning process more engaging.
 - (2) After explaining the material the teacher explains in more detail and asks questions to monitor student learning. Apart from that, the study results for the period before and after treatment can be explained in the explanation below

In this research, I took the pre-test and post-test individually. The aim is to determine students' reading abilities before and after treatment. Based on the results of pre-test and post-test I, it is known that student results have increased. This can be seen from the average pre-test score of 61,67 and post-test I of 70,27. Even though student learning outcomes have increased, cycle 1 was still not successful when only 16 students (44,44%) passed the exam after the first semester. It can be concluded that cycle I was not successful because the indicators of success

had not been achieved and researchers had to revise the teaching and learning process in the next cycle.

b. Cycle II

Cycle II is similar to Cycle I, divided into planning, action, observation, and reflection. This will be explained in more detail as follows:

ii. Planning

Based on the observation and reflection of cycle I, it can be seen that researcher was not successful in this cycle. Therefore, researchers and collaborators are trying to correct some of the problems that arose in Cycle I of and are developing plans to continue in Cycle II. Those are researchers prepared lesson plans, materials, answer sheets, observation sheets and post-test II.

iii. Acting

Description of the teaching and learning process cycle II is no different from the previous cycle. In each treatment, Researchers try to make students more active. That Implementation of this step was carried out in two meetings, namely pre-test and post-test.

Treatment in cycle II was carried out on October 16 2023, starting with greetings and asking about the students' condition. The researcher as a teacher explains material about narrative text. The teacher asks students to mention meaning narrative text,

generic structure, social function, and language feature. Next, the teacher divides the students into pairs as in previous cycle based on reading skill scores on post-test. At the end of the meeting, the teacher closed the meeting and gave motivation for students to study hard and try to read harder for them to get good grades especially in English subjects.

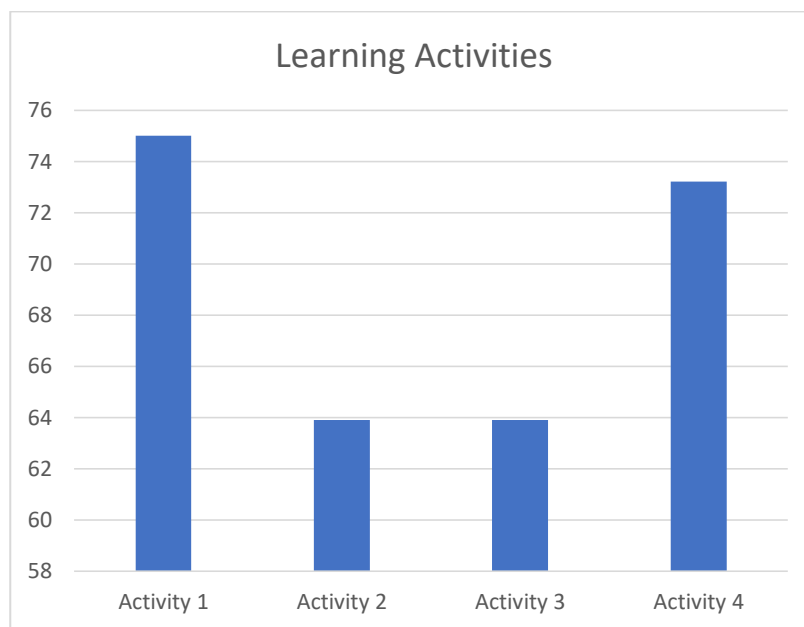
After providing treatment twice in cycle II, the researcher post test II was carried out on 16 October 2023. The type is the same as cycle I. After students complete the test, they collect the answer sheets to the teacher. The results of post-test I can be seen in the table below:

The results of this post-test show that the students' average score in post-test II was 78.33. The highest score is 90 and the lowest score is 60. Most students can improve their reading comprehension. This means that cycle II was successful. Observing.

In this step, researcher present material using cooperative and intertwined reading and composition strategies. During the literacy process, 4 point are also used to determine pupil conditioning as in the former learning process. Grounded on the results of the alternate cycle observation, the researcher verified that the cycle II process was successful.

The result score of students learning activities observation, as follow :

Figure 4.3
The Percentage of Students' Learning Activities in Cycle II



The graphic above shows that the learning activities of cycle II students have increased. Student learning activities have a high percentage of students giving attention 75% , then students listen the teacher explanation 63,89% and students read a narrative text 63,89%, and students who discuss about narrative text 72,22%. Based on the above results, the researcher believes that the learning process in cycle II was successful because students' learning activities reached a rate of about 70%.

Based on the result, it could be integrated into the cooperative reading and composition could improve students' reading comprehension, as there was an improvement from an average of

70,27 in post-test I to 78,33 in post-test II. In post-test II, most students were able to develop their reading skills. That means cycle II was successful. Therefore, the researcher concluded that the study was successful because the success rate was achieved in this cycle. This means it will stop in this cycle.

c. Interpretation.

1) Cycle I

In this research, the researcher administered a pre-test to the students to know the reading ability of the students individually before starting the treatment. In the preliminary examination, only 10 students (27,78%) passed the preliminary examination and 26 students (72,22%) failed the preliminary examination. In addition, the lowest score of the pre-test was 40 and the highest was 80. After the pre-test, the researcher administered the treatment to the students of Cycle I. The treatment was carried out by teaching the students the Listening Read, Discuss (LRD) Strategy. In addition, the researcher gave a treatment in the next meeting and the treatment was called post-test I. Later, after analyzing the results of the 1st follow-up exam, the researcher came to the conclusion that 16 students (44,44%) passed the 1st follow-up exam. The lowest score was 50, the highest 90 and the average was 70,27. Student pretest and posttest I results showed improvement in student performance scores. This was evident from the pre-test mean of

61,67 and the post-test mean of 70,27. Although the achievements of the students improved, the first cycle was still not successful, because only 16 Students who passed the I-following exam (44,44%). This means that in the 1st cycle, the achievement of students could have been improved enough, but it has not improved, because the success indicator has not yet been reached.

2) Cycle II.

After analyzing the students' scores in the first cycle post test, then the researcher held the next cycle because only 16 students 44,44% passed the test and got a score ≤ 75 . In the next cycle the researcher gave treatment twice then post-test II. Next, the researchers analyzed post-test II results and concluded that the number of students was 27 people (75%) passed the test because they got a score ≥ 75 . In this post-test, the lowest score is 60, the highest score is 90, and the average score is 78,33.

From the results of students' scores on post test II, it could be concluded that there was an increase in scores. The improved score can be seen in the average score. Average score on post-test I and post-test II respectively 70,27 and 78,33. At the pre-test, post-test I, and post-test II stages the number of students who obtained a score ≥ 75 was 10, 16 and 27 students. Because Student learning achievement has increased sufficiently and is an indicator of

success achieved, then the research was successful and can be stopped in cycle II.

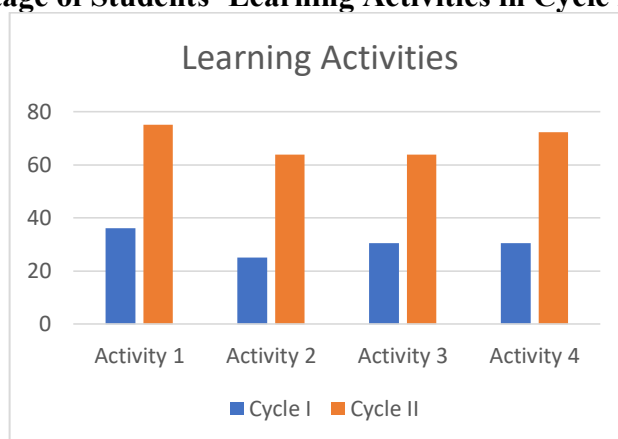
3. Students Score Pre-Test, Post-Test Cycle I, Post-Test Cycle II

The English learning process in Cycle I was successful, but the students' average scores were still low. Meanwhile, students' post-test scores were higher than the pre-test. Apart from that, in Cycle II the average student score was , higher than in Cycle I. The table below describes the scores in Cycle I and Cycle II as follows:

Based on the results of the pre-test, post-test I and post-test II are knowing that there is an increase in students' reading skills through the Listen, Read, Discuss (LRD) strategy. This can be seen from the pre-test average of 61,67 and post I average of 70,27 and the average of post test II being 78,33. Therefore, the researcher concluded that this research was successful because the indicators of success in this research have been achieved.

The Result Of Students Learning Activities In Cycle I And Cycle II.

Figure 4.4
The Percentage of Students' Learning Activities in Cycle I and Cycle II



Based on the data that has been achieved, it can be explained as follows:

1) Giving attention to the teacher's.

Students' giving attention to the teacher's from the start meeting after meeting increases. In cycle I 36,11% and in cycle II 75%, an increase of 38,89%.

2) Students listen the teacher explanation

Students who listen the teacher explanation from the first meeting to the next meeting. It shows when the teacher gives questions to students, they dare to answer them answer even though not all questions can be answered well. For this activity is from cycle I 25% and cycle II 63.89% experienced an increase of 38.89%.

3) Students read a narrative text.

Students read a narrative text increases can be seen in cycle I 30,56% and cycle II 63.89%, an increase of 33,33%. Based on data above, it can be concluded that students feel comfortable and active with the learning process because most students shows good improvement in learning activities when applied in the learning process from cycle I to cycle II.

4) Students discuss about narrative text.

Students who discuss about narrative text are upgraded. It could be seen in cycle I 30.56% and cycle II 72.22%, there was an increase of 42.66%. Then, based on the explanation of cycle I and cycle II, it can be concluded that the use of the Listen, Read, Discuss (LRD) strategy increases students'

reading skills. There is progress in the average value from 61,67 to 70,27 and to 78,33.

B. Discussion

From the data analysis, the objective of this study is to know if there is an effect applying Listen, Read, Discuss strategy in teaching reading of the eight grade students of SMPN 1 Kibang in academic year 2023/2024. And based on the data analysis there is any significant difference between students' reading comprehension before and after being taught by using Listen, Read, Discuss strategy of the eight grade students' of SMPN 1 Kibang. Before conducting the research, the researcher should know first the problems that faced by the students during teaching leaning process in reading class. That was done by doing a preliminary study in a way interviewing the English teacher, observing the teaching and learning process, and administering the test. The result showed that most of students have difficult comprehending the reading text, and low motivation on reading. Then, the result of preliminary test showed that 28 of 36 students did not pass the test. Therefore, 28 students who fail will be the subject of this research. After that, the researcher tried to plan an effective strategy to solve the problem by using listen Read Discuss Strategy. In this case, the researcher planed the criteria of success, materials, and instruments which later be explained. The action of this research conducted in 2 cycles.

In increasing the success, the researcher revised the lesson plan in Cycle 2 by giving more motivation to be active in the class, distributed the

example of the text that had been analyzed using Listen Read Discuss strategy on piece of paper, gave more explanations about Narrative text, applying the strategy in groups, but students worked individually to make students focus more on their work in the group, and could ask their friends about difficult vocabulary. The result of the action research showed that the students' score from Preliminary study, Cycle 1, and Cycle 2, there was significant improvement of the success.

there are improvements between the pre-test and post-test scores. The result score average in pre-test (61,67) , post test I (70,27) and post-test II (78.33). It means that there are significant differences before and after using LRD strategy in students' reading comprehension. According to the data, the classroom action research uses Listen-Read- Discuss strategy can improve the students reading comprehension skills. The improvement can be examined from the result of the observation sheets and the students. In order to get more data, the researcher continues the cycle 1 to cycle 2. In second meeting the students look more relax and enthusiastic than first meeting. In this action, the researcher prepares the material well. The Listen-Read-Discuss (LRD) strategy is still uses in this cycle. In the process of applying the technique, most of the students participate in the learning process. The researcher concludes that students more interested with the Listen-Read-Discuss (LRD) strategy. They are confidence to speak English and enjoy in learning process.

Based on the explanation above the uses of Listen-Read-Discuss (LRD) strategy in English learning can improve reading comprehension. It

supports the theory of Manzo and Casela Listen-Read-Discuss (LRD) strategy is a comprehension strategy that builds students prior knowledge before they read a text . The result of this study the used of Listen, Read, Discuss Strategy effective to increase the students reading comprehension of SMPN 1 Kibang. Listen, Read, Discuss is a comprehension strategy that build the students prior knowledge before they read a text, during reading, and after reading by listening the teacher's short lecture, reading a text selection, and discussing. It means, the students can get lot of information based on their prior knowledge and supported by the information that they get from the learning process using Listen, Read, Discuss strategy. It makes the students totally has understanding about the information that showed in the text. In the end the used of Listen, Read, Discuss strategy give the students a new concept in the reading learning process. 62 The explanation about Listen, Read, Discuss above shows that the used of the strategy makes the reading learning process more interesting, because the students can get the information from the text in detail by using the students prior knowledge, information that they get from the teacher and their understanding in reading process. With comparing the information both of the process it make sure that the students really understand with the information in the text.

Furthermore, the previous study which has been done by ReniwatiPutri, on their research entitled "The Effect of Using LRD (Listen, Read, Discuss) Strategy toward Reading Comprehension of the Second Year Students at State Junior High School 9 Tapung Kampar Regency". It can be

seen from the result of total of questionnaire 1 was 60.44% and questionnaire 2 was 75.44%. The observation check list result showed that the students become active during teaching learning process. It was seen from the total of observation checklist cycle 1 was 57.14% up to 85.71% in cycle 2. Other research by Talitha Rahma student of UNIVERSITY OF NUSANTARA PGRI KEDIRI. The Impact Of Lrd (Listen Read Discuss) Strategy On The Reading Comprehension Of Second Grade Students At Smp N 2 Gurah In Academic Year 2014/2015. This research nalisys shows that there is significant impact of using listen read discuss on the second grade students of SMP N 2 Gurah. The result of the score is 2,244 and the the table is 2,042. So, the score is higher than the table. Based on the result, the researcher determines that using listen read discuss gives a better result in student's reading comprehension.

Before conducting this research, the researcher search many research related with this research that used Listen, Read, Discuss strategy to teaching reading. The result of the previous study state that the used of Listen, Read, Discuss strategy effective to increase the students reading comprehension both of Junior and Senior High School. It same with the result from this study that state.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains several conclusions and suggestions based on research findings and discussion as presented in Chapter IV.

A. Conclusion

Based on student activities, student responses and student grades researchers found that the use of the LRD Strategy improve the student learning reading comprehension skills. With these numbers, can the researchers concludes that the minimum success target of 75% of the student in one class has been achieved in the post-test. Moreover observation data, questionnaires and tests prove this The application of LRD strategies can positively improve students' reading comprehension skills of Narrative Text at SMPN 1 Metro Kibang.

There is an increase in the average student score from the pre-test of 61,67 to the post-test I 70,27 to 78,33 in post test II. In cycle 1, the number of students were only 16 who passed the exam. Meanwhile, in cycle II there are 27 students who passed test. The results of cycle II have reached the indicator of success of learning in which the namely 75%. Students meet the standard criteria with a minimum score of 75. Therefore, The research can be stopped in cycle II. The results of student activities learning in cycle I and cycle II show the improvement such as, giving attention to the teacher's from 30.56% to 75%, listening to the teacher's explanation from 25% to 63.89%, students

were able to read texts from 13.88%, to 63.89%, students were able to discuss narrative texts from 30.56%, to 72.22%, results of student activities in cycle I and cycle II there was an increase in student learning activities. It means that by using the Listen, Read, Discuss (LRD) strategy can increase the student activity in reading from the first meeting of the cycle II. In conclusion this research was successful and could be stopped in cycle II, because success indicators (75% of students scored ≥ 75) were achieved.

B. Sugesstion.

From the results of the second cycle of testing using Listen-Read-Discuss (LRD). Strategies for improving reading comprehension of narrative teks. Research as mentioned above The researcher tried to make some suggestions regarding English teachers, students and schools.

1. For English teachers

- a. English teachers should use appropriate strategies for teaching. Learning process so that students are enthusiastic and interested in class.
- b. Teachers should create a good atmosphere for students in to make students have fun learning English at teachers also encourage students to do more confidence in attempting to answer questions in teaching and learning process. The LRD strategy is an alternative strategy for teaching reading because the steps will make students have fun with English teaching reading comprehension and using LRD strategies

teachers can create various topics for teaching. Therefore, students do not bored and interested in understanding the comprehension teks.

2. For Students

Learners should have more confidence in trying to practice their answers. When teaching and learning processes They should be more active and creativity in learning English Students will need to increase their reading. The students must increase their Reading mastery in order to comprehend the text easier.

3. For school

Schools can adequately support an environment like LCD, classroom books to make the learning process effective the school can improving the quality of education in teaching English

BIBLIOGRAPHY

- Brown, H. Douglas. *Language Assessment Principle and Classroom Practices*. San Fransisco : state university, Person Education, 2004
- Caldwell, Joanne Schuldt. *Comprehension Assessment A Classroom Guide*. New York: The Guilford Press, 2008
- Costello. *Efective Action Reacearch*. New York : Continuum, 2011
- Dennis, D. V. Are Assessment Data Really Driving Middle School Reading Instruction? What we can learn from one student's experience. *Journal of Adolescent and Adult Literacy*, (2008): 51
- Guthrie John T. Alan Wigfield, Kathleen C. Perencevich, *Motivating Reading Comprehension*. Mahwah: New Jersey, 2004.
- Grabe, William & L, Fredricka. *Teaching and researching Reading*. Stoller., New York : Pearson Education, 2005
- Harmer Jeremy. *How To Teach English*. Cambridge: Longman, 2007.
- Heinemann. *Reading Process*. s.l. : Constance Weaver Miami University Oxford, 2009
- Ibrah Robby, *The use of Listen Read Discuss Strategy and Reading Motivation Toward The Students Reading Comprehension*, *ELT-Lectura, Jurnal Pendidikan* 4, no. 2 (2017)
- Kenna, Mc. *Teaching Through Text: A Content Literacy Approach To Content Area Reading*. New York, 2005
- Manzo. Rasinki,T.V. *Listen-Read-Discuss: A Content Reading Heuristic*, *Journal of Reading*, 2003.
- Nunan David. *Practical English language Teaching: Young Learners*. New York:McGraw, 2005.
- Pariska, Dian. *The effect of using Listen Read Discuss(LRD)Strategy And student's prior knowledge on the students Reading Comprehension* 2 (2015): 40
- Perwiro, Eko. *Teaching Reading Comprehension By Using Question-Answer Relationship Strategy*, *EnglishEmpower*, Vol.5 No.1 (2020)
- Richardson Judy S. *Reading to Learn in the Content Areas: Seventh Edition*. USA:Wadsworth Cengage Learning (2009)

- S, Chatman., B. Attebery, Reading Narrative Fiction. New York: McMillan, 1993
- S,Neti. Listen-Read-Discuss (LRD) Strategy. Dewi Kurnia Interviewer, (2022)
- Septiyana, Linda. The Correlation Between Efl Learners' Cohesion And Their Reading Comprehension. Journal of Research on Language Education (JoRLE), Vol: 2, No: 2 (2021)
- Serravallo Jenniver. Teaching Reading in Small Groups. Heinemann, 2010.
- Setyosari, Punaji. Metode Penelitian Pendidikan dan Pengembangan. Jakarta: Prenada Media Group, 2010.
- Terasne. Improving Students' Reading Comprehension Through Listen-Read-Discuss (Lrd) Strategy At Ma Nurussabah Praya Tengah. Journal of English Language Teaching (2018)

APPENDIXES

SILABUS

Sekolah : SMP
 Kelas : VIII (Delapan)
 Mata Pelajaran : Bahasa Inggris
 Semester : 1 (Satu)

Standar Kompetensi : Membaca

1. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar	Karakter
				Teknik	Bentuk Instrumen	Contoh Instrumen			
11.1 Membaca	• Teks Essai berbentuk	1. Tanya jawab mengembangka	• Membaca nyaring	Tes lisan	Membaca nyaring	<i>Read the story</i>	4 x 40 menit	1.Buku teksyan	Rasa ingin

berterima yang berkaitan dengan lingkungan sekitar	<ul style="list-style-type: none"> • Teks fungsional : - undangan - pengumuman - pesan 	ingin tahu 4. Membaca nyaring teks <i>narrative /</i> <i>recount</i> dengan ucapan dan intonasi yang benar dengan percaya diri	dibaca •Mengidentifikasi berbagai informasi dalam teks fungsional yang dibaca •Mengidentifikasi					recorder 6. CD 7. VCD player	
11.2 Merespon makna dalam teks	<ul style="list-style-type: none"> • Tujuan komunikatif Teks <i>narrative/</i> <i>recount</i>	5. Menjawab berbagai pertanyaan tentang informasi dalam teks	•Mengidentifikasi tujuan komunikatif teks fungsional •Mengidentifikasi ciri kebahasaan	Tes tulis	Pertanyaan tertulis	<i>Answer</i> <i>the</i> <i>following</i> <i>questions</i> <i>based on</i>	2 x 40 menit	1. Buku teks yang	

<p>tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar</p>	<p>• Ciri kebahasaan teks narrative/ recount</p>	<p>yang di baca dengan teliti</p> <p>1. Menentukan tujuan komunikatif teks <i>fungsional yang dibaca</i></p> <p>2. Menentukan langkah retorika dari teks <i>fungsional yang dibaca</i></p> <p>3. Menentukan ciri kebahasaan</p>	<p>teks fungsional</p> <p>.Mengidentifikasi tujuan komunikatif teks <i>narrative / recount</i></p> <p>•Mengidentifikasi langkah retorika dan ciri kebahasaan teks <i>narrative / recount</i></p>			<p><i>the text.</i></p>		<p>relevan</p> <p>2. Contoh teks fungsional</p> <p>3. Gambar terkait materi dan topik</p> <p>4. Benda sekitar</p>	
---	--	---	--	--	--	-------------------------	--	---	--

<p>11.3</p> <p>Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan</p>		<p>teks <i>fungsiional</i> yang di baca</p> <p>4.. Membaca teks <i>fungsiional undangan, pengumuman dan pesan dengan teliti</i></p> <p>1. Mencermati teks monolog terkait materi</p> <p>2. Menyebutkan jenis teks monologl yang</p>							
---	--	---	--	--	--	--	--	--	--

sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>		dicermati 3. Menjawab pertanyaan tentang informasi yang terdapat dalam teks monolog dengan cermat 4. Menyebutkan ciri-ciri teks fungsional yang dibaca							
--	--	---	--	--	--	--	--	--	--

LEMBAR PENGESAHAN

Mengetahui
Kepala SMP Negeri 1 Metro Kibang

Megaria Susanti, S.Pd
NIP 198507162009032001

Metro Kibang, 23 Juli 2023
Guru Mata Pelajaran

Neti Susilawati, S.Pd
197311111993092001

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : SMPN 1 Metro Kibang
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII A/1
Judul Materi : Narrative Text
Aspek/Skill : Reading
Alokasi waktu : 1 x 45menit

Standar Kompetensi	Kompetensi Dasar
Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>Narrative Text</i> yang berkaitan dengan cerita rakyat	Merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative

Indikator Pencapaian Kompetensi	Tujuan Pembelajaran
<ul style="list-style-type: none"> • Mengidentifikasi main idea dan supporting detail dalam narrative text yang dibaca. • Mengidentifikasi makna teks 	<ul style="list-style-type: none"> • Mampu mengidentifikasi main idea dan supporting detail dalam teks yang dibaca. • Mampu mengidentifikasi

<p>dalam narrative text.</p> <ul style="list-style-type: none"> • Respond and express the meaning in Narrative text accurately, fluently, and acceptable. • Respond the meaning and rhetorical steps in Narrative text, fluently, and acceptable. • Understand and use the new vocabulary 	<p>makna teks dalam Narrative text.</p> <ul style="list-style-type: none"> • Siswa mampu merespon makna dan arti dari text Narrative secara accurately, fluently and acceptable. • Siswa mampu merespon arti dan rhetorical steps didalam Narrative text. Siswa dapat mengerti dan menemukan kosakata baru
--	--

Materi Ajar 1.

5. Teks sederhana berbentuk Narrative Text.

6. Pengertian teks narrative.

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

7. Tujuan teks narrative The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

8. Jenis-jenis teks narrative.

There are many kinds of Narrative Text:

- Legend : Malin Kundang, The legend of Tangkuban Perahu, and The story of Toba Lake.
- Fable : The smartest Parrot and The story of Monkey and Crocodile.
- Fairy Tale : Cinderella, Snow White, The story of Rapunzel and Painting the Wall.

9. Generic structure dalam teks narrative. A Narrative text will consists of the following structure:

- Orientation : introducing the participants and informing the time and places.
- Complication : describing the rising crises which the participants have to do with.
- Resolution : showing the way of participant to solve the crises, better or worse. Or solution to the problems.

10. Language features dalam teks narrative.

- Past tense (killed, drunk, etc)
- Adverb of time (Once upon a time, one day, etc)
- Time conjunction (when, then, suddenly, etc)
- Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
- Action verbs. A verb that shows an action. (killed, dug, walked, etc)
- Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White). The direct speech uses present tense

Metode Pembelajaran :

Listen, Read, Discuss (LRD) Strategy

Sumber Belajar/Alat/Bahan :

1. Buku, internet
2. Teks narrative, whiteboard, and marker.

Kegiatan pembelajaran

Kegiatan	Langkah Pembelajaran	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberi salam (greetings) 2. Guru mengecek kehadiran siswa 3. Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis 4. Guru menanyakan pengalaman siswa dalam berbahasa inggris (social chat) 5. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai. 6. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang metode yang akan digunakan selama proses dan kegiatan yang akan dilakukan 	5 menit

	siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.	
Inti	<p>Siswa membaca berbagai teks narrative yang sudah diberikan</p> <p>2. Siswa kembali mendengarkan / menyimak penjelasan singkat tentang sebuah topik dipandu oleh guru. (Listen)</p> <p>3. Siswa secara individu membaca teks report. (Read)</p> <p>4. Siswa kemudian dibagi dalam kelompok kecil dan berlatih menentukan gagasan utama, informasi rinci dan informasi tertentu. (Discuss)</p> <p>5. Perwakilan setiap kelompok diminta untuk menyampaikan hasil diskusi mereka.</p> <p>6. Siswa kemudian diminta untuk menjawab pertanyaan berkaitan dengan teks yang telah diberikan.</p>	30 menit

Penutup	<ol style="list-style-type: none"> 1. Guru melakukan penilaian/refleksi terhadap kegiatan yang sudah dilaksanakan. 2. Guru dan siswa membuat rangkuman/simpulan pelajaran. 3. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya 	5 menit
----------------	---	---------

The Story of Toba Lake

Long time ago, a young man lived in a valley in North Sumatera. He was poor and lived with nobody. Every day, he went to the river and caught some fish to eat.

One day, he went fishing after working in the fields. But not like the other days, he got nothing even after waiting for hours. When he decided to go home, he felt the rod jolted. That's fish! He pulled the rod out and he was jolly to see a small goldfish. Imagining that he would eat a goldfish, he went home excitedly.

At home, the young man put the small fish on the table. He prepared some firewood to cook. When everything was ready, he went back to the kitchen. But he saw nothing on the table! The fish disappeared! Instead, he saw a beautiful woman.

After having a short conversation, the young man asked to marry her. She accepted only in one condition, the man should never mention where she came from. The man agreed and they got married. They had a handsome yet naughty boy named Samosir.

One day, Samosir made his father angry. The man shouted loudly and said the prohibited words. He said that Samosir was son of fish. Suddenly, rain fell for weeks and turned the valley into a lake.

Penilaian

1. Indikator, Teknik, Bentuk dan Contoh Instrumen

Indikator	Teknik	Bentuk	Contoh
Mengidentifikasi main idea dan supporting detail dalam narrative text yang dibaca.	Tes tertulis	Multiple choice	<i>Answer the following answer questions!</i>
Mengidentifikasi makna teks dan membuat kesimpulan tentang narrative teks yang dibaca.			

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : SMPN 1 Metro Kibang

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII A/1

Judul Materi : Narrative Text

Aspek/Skill : Reading

Alokasi waktu : 1 x 45menit

Standar Kompetensi	Kompetensi Dasar
Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk <i>Narrative Text</i> yang berkaitan dengan cerita rakyat	Merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative

Indikator Pencapaian Kompetensi	Tujuan Pembelajaran
<ul style="list-style-type: none"> • Mengidentifikasi main idea dan supporting detail dalam narrative text yang dibaca. • Mengidentifikasi makna teks 	<ul style="list-style-type: none"> • Mampu mengidentifikasi main idea dan supporting detail dalam teks yang dibaca. • Mampu mengidentifikasi

<p>dalam narrative text.</p> <ul style="list-style-type: none"> • Respond and express the meaning in Narrative text accurately, fluently, and acceptable. • Respond the meaning and rhetorical steps in Narrative text, fluently, and acceptable. • Understand and use the new vocabulary 	<p>makna teks dalam Narrative text.</p> <ul style="list-style-type: none"> • Siswa mampu merespon makna dan arti dari text Narrative secara accurately, fluently and acceptable. • Siswa mampu merespon arti dan rhetorical steps didalam Narrative text. Siswa dapat mengerti dan menemukan kosakata baru
--	--

Materi Ajar 1.

11. Teks sederhana berbentuk Narrative Text.

12. Pengertian teks narrative.

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

13. Tujuan teks narrative The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

14. Jenis-jenis teks narrative.

There are many kinds of Narrative Text:

- Legend : Malin Kundang, The legend of Tangkuban Perahu, and The story of Toba Lake.
- Fable : The smartest Parrot and The story of Monkey and Crocodile.
- Fairy Tale : Cinderella, Snow White, The story of Rapunzel and Painting the Wall.

15. Generic structure dalam teks narrative. A Narrative text will consists of the following structure:

- Orientation : introducing the participants and informing the time and places.
- Complication : describing the rising crises which the participants have to do with.
- Resolution : showing the way of participant to solve the crises, better or worse. Or solution to the problems.

16. Language features dalam teks narrative.

- Past tense (killed, drunk, etc)
- Adverb of time (Once upon a time, one day, etc)
- Time conjunction (when, then, suddenly, etc)
- Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
- Action verbs. A verb that shows an action. (killed, dug, walked, etc)
- Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White). The direct speech uses present tense

Metode Pembelajaran :

Listen, Read, Discuss (LRD) Strategy

Sumber Belajar/Alat/Bahan :

1. Buku, internet
2. Teks narrative, whiteboard, and marker.

Kegiatan pembelajaran

Kegiatan	Langkah Pembelajaran	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberi salam (greetings) 2. Guru mengecek kehadiran siswa 3. Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis 4. Guru menanyakan pengalaman siswa dalam berbahasa inggris (social chat) 5. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai. 6. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang metode yang akan digunakan selama proses dan kegiatan yang akan dilakukan 	5 menit

	siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.	
Inti	<p>Siswa membaca berbagai teks narrative yang sudah diberikan</p> <p>2. Siswa kembali mendengarkan / menyimak penjelasan singkat tentang sebuah topik dipandu oleh guru. (Listen)</p> <p>3. Siswa secara individu membaca teks report. (Read)</p> <p>4. Siswa kemudian dibagi dalam kelompok kecil dan berlatih menentukan gagasan utama, informasi rinci dan informasi tertentu. (Discuss)</p> <p>5. Perwakilan setiap kelompok diminta untuk menyampaikan hasil diskusi mereka.</p> <p>6. Siswa kemudian diminta untuk menjawab pertanyaan berkaitan dengan teks yang telah diberikan.</p>	30 menit

Penutup	<ol style="list-style-type: none"> 1. Guru melakukan penilaian/refleksi terhadap kegiatan yang sudah dilaksanakan. 2. Guru dan siswa membuat rangkuman/simpulan pelajaran. 3. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya 	5 menit
----------------	---	---------

The Story of Surabaya

A long time ago there were two strong animals, Sura and Baya. Sura was a shark and Baya was a crocodile.

One day Sura and Baya were looking some food, but they did not want to share and they fought again.

Sura and Baya had plan to stop their fought, Sura live and look for food in sea, and Baya live and look for food on land.

One day, Sura went to the land and look for food in the river. Baya was angry when he knew that Sura was broke the promise.

In this fierce fight, Baya was bitten by Sura at the base of his tail on the right side. Furthermore, the tail is forced to always bend to the left. Meanwhile, Sura was

also bitten by his tail until it almost broke off, then Sura returned to the ocean. Baya is satisfied that he has been able to defend his area.

People always talked about the fought between Sura and Baya. They named the place of the fought as Surabaya.

Penilaian

1. Indikator, Teknik, Bentuk dan Contoh Instrumen

Indikator	Teknik	Bentuk	Contoh
Mengidentifikasi main idea dan supporting detail dalam narrative text yang dibaca.	Tes tertulis	Multiple choice	<i>Answer the following answer questions!</i>
Mengidentifikasi makna teks dan membuat kesimpulan tentang narrative teks yang dibaca.			

Mengetahui,
English Teacher

Neti Susilawati, S.Pd
197311111993092001

Researcher

Dewi Kurnia
Std.Number 1901052009

GUIDELINES

DATA COLLECTION TOOLS

IMPROVING STUDENTS' READING COMPREHENSION THROUGH LISTEN, READING, DISCUSS (LRD) STRATEGY OF THE EIGHT GRADERS OF SMPN 1 METRO KIBANG.

A. Pre-Test

Read the text below

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forests.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you through the forest".

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down.

At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead". Then, she put her baby son on the ground in front of the

wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby, the wolves were playing with him.

Question!

1. What separated one village from another a long time ago in the New Territories?
 - A. Another village
 - B. Mountains
 - C. Forests
 - D. Hills

2. Who was Ah Tim?
 - A. The young woman's brother.
 - B. The young woman's son.
 - C. The young woman's brother and nephew.
 - D. The young woman's brother's son.

3. Who walked in front when they were in the forest?
 - A. Ah Tm
 - B. The woman
 - C. The woman's son.
 - D. Her brother's nephew.

4. How could the wolves catch Ah Tim?
 - A. He was afraid.
 - B. He was stumbled by a stone.
 - C. He ran slowly.
 - D. The woman cried.

5. The woman gave her son to the wolves because ...
 - A. She loved her nephew than her son.
 - B. She thought about how her brother would be.
 - C. She wanted her son was eaten by the wolves.
 - D. She was crazy.

6. What did the villagers bring sticks for?
 - A. For the weapon to beat the wolves.
 - B. To bring the woman's nephew.

C. For the fire woods.

D. For play

7. "all men in the village fetched thick stick ..." The word "fetched" has a similar meaning to:

A. Received

B. Caught

C. Got

D. Hit

8. From the passage we learn that the villages were ...

A. Located in one huge area.

B. Situated in a large district.

C. Separated by untamed jungles.

D. Wild and unsafe.

9. The brother let her son go with his aunt as she left home because ...

A. Ah Tim wanted to see the wolves.

B. His aunt wanted him to come along.

C. Ah Tim was bored living with his parents.

D. Ah Tim would be a guardian for them.

10. What is the purpose of the writer in writing the story above?
- A. To describe the danger of the villages.
 - B. To entertain the readers of the story.
 - C. To tell the villagers relationship.
 - D. To explain how important a relative is.

Key Answer!

- 1. C. Forests
- 2. D. The young woman's brother's son.
- 3. A. Ah Tim
- 4. B. He was stumbled by a stone.
- 5. B. She thought about how her brother would be
- 6. A. For the weapon to beat the wolves.
- 7. C. Got
- 8. C. Separated by untamed jungles
- 9. D. Ah Tim would be a guardian for them.
- 10. B. To entertain the readers of the story.

B. Post-Test I

The Story of Toba Lake

Long time ago, a young man lived in a valley in North Sumatera. He was poor and lived with nobody. Every day, he went to the river and caught some fish to eat.

One day, he went fishing after working in the fields. But not like the other days, he got nothing even after waiting for hours. When he decided to go home, he felt the rod jolted. That's fish! He pulled the rod out and he was jolly to see a small goldfish. Imagining that he would eat a goldfish, he went home excitedly.

At home, the young man put the small fish on the table. He prepared some firewood to cook. When everything was ready, he went back to the kitchen. But he saw nothing on the table! The fish disappeared! Instead, he saw a beautiful woman.

After having a short conversation, the young man asked to marry her. She accepted only in one condition, the man should never mention where she came from. The man agreed and they got married. They had a handsome yet naughty boy named Samosir.

One day, Samosir made his father angry. The man shouted loudly and said the prohibited words. He said that Samosir was son of fish. Suddenly, rain fell for weeks and turned the valley into a lake.

Question.

1. What type of text does the author use?
 - a. Descriptive Text
 - b. Recount Text
 - c. Narrative Text
 - d. Procedure Text

2. From the text above we know that
 - a. Goldfish turned into evil woman
 - b. The goldfish turns into a beautiful woman
 - c. Goldfish turns into a monster.
 - d. Goldfish turned into a handsome man.

3. Where did that young man come from?
 - a. North Sulawesi
 - b. North Sumatra
 - c. South Sumatra
 - d. West Sumatra

4. What is the main idea of paragraph 2?
 - a. The man made a goldfish as his wife
 - b. He man prepared some firewood to cook.
 - c. The man caught a gold fish.
 - d. Samosir made his father angry

5. What conditions does the woman give to the man?
 - a. The man must not say where she came from.
 - b. The man was not allowed to fish anymore.
 - c. The man can't eat fish anymore
 - d. The man must not open the rice jug

6. The word “he” in the sentence “At home, he put the small fish on the table” refers to....
 - a. Goldfish
 - b. Samosir
 - c. The father of the young man
 - d. Young man

7. What is Samosir's character?
 - a. Patient and not arrogant
 - b. Naughty and less obedient
 - c. Defiant and arrogant
 - d. Greedy and spiteful

8. What did the man say to Samosir?
 - a. He doesn't love Samosir
 - b. Samosir is not his son
 - c. He expelled Samosir
 - d. He said that Samosir was son of fish

9. What happens when a man says forbidden words?
- His wife left him.
 - His wife asked for a divorce.
 - It rained for weeks and turned the valley into a lake.
 - Men cursed to become stones
10. What is the moral lesson of the story?
- We must keep our promises
 - Teaches us to always remember our parents who have raised us
 - The intelligence we have must be used for good things and not harm other people.
 - We should not fight with fellow living creatures

Key Answer.

- C. Narrative text
- B. The goldfish turns into a beautiful woman
- B. Nort Sumatra
- C. The man caught a gold fish
- A, The man must not say where she came from.
- D. Young man
- B. Naughty and less obedient
- D. He said that Samosir was son of fish
- E. It rained for weeks and turned the valley into a lake.
- A. We have to keep our promise.

C. Post-Test II

The Story of Surabaya

A long time ago there were two strong animals, Sura and Baya. Sura was a shark and Baya was a crocodile.

One day Sura and Baya were looking some food, but they did not want to share and they fought again.

Sura and Baya had plan to stop their fought, Sura live and look for food in sea, and Baya live and look for food on land.

One day, Sura went to the land and look for food in the river. Baya was angry when he knew that Sura was broke the promise.

In this fierce fight, Baya was bitten by Sura at the base of his tail on the right side. Furthermore, the tail is forced to always bend to the left. Meanwhile, Sura was also bitten by his tail until it almost broke off, then Sura returned to the ocean. Baya is satisfied that he has been able to defend his area.

People always talked about the fought between Sura and Baya. They named the place of the fought as Surabaya.

Question

1. What type of text does the author use?
 - a. Narrative Text
 - b. Descriptive Text
 - c. Prosedure Text
 - d. Eksposition Text
2. How many characters are there in the text?
 - a. 2 characters
 - b. 3 characters
 - c. 1 characters
 - d. 4 characters
3. What is related to the formation of the city of Surabaya?
 - a. Friendship between Sura and Baya
 - b. Territorial devision between Sura and Baya
 - c. The battle between a shark named Sura and a crocodile named Baya.
 - d. The city of Surabaya was formed because of animal fight at sea
4. How do Sura and Baya divide their territories?
 - a. Sura reigns over land, and Baya rules over water.
 - b. Sura reigns in the water and must find prey in the water. Meanwhile, Baya rules on land and must look for prey on land.
 - c. They both have territories in the water, but look for food in different places
 - d. Sura has land and water territory, while Baya is only on land

5. What is the character of Baya (Crocodile)?
 - a. Stubborn, irritable, ambitious.
 - b. Kind and not arrogant
 - c. Dissident
 - d. Greedy
6. What is the character of Sura (Shark)?
 - a. Ambitious.
 - b. Kind and not arrogant
 - c. Shrewd, cunning, and greedy.
 - d. Dissident
7. Who violated the agreement between Sura and Baya?
 - a. Baya, because he wanted all the territory to be his
 - b. Sura, he was greedy then broke the agreement and hunted for food in the river.
 - c. Both violated the agreement
 - d. Neither of them wanted to budge
8. Who named the place of the battle Surabaya?
 - a. Surabaya community
 - b. Local officials
 - c. President of Indonesia
 - d. People from various regions

9. How does the story of Sura and Baya end?
 - a. They die.
 - b. Baya Mati and Sura dominate all regions.
 - c. Baya is satisfied that he has been able to defend his area.
 - d. They are still fighting tires, no one wants to give in
10. What lessons can we learn from Sura and Baya?
 - a. We should not fight with fellow living creatures
 - b. As children, we should be filial to our parents by not wasting the trust that has been entrusted to us
 - c. We must have an attitude of never giving up even though there are many trials that we have to go through
 - d. This story teaches us never to break an agreement. Besides that, greed must be avoided and harmony must always be maintained.

Key Answer

1. a. Narrative Text
2. a. 2 characters
3. c. The battle between a shark named Sura and a crocodile named Baya.
4. b. Sura reigns in the water and must find prey in the water. Meanwhile, Baya ruled on the mainland and had to find prey on the mainland.
5. a. Stubborn, irritable, ambitious.
6. c. Shrewd, cunning, and greedy.
7. a. Baya (Crocodile) has a stubborn, irritable, ambitious character. While Sura (Shark) has a clever, cunning and greedy character.
8. a. Surabaya community
9. c. Baya is satisfied that he has been able to defend his area.
10. d. This story teaches us to never break the agreement. Apart from that, greed must be avoided and we must always maintain harmony.

**The Pra-Survey Data of Students' Reading comprehension skill of
The Eight Graders at SMPN 1 Metro Kibang**

NO.	NAME	PRE-TEST	NOTE
1.	AM	50	Incomplete
2.	AFF	45	Incomplete
3.	AFN	45	Incomplete
4.	AA	70	Complete
5.	AOS	75	Complete
6.	ANA	50	Incomplete
7.	APYS	60	Incomplete
8.	AP	50	Incomplete
9.	BCA	45	Incomplete
10.	CMY	75	Complete
11.	DTB	50	Incomplete
12.	FRA	50	Incomplete
13.	FM	80	Complete
14.	FFA	70	Incomplete
15.	FP	50	Incomplete
16.	FIE	55	Incomplete
17.	FS	60	Incomplete
18.	LNZ	50	Incomplete
19.	JP	40	Incomplete

20.	MS	40	Incomplete
21.	MR	70	Incomplete
22.	MTA	60	Incomplete
23.	NAO	60	Incomplete
24.	RMK	60	Incomplete
25.	RDA	60	Incomplete
26.	RB	50	Incomplete
27.	SA	80	Complete
28.	SRD	50	Incomplete
29.	SME	75	Complete
30.	SMR	60	Incomplete
31.	VRM	40	Incomplete
32.	YN	50	Incomplete
33.	AA	50	Incomplete
34.	AR	75	Complete
35.	AK	75	Complete
36.	AWD	50	Incomplete

The Pre-test Score.

NO.	NAME	PRE-TEST	NOTE
1.	AM	60	Incomplete
2.	AFF	50	Incomplete
3.	AFN	50	Incomplete
4.	AA	80	Complete
5.	AOS	80	Complete
6.	ANA	50	Incomplete
7.	APYS	70	Incomplete
8.	AP	60	Incomplete
9.	BCA	50	Incomplete
10.	CMY	80	Complete
11.	DTB	50	Incomplete
12.	FRA	50	Incomplete
13.	FM	80	Complete
14.	FFA	70	Incomplete
15.	FP	50	Incomplete
16.	FIE	60	Incomplete
17.	FS	60	Incomplete
18.	LNZ	50	Incomplete
19.	JP	40	Incomplete
20.	MS	40	Incomplete

21.	MR	80	Complete
22.	MTA	60	Incomplete
23.	NAO	80	Complete
24.	RMK	70	Incomplete
25.	RDA	70	Incomplete
26.	RB	40	Incomplete
27.	SA	80	Complete
28.	SRD	60	Incomplete
29.	SME	80	Complete
30.	SMR	60	Incomplete
31.	VRM	40	Incomplete
32.	YN	60	Incomplete
33.	AA	50	Incomplete
34.	AR	80	Complete
35.	AK	80	Complete
36.	AWD	50	Incomplete
Total Score		2220	
Average		61,67	
Highest Score		80	
Lowest Score		40	

Student's Reading Score

No.	Score	Explanation	Frequency	Percentage
1.	≤ 75	Fail	26	72,22%
2.	≥ 75	Pass	10	27,78%
Total			36	100%

Post-Test 1 Score

NO.	NAME	Post-Test	NOTE
1.	AM	60	Incomplete
2.	AFF	60	Incomplete
3.	AFN	70	Incomplete
4.	AA	80	Complete
5.	AOS	80	Complete
6.	ANA	60	Incomplete
7.	APYS	80	Complete
8.	AP	70	Incomplete
9.	BCA	70	Incomplete
10.	CMY	80	Complete
11.	DTB	70	Incomplete
12.	FRA	70	Incomplete
13.	FM	80	Complete
14.	FFA	80	Incomplete
15.	FP	60	Incomplete
16.	FIE	70	Incomplete
17.	FS	60	Incomplete
18.	LNZ	70	Incomplete
19.	JP	50	Incomplete
20.	MS	50	Complete

21.	MR	80	Complete
22.	MTA	60	Incomplete
23.	NAO	80	Complete
24.	RMK	80	Complete
25.	RDA	80	Complete
26.	RB	60	Incomplete
27.	SA	80	Complete
28.	SRD	70	Incomplete
29.	SME	80	Complete
30.	SMR	70	Incomplete
31.	VRM	50	Complete
32.	YN	80	Incomplete
33.	AA	60	Complete
34.	AR	80	Complete
35.	AK	90	Complete
36.	AWD	60	Incomplete
Total Score		2530	
Average		70,27	
Highest Score		90	
Lowest Score		50	

Student's Mark of Post-test 1 of Reading

No.	Score	Explanation	Frequency	Percentage
1.	≤ 75	Fail	20	55,56%
2.	≥ 75	Pass	16	44,44%
Total			36	100%

Percentage of Students Learning In Cycle 1

No	Students Activities	Frequency	Percentage
1.	Giving attention	16	36,11
2.	Students listen the teacher explanation	9	25
3.	Students read a narrative text	11	30,56
4.	Students discuss about narrative text	11	30,56
Total of Students		36	

Post-test II Score

NO.	NAME	Post-Test	Note
1.	AM	70	Incomplete
2.	AFF	70	Incomplete
3.	AFN	80	Complete
4.	AA	90	Complete
5.	AOS	80	Complete
6.	ANA	80	Complete
7.	APYS	80	Complete
8.	AP	80	Complete
9.	BCA	80	Complete
10.	CMY	80	Complete
11.	DTB	70	Incomplete
12.	FRA	80	Complete
13.	FM	80	Complete
14.	FFA	80	Complete
15.	FP	80	Complete
16.	FIE	80	Complete
17.	FS	80	Complete
18.	LNZ	70	Incomplete
19.	JP	60	Incomplete
20.	MS	70	Incomplete

21.	MR	80	Complete
22.	MTA	70	Incomplete
23.	NAO	90	Complete
24.	RMK	80	Complete
25.	RDA	80	Complete
26.	RB	60	Incomplete
27.	SA	90	Complete
28.	SRD	80	Complete
29.	SME	90	Complete
30.	SMR	80	Complete
31.	VRM	60	Incomplete
32.	YN	90	Complete
33.	AA	70	Complete
34.	AR	90	Complete
35.	AK	90	Complete
36.	AWD	80	Complete
Total Score		2820	
Average		78,33	
Highest Score		90	
Lowest Score		60	

Table 4.10

Student's Mark of Post-test II of Reading

No.	Score	Explanation	Frequency	Percentage
1.	≤ 75	Fail	9	25
2.	≥ 75	Pass	27	75
Total			36	100%

Percentage of Students Learning In Cycle II

No	Students Activities	Frequency	Percentage
1.	Giving attention	27	75%
2.	Students listen the teacher explanation	23	63,89%
3.	Students read a narrative text	23	63,89%
4.	Students discuss about narrative text	26	72,22%
Total of Students		36	

Students' score at Post-test I and Post-test II

NO.	NAME	Post-Test I Score	Post-Test II Score	Improving	Improving percentage	Explanation
1.	AM	60	70	10	16,67	Incomplete
2.	AFF	60	70	10	16,67	Incomplete
3.	AFN	70	80	10	14,28	Complete
4.	AA	80	90	10	12,5	Complete
5.	AOS	80	80	0	0	Complete
6.	ANA	60	80	20	33,33	Complete
7.	APYS	80	80	0	0	Complete
8.	AP	70	80	10	14,28	Complete
9.	BCA	70	80	10	14,28	Complete
10.	CMY	80	80	0	0	Complete
11.	DTB	70	70	0	0	Incomplete
12.	FRA	70	80	10	14,28	Complete
13.	FM	80	80	0	0	Complete
14.	FFA	80	80	0	0	Complete
15.	FP	60	80	20	33,33	Complete
16.	FIE	70	80	10	14,28	Complete
17.	FS	60	80	20	33,33	Complete

18.	LNZ	70	70	10	14,28	Complete
19.	JP	50	60	10	20	Incomplete
20.	MS	50	70	20	40	Incomplete
21.	MR	80	80	0	0	Complete
22.	MTA	60	70	20	33,33	Incomplete
23.	NAO	80	90	10	12,5	Complete
24.	RMK	80	80	0	0	Complete
25.	RDA	80	80	10	0	Complete
26.	RB	60	60	0	0	Incomplete
27.	SA	80	90	10	12,5	Complete
28.	SRD	70	80	10	14,28	Complete
29.	SME	80	90	10	12,5	Complete
30.	SMR	70	80	10	12,5	Complete
31.	VRM	50	60	10	20	Incomplete
32.	YN	80	90	10	12,5	Complete
33.	AA	60	70	10	16,67	Incomplete
34.	AR	80	90	10	12,5	Complete
35.	AK	90	90	0	0	Complete
36.	AWD	60	80	20	33,33	Complete
Total Score		2530	2820	320	471,62	
Average		70,27	78,33	8,89	13,10	

Students Score Pre-Test, Post-Test Cycle I, Post-Test Cycle II

NO.	NAME	Pre-Test Score	Post-Test I Score	Post-Test II Score
1.	AM	60	60	70
2.	AFF	50	60	70
3.	AFN	50	70	80
4.	AA	80	80	90
5.	AOS	80	80	80
6.	ANA	50	60	80
7.	APYS	70	80	80
8.	AP	60	70	80
9.	BCA	50	70	80
10.	CMY	80	90	80
11.	DTB	50	70	70
12.	FRA	50	70	80
13.	FM	80	80	80
14.	FFA	70	80	80
15.	FP	50	60	80
16.	FIE	60	70	80
17.	FS	60	60	80
18.	LNZ	50	70	70
19.	JP	40	50	60

20.	MS	40	50	70
21.	MR	80	80	80
22.	MTA	60	60	70
23.	NAO	80	80	90
24.	RMK	70	80	80
25.	RDA	70	80	80
26.	RB	40	60	60
27.	SA	80	80	90
28.	SRD	60	70	80
29.	SME	80	80	90
30.	SMR	60	70	80
31.	VRM	40	50	60
32.	YN	60	80	90
33.	AA	50	60	70
34.	AR	80	80	90
35.	AK	80	90	90
36.	AWD	50	60	80
Total Score		2220	2530	2820
Average		61,67	70,27	78,33

NAMA = SEPLINO Rama DANU

Read the following text and answer question.

A long time ago there were two strong animals, Sura and Baya. Sura was a shark and Baya was a crocodile.

One day Sura and Baya were looking some food, but they did not want to share and they fought again.

Sura and Baya had plan to stop their fought, Sura live and look for food in sea, and Baya live and look for food on land.

One day, Sura went to the land and look for food in the river. Baya was angry when he knew that Sura was broke the promise.

People always talked about the fought between Sura and Baya. They named the place of the fought as Surabaya.

Question

1. What type of text does the author use?
 - a. Narrative Text
 - b. Descriptive Text
 - c. Prosedure Text
 - d. Eksposition Text
2. What is related to the formation of the city of Surabaya?
 - a. Friendship between Sura and Baya
 - b. Territorial devision between Sura and Baya
 - c. The battle between a shark named Sura and a crocodile named Baya.
 - d. The city of Surabaya was formed because of animal fight at sea
3. How do Sura and Baya divide their territories?
 - a. Sura reigns over land, and Baya rules over water.
 - b. Sura reigns in the water and must find prey in the water. Meanwhile, Baya rules on land and must look for prey on land.
 - c. They both have territories in the water, but look for food in different places
 - d. Sura has land and water territory, while Baya is only on land
4. What is the character of Sura and Baya?
 - a. Baya (Crocodile) has a stubborn, irritable, ambitious nature. Meanwhile, Sura (Shark) has a clever, cunning and greedy nature.
 - b. Baya (crocodile) has an arrogant nature. while sura (shark) has a patient nature.
 - c. Baya (crocodile) has a patient nature. while sura (shark) has a greedy nature.
 - d. Both have good nature and patient.
5. What lessons can we learn from Sura and Baya?
 - a. We should not fight with fellow living creatures
 - b. As children, we should be filial to our parents by not wasting the trust that has been entrusted to us
 - c. We must have an attitude of never giving up even though there are many trials that we have to go through
 - d. This story teaches us never to break an agreement. Besides that, greed must be avoided and harmony must always be maintained.

NAMA : NADYA AYU OKTAFIANI

Read the following text and answer question.

A long time ago there were two strong animals, Sura and Baya. Sura was a shark and Baya was a crocodile.

One day Sura and Baya were looking some food, but they did not want to share and they fought again.

Sura and Baya had plan to stop their fought, Sura live and look for food in sea, and Baya live and look for food on land.

One day, Sura went to the land and look for food in the river. Baya was angry when he knew that Sura was broke the promise.

People always talked about the fought between Sura and Baya. They named the place of the fought as Surabaya.

Question

1. - What type of text does the author use?

- a. Narrative Text
- b. Descriptive Text
- c. Prosedure Text
- d. Eksposition Text

80

2. What is related to the formation of the city of Surabaya?

- a. Friendship between Sura and Baya
- b. Territorial devision between Sura and Baya
- c. The battle between a shark named Sura and a crocodile named Baya.
- d. The city of Surabaya was formed because of animal fight at sea

3. - How do Sura and Baya divide their territories?

- a. Sura reigns over land, and Baya rules over water.
- b. Sura reigns in the water and must find prey in the water. Meanwhile, Baya rules on land and must look for prey on land.
- c. They both have territories in the water, but look for food in different places
- d. Sura has land and water territory, while Baya is only on land

4. /What is the character of Sura and Baya?

- a. Baya (Crocodile) has a stubborn, irritable, ambitious nature. Meanwhile, Sura (Shark) has a clever, cunning and greedy nature.
- b. Baya (crocodile) has an arrogant nature. while sura (shark) has a patient nature.
- c. Baya (crocodile) has a patient nature. while sura (shark) has a greedy nature.
- d. Both have good nature and patient.

5. What lessons can we learn from Sura and Baya?

- a. We should not fight with fellow living creatures
- b. As children, we should be filial to our parents by not wasting the trust that has been entrusted to us
- c. We must have an attitude of never giving up even though there are many trials that we have to go through
- d. This story teaches us never to break an agreement. Besides that, greed must be avoided and harmony must always be maintained.

NAMA : FANEISSA . MERISCHASIH

Read the following text and answer question.

A long time ago there were two strong animals, Sura and Baya. Sura was a shark and Baya was a crocodile.

One day Sura and Baya were looking some food, but they did not want to share and they fought again.

Sura and Baya had plan to stop their fought, Sura live and look for food in sea, and Baya live and look for food on land.

One day, Sura went to the land and look for food in the river. Baya was angry when he knew that Sura was broke the promise.

People always talked about the fought between Sura and Baya. They named the place of the fought as Surabaya.

Question

1: What type of text does the author use?

- a. Narrative Text
- b. Descriptive Text
- c. Prosedure Text
- d. Eksposition Text

2. What is related to the formation of the city of Surabaya?

- a. Friendship between Sura and Baya
- b. Territorial devision between Sura and Baya
- c. The battle between a shark named Sura and a crocodile named Baya.
- d. The city of Surabaya was formed because of animal fight at sea

3. How do Sura and Baya divide their territories?

- a. Sura reigns over land, and Baya rules over water.
- b. Sura reigns in the water and must find prey in the water. Meanwhile, Baya rules on land and must look for prey on land.
- c. They both have territories in the water, but look for food in different places
- d. Sura has land and water territory, while Baya is only on land

4. What is the character of Sura and Baya?

- a. Baya (Crocodile) has a stubborn, irritable, ambitious nature. Meanwhile, Sura (Shark) has a clever, cunning and greedy nature.
- b. Baya (crocodile) has an arrogant nature. while sura (shark) has a patient nature.
- c. Baya (crocodile) has a patient nature. while sura (shark) has a greedy nature.
- d. Both have good nature and patient.

5. What lessons can we learn from Sura and Baya?

- a. We should not fight with fellow living creatures
- b. As children, we should be filial to our parents by not wasting the trust that has been entrusted to us
- c. We must have an attitude of never giving up even though there are many trials that we have to go through
- d. This story teaches us never to break an agreement. Besides that, greed must be avoided and harmony must always be maintained.

NAMA MELICA FOMMADIA
 kelas: VIII 11

Read the following text and answer question.

A long time ago there were two strong animals, Sura and Baya. Sura was a shark and Baya was a crocodile.

One day Sura and Baya were looking some food, but they did not want to share and they fought again.

Sura and Baya had plan to stop their fought, Sura live and look for food in sea, and Baya live and look for food on land.

One day, Sura went to the land and look for food in the river. Baya was angry when he knew that Sura was broke the promise.

People always talked about the fought between Sura and Baya. They named the place of the fought as Surabaya.

Question

1. What type of text does the author use?
 - a. Narrative Text
 - b. Descriptive Text
 - c. Prosedure Text
 - d. Eksposition Text
2. What is related to the formation of the city of Surabaya?
 - a. Friendship between Sura and Baya
 - b. Territorial devision between Sura and Baya
 - c. The battle between a shark named Sura and a crocodile named Baya.
 - d. The city of Surabaya was formed because of animal fight at sea
3. How do Sura and Baya divide their territories?
 - a. Sura reigns over land, and Baya rules over water.
 - b. Sura reigns in the water and must find prey in the water. Meanwhile, Baya rules on land and must look for prey on land.
 - c. They both have territories in the water, but look for food in different places
 - d. Sura has land and water territory, while Baya is only on land
4. What is the character of Sura and Baya?
 - a. Baya (Crocodile) has a stubborn, irritable, ambitious nature. Meanwhile, Sura (Shark) has a clever, cunning and greedy nature.
 - b. Baya (crocodile) has an arrogant nature. while sura (shark) has a patient nature.
 - c. Baya (crocodile) has a patient nature. while sura (shark) has a greedy nature.
 - d. Both have good nature and patient.
5. What lessons can we learn from Sura and Baya?
 - a. We should not fight with fellow living creatures
 - b. As children, we should be filial to our parents by not wasting the trust that has been entrusted to us
 - c. We must have an attitude of never giving up even though there are many trials that we have to go through
 - d. This story teaches us never to break an agreement. Besides that, we must

Ulama - Anggun OKIA S
 kelas - VIII A B 1

Read the following text and answer question.

A long time ago there were two strong animals, Sura and Baya. Sura was a shark and Baya was a crocodile.

One day Sura and Baya were looking some food, but they did not want to share and they fought again.

Sura and Baya had plan to stop their fought, Sura live and look for food in sea, and Baya live and look for food on land.

One day, Sura went to the land and look for food in the river. Baya was angry when he knew that Sura was broke the promise.

People always talked about the fought between Sura and Baya. They named the place of the fought as Surabaya.

Question

1. What type of text does the author use?
 - a. Narrative Text
 - b. Descriptive Text
 - c. Prosedure Text
 - d. Eksposition Text
2. What is related to the formation of the city of Surabaya?
 - a. Friendship between Sura and Baya
 - b. Territorial devision between Sura and Baya
 - c. The battle between a shark named Sura and a crocodile named Baya.
 - d. The city of Surabaya was formed because of animal fight at sea
3. How do Sura and Baya divide their territories?
 - a. Sura reigns over land, and Baya rules over water.
 - b. Sura reigns in the water and must find prey in the water. Meanwhile, Baya rules on land and must look for prey on land.
 - c. They both have territories in the water, but look for food in different places
 - d. Sura has land and water territory, while Baya is only on land
4. What is the character of Sura and Baya?
 - a. Baya (Crocodile) has a stubborn, irritable, ambitious nature. Meanwhile, Sura (Shark) has a clever, cunning and greedy nature.
 - b. Baya (crocodile) has an arrogant nature. while sura (shark) has a patient nature.
 - c. Baya (crocodile) has a patient nature. while sura (shark) has a greedy nature.
 - d. Both have good nature and patient.
5. What lessons can we learn from Sura and Baya?
 - a. We should not fight with fellow living creatures
 - b. As children, we should be filial to our parents by not wasting the trust that has been entrusted to us
 - c. We must have an attitude of never giving up even though there are many trials that we have to go through
 - d. This story teaches us never to break an agreement. Besides that, greed must be

NAMA : ANDHES ANDRIAN

Read the following text and answer question.

A long time ago there were two strong animals, Sura and Baya. Sura was a shark and Baya was a crocodile.

One day Sura and Baya were looking some food, but they did not want to share and they fought again.

Sura and Baya had plan to stop their fought, Sura live and look for food in sea, and Baya live and look for food on land.

One day, Sura went to the land and look for food in the river. Baya was angry when he knew that Sura was broke the promise.

People always talked about the fought between Sura and Baya. They named the place of the fought as Surabaya.

Question

1. - What type of text does the author use?
 - a. Narrative Text
 - b. Descriptive Text
 - c. Prosedure Text
 - d. Eksposition Text
2. -What is related to the formation of the city of Surabaya?
 - a. Friendship between Sura and Baya
 - b. Territorial devision between Sura and Baya
 - c. The battle between a shark named Sura and a crocodile named Baya.
 - d. The city of Surabaya was formed because of animal fight at sea
3. 'How do Sura and Baya divide their territories?
 - a. Sura reigns over land, and Baya rules over water.
 - b. Sura reigns in the water and must find prey in the water. Meanwhile, Baya rules on land and must look for prey on land.
 - c. They both have territories in the water, but look for food in different places
 - d. Sura has land and water territory, while Baya is only on land
4. What is the character of Sura and Baya?
 - a. Baya (Crocodile) has a stubborn, irritable, ambitious nature. Meanwhile, Sura (Shark) has a clever, cunning and greedy nature.
 - b. Baya (crocodile) has an arrogant nature. while sura (shark) has a patient nature.
 - c. Baya (crocodile) has a patient nature. while sura (shark) has a greedy nature.
 - d. Both have good nature and patient.
5. What lessons can we learn from Sura and Baya?
 - a. We should not fight with fellow living creatures
 - b. As children, we should be filial to our parents by not wasting the trust that has been entrusted to us
 - c. We must have an attitude of never giving up even though there are many trials that we have to go through
 - d. This story teaches us never to break an agreement. Besides that, greed must be avoided and harmony must always be maintained.

NAMA = FARHAN FADILA AL GHANI

Read the following text and answer question.

A long time ago there were two strong animals, Sura and Baya. Sura was a shark and Baya was a crocodile.

One day Sura and Baya were looking some food, but they did not want to share and they fought again.

Sura and Baya had plan to stop their fought, Sura live and look for food in sea, and Baya live and look for food on land.

One day, Sura went to the land and look for food in the river. Baya was angry when he knew that Sura was broke the promise.

People always talked about the fought between Sura and Baya. They named the place of the fought as Surabaya.

Question

1. What type of text does the author use?
 - a. Narrative Text
 - b. Descriptive Text
 - c. Prosedure Text
 - d. Eksposition Text
2. What is related to the formation of the city of Surabaya?
 - a. Friendship between Sura and Baya
 - b. Territorial devision between Sura and Baya
 - c. The battle between a shark named Sura and a crocodile named Baya.
 - d. The city of Surabaya was formed because of animal fight at sea
3. How do Sura and Baya divide their territories?
 - a. Sura reigns over land, and Baya rules over water.
 - b. Sura reigns in the water and must find prey in the water. Meanwhile, Baya rules on land and must look for prey on land.
 - c. They both have territories in the water, but look for food in different places
 - d. Sura has land and water territory, while Baya is only on land
4. What is the character of Sura and Baya?
 - a. Baya (Crocodile) has a stubborn, irritable, ambitious nature. Meanwhile, Sura (Shark) has a clever, cunning and greedy nature.
 - b. Baya (crocodile) has an arrogant nature. while sura (shark) has a patient nature.
 - c. Baya (crocodile) has a patient nature. while sura (shark) has a greedy nature.
 - d. Both have good nature and patient.
5. What lessons can we learn from Sura and Baya?
 - a. We should not fight with fellow living creatures
 - b. As children, we should be filial to our parents by not wasting the trust that has been entrusted to us
 - c. We must have an attitude of never giving up even though there are many trials that we have to go through
 - d. This story teaches us never to break an agreement. Besides that, greed must be avoided and harmony must always be maintained.

FIELD NOTE

School : SMPN 1 Kibang

Class : VIII^A

Cycle	Day/Date	Metting	Activities
	Thursday, October 5, 2023	1	In this meeting the students do not know what the narratve text is. So the students have difficulty to understand the task (pre-test). And then, the students have got low score.
1	Saturday, October 7, 2023	2	<ol style="list-style-type: none"> 1. Most of students still confused in following the learning english both of group or individually. there some students who are very enthusiastic in following the learning process. then are students who feel bored but also feel happy when i use that strategy. 2. Most of students were not responsible about their answer,

			<p>when the teacher asked about material they only give a little answer.</p> <p>3. Most of the students were not confidence to share their ideas while teaching learning process when the teacher give question about the material.</p> <p>4. Some of the students did not giving the treatment.</p>
1	Thursday, October 12, 2023	3	<p>1. Some of students began interested in following the learning english both of group or individually but not all students. there are still some students that they are still confused and there are a few new students who still recognize it.</p> <p>2. Some of the students were responsible about their answer.</p> <p>3. Some of the students were confidence in sharing ideas</p>

			<p>while the teaching learning process.</p> <p>4. Some of the students could give the attention while giving the treatment.</p>
2	Thursday October 14, 2023	4	<p>1. Some of the students were enjoyed following the learning in class as a group or individually. The students begin to be active in the learning process and feel comfortable.</p> <p>2. Most of the student were accountable about their answer</p> <p>3. The students could be more confidence in sharing ideas while the teaching learning process.</p> <p>4. Most of the students could give attention and enthusiastic about the new strategy that the researcher given.</p>
2	Monday,	5	<p>1. Most of the students were</p>

	October 16, 2023		<p>active in learning english both of group or individually.</p> <ol style="list-style-type: none"> 2. Most of the students enjoyed the new learning strategy. 3. Most of the students could be more accountable about their answer. 4. Most of the students were confidence in sharing ideas while the teaching learning processto the other. 5. Most of the students enthusiastic to applies the strategy to comprehend the text. <p>In the last meeting, the students have excellent score, therefore, the researcher not need next cycle because the students have excellent significant</p>
--	---------------------	--	--

Mengetahui,
English Teacher

Researcher

Neti Susilawati, S.Pd
197311111993092001

Dewi Kurnia
Std.Number 1901052009

List of teachers at SMPN 1 Kibang In the academic year 2023/2024

No	Name	Sex
1.	Megaria Susanti, S.Pd	Female
2.	Drs.Imam Syafi'i	Male
3.	Sri Astuti, S.Ag	Female
4.	Afni Afifah, S.Pd	Female
5.	Syamsul HR, S.Pd	Male
6.	Junia Mantilia, S.Pd	Male
7.	Ngadiono, S.Pd	Male
8.	Sri Murni, S.Pd	Female
9.	Evvi Ari Widyawati, S.Pd	Female
10.	Rumiyati, S.Pd	Female
11.	Siswaniatun, S.Pd	Female
12.	Boyatno, S.Pd	Male
13.	Solmawati, S.Pd	Female
14.	Susi Sumastri, S.Pd. Ind	Female
15.	Parwono, S.Pd	Male
16.	Sulistorini, S.Pd	Female
17.	Agus Priyono, S.Pd	Male

18.	Musirahwati, S.Pd	Female
19.	Eka Rahmawati, S.Pd	Female
20.	Drs. M. Ngadenan, MM	Male
21.	Septa Aprilia, S.Pd	Female
22.	Sri Hartati, S.Pd	Female
23.	Titik Sumiyati, S.Pd	Female
24.	T. Mulatsih H, S.Pd	Male
25.	Ngatino, A.Md. Pd	Male
26.	Yudi Prasetyo, S.S	Male
27.	Siti Havivah, S.Pd	Female
28.	Yuliani Darwanti, S.Pd	Female
29.	Ambar Astaty, S.Pd	Female
30.	Dra. Solecha	Female
31.	Sugiyanti, S.Pd	Female
32.	Sumarti, S,Pd	Female
33.	Dra. Devi Yulia	Female
34.	Anton Suwardi, S.Pd	Male
35.	Sri Mujiyati, S.Pd	Female

36.	Suryadi, S.Pd	Male
37.	Neti Susilawati, S.Pd	Female
38.	Christie Yuni Artika, S.Pd	Female
39.	A Hendri C, S.Pd	Male
40.	Nanung Sugandi, S.Pd	Female
41.	Riyadi M Syukri, S.Pd	Male
42.	Puji Herwanto, S.Pd	Male
43.	Hendra Buana	Male
44.	Ayunda Gaetama, S.Pd	Female
45.	Fitrianto Dedi Vaika, S.Pd	Male
46.	Rusyati	Female
47.	Riana, S.Pd	Female
48.	EA Dwiantri, S.Pd	Female
49.	Mujikawitri, S.Pd	Female
50.	Marsela Setyati, S.Pd	Female
51.	Ira Purnamawati	Female

Source : SMPN 1 Kibang Document.



PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 1 KIBANG



NPSN: 10805971 Telp.: 0725-7853123
Jl. Harapan Margototo Kec. Metro Kibang, Lampung Timur Email: uptdmpn1kibang@gmail.com

**DAFTAR HADIR SISWA
TAHUN PELAJARAN 2023/2024**

KELAS = VIII. 1

BULAN : 202...

No	NAMA SISWA	NIS	NISN	L/P	SENIN	SELASA	RABU	KAMIS	JUM'AT	SABTU	JUMLAH			KET.
											S	I	A	
1	ACHMAD MUZAKI	6245	0107073313	L										
2	AHMAD FAIZIL FIRNANDO	6246	0099700631	L										
3	AHMAD RAFIF NAUFAL	6247	0107586513	L										
4	ANDHES ANDRIAN	6248	0096428431	L										
5	ANGGUN OKTA SETIASIH	6249	0098353642	P										
6	ANISA NUR AZAHRA	6250	0092503242	P										
7	ANISA PUTRI YUANA SARI	6251	0107934330	P										
8	APRI PRATAMA	6252	0091908676	L										
9	BRIJYAN CHIKO ADITYA	6253	0101518747	L										
10	CLARISSA MERY YUANDA	6254	0106575524	P										
11	DANANG TRI BAHTIAR	6255	0096343041	L										
12	FAIS RADITIYA AFANSA	6256	0092643198	L										
13	FANEISSA MERISCHASIH	6257	0096977983	P										
14	FARHAN FADHILA ALGHANI	6258	0101080448	L										
15	FERDIAN PRANATA	6259	0097833721	L										
16	FERDI IQROM EXSEL	6260	0092049283	L										
17	FERDI SAFUTRA	6261	0107908175	L										
18	LETISHA NOFRA ZIVANA	6262	0096684709	P										
19	JONES PRATAMA	6264	0092652236	L										
20	MEGA SEPTIANI	6263	0097441963	P										
21	MELISA ROHMADANI	6264	0095746722	P										
22	MUHAMMAD TEGAR ABDILAH	6265	0088371604	L										
23	NADYA AYU OKTAFIANI	6266	0096425724	P										
24	REHAN MICHAEL KRISYAN	6267	0093807563	L										
25	RISZKI DWI ANDREANTO	6268	0109599494	L										
26	RYAN BERLYAN	6269	0095225387	L										
27	SAFA AZALIYA	6270	0093779241	P										
28	SEPTINO RAMA DANU	6271	0093046144	L										
29	SEVILA MEGA ELENA	6272	3096139350	P										
30	SYIFA MUTIA RAHMA	6273	0105395587	P										
31	VICHA RARA MANJANI	6274	0104978554	P										
32	YEREMIA NOVINTA	6275	0093176117	P										
33	ADITIA AKBAR	6276	0098513963	L										
34	ANNISA RAMADHANI	6298	0097502966	P										
35	ASMI KHOIRIYAH	6299	0094174930	P										
36	ALFIRA WIAN DANI			P										
37														
38														

Ket:

L :

P :

JML : 38

Wali Kelas

Metro Kibang, 202

Ketua Kelas

SULISTIORINI, S.Pd.

NIP. 196907071991032004

Mengetahui
Kepala Sekolah

AIDA AINI, S.Pd., M.M.

NIP. 196307141994122002



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

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

Nomor : B-3791/In.28/J/TL.01/08/2022

Kepada Yth.,

Lampiran : -

Kepala SMPN 1 EAST LAMPUNG

Perihal : IZIN

di-

PRASURVEY

Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **Dewi Kurnia**
NPM : 1901052009
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : IMPROVING STUDENTS' READING
COMPREHENSION SKILL THROUGH LISTEN,
READING, DISCUSS (LRD) STRATEGY OF THE
EIGHT GRADERS OF SMPN 01 METRO KIBANG.

untuk melakukan prasurvey di SMPN 1 EAST LAMPUNG, dalam rangka menyelesaikan 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, 10 Agustus 2022
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



**PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 1 KIBANG**



NSS: 20.1.1204.01.035 NPSN : 10805971

*Alamat: Jl. HarapanMargototoKec. Metro KibangKab. Lampung TimurProv.Lampung
KodePos 34135 telfon:07257853123 Email:smpn1kibanglampungtimur@gmail.com*

Nomor : 420/010 /11/SMP.1/2022

Lamp. :-

Hal : IZIN PRA SURVEY

Kepada

Yth : Ketua Jurusan Tadris Bahasa Inggris

Di

Tempat

Berdasarkan surat yang kami terima bernomor B-3791/In.28/J/TL.01/08/2022 tertanggal 10 Agustus 2022 tentang Izin Pelaksanaan Pra Survei Program Study Tadris Bahasa Inggris , kami pihak SMP Negeri 1 Kibang dan bertindak selaku Kepala Sekolah memberikan Izin kepada :

Nama : **DEWI KURNIA**
 NPM : 1901052009
 Semester : 7 Tujuh
 Program Study : Tadris Bahasa Inggris
 Judul : **" IMPROVING STUDENTS' READING
 COMPREHENSION THROUGH LISTEN, READING,
 DISCUS (LRD) STRAEGY AT THE EIGHT
 GRADERS OF SMPN 01 EAST LAMPUNG "**

Waktu pelaksanaan : 7 Agustus 2022

Demikian surat ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Kibang, 15 Agustus 2022
 Kepala Sekolah,

AIDA XINI, S.Pd. M.M.
 NIP.196307141984122002





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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-4594/In.28.1/J/TL.00/09/2023
Lampiran :-
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Mahrus Asad (Pembimbing 1)
(Pembimbing 2)

di-
Tempat
Assalamu'alaikum Wr. Wb.

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

Nama : **DEWI KURNIA**
NPM : 1901052009
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **IMPROVING STUDENTS' READING COMPREHENSION THROUGH LISTEN, READING, DISCUSS (LRD) STRATEGY OF THE EIGHT GRADERS OF SMPN 01 METRO KIBANG.**

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, 29 September 2023
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode dan pastikan diarahkan ke alamat <https://sismik.metrouniv.ac.id/v2/cek-suratbimbingan.php?npm=1901052009>.

Token = 1901052009



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

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

SURAT TUGAS

Nomor: B-4621/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 : DEWI KURNIA
NPM : 1901052009
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMPN 01 METRO KIBANG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS' READING COMPREHENSION THROUGH LISTEN, READING, DISCUSS (LRD) STRATEGY OF THE EIGHT GRADERS OF SMPN 01 METRO KIBANG".
 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 : 02 Oktober 2023

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-4620/In.28/D.1/TL.00/10/2023
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMPN 01 METRO KIBANG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4621/In.28/D.1/TL.01/10/2023, tanggal 02 Oktober 2023 atas nama saudara:

Nama : **DEWI KURNIA**
NPM : 1901052009
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMPN 01 METRO KIBANG bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 01 METRO KIBANG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS' READING COMPREHENSION THROUGH LISTEN, READING, DISCUSS (LRD) STRATEGY OF THE EIGHT GRADERS OF SMPN 01 METRO KIBANG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 02 Oktober 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SMP NEGERI 1 KIBANG



Alamat: Jl. Harapan Margaloto Metro Kibang Kab. Lampung Timur Kode pos: 34135 Telpox: 0725 7853123 email : suspet.kibanglamtim@gmail.com

Nomor : 420/ /11/SMP.1/2023

Lamp. : -

Hal : Izin RESEARCH

Kepada

Yth : Wakil Dekan Bidang Akademik

Di

Tempat

Berdasarkan surat yang kami terima bernomor B-4620/In.28/D.1/TL.00/10/2023 tentang Izin Research, kami selaku pihak UPTD SMP Negeri 1 Kibang dan bertindak selaku Kepala Sekolah memberikan Izin kepada :

Nama : **DEWI KURNIA**
 NPM : 1901052009
 Jurusan : Tadris Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan

Waktu Pelaksanaan : 5 Oktober 2023

Demikian surat ijin ini di buat agar dapat dipergunakan sebagaimana mestinya.

Kibang, 5 Oktober 2023

Kepala SMP NEGERI 1 KIBANG





**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-1278/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 : DEWI KURNIA
NPM : 1901052009
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1901052009

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, 21 November 2023
Kepala Perpustakaan

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



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

Jalan Kl. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507; Faksimili (0725) 47286;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

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

Nama : Dewi Kurnia
NPM : 1901052009
Prodi : Tadris Bahasa Inggris
Judul Skripsi : IMPROVING STUDENTS READING COMPREHENSION SKILL THROUGH LISTEN READING DISCUSS (LRD) STRATEGY OF THE EIGHTH GRADERS OF SMP N 1 METRO KIBANG

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 21 Desember 2023

Ketua Prodi TBI





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

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

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

Nama : Dewi Kurnia
NPM : 1901052009

Jurusan : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin 19 Nov 2022	Dr. Mahrus As'ad, M.Ag	kecutah Hukum 18/11	



Mengetahui
Ketua Jurusan TBI

Andhanto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 website: www.metrouniv.ac.id Email: iaimetro@metrouniv.ac.id

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

Nama : Dewi Kurnia
 NPM : 1901052009


Jurusan : TBI
 Semester : IX

No	Hari/ Tanggal	Pembimbing	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
1.	7/9 2023	Dr. Mahrus As'ad, M.Ag	<p><i>Revisi skripsi</i> <i>dan proposal</i></p> <p><i>[Signature]</i> <i>7/9/23</i></p>	

Mengetahui
 Jurusan TBI,


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

Dosen Pembimbing,


Dr. Mahrus As'ad, M.Ag
 NIP. 19611221 199603 1 001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki. Hajar Dowaniam Kampus 15A, Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0726) 41307; Faksimili (0726) 47296; Website: www.metroiaiv.ac.id; email: iainmetro@metroiaiv.ac.id

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

Nama : Dewi Kurnia
 NPM : 1901052009

Jurusan : TBI
 Semester : 9

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	27/11 2023	Dr. Mahrus As'ad, M.Ag	<ul style="list-style-type: none"> - Perbaikan Judul - Perbaikan isi BAB II - The concept of Reading Comprehension skill - Skills needed in Reading Comprehension skill - Some factor affecting - The principle of LRD. 	
2.	6/12 2023	Dr. Mahrus As'ad, M.Ag	<ul style="list-style-type: none"> - The use of LRD strategy - The procedure - The steps - Definition of strategy 	



Dosen Pembimbing,

Dr. Mahrus As'ad

Dr. Mahrus As'ad, M.Ag
 NIP. 196112211996031001



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Inggimulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507, Faksimili (0725) 47296, Website: www.metroziwa.ac.id E-mail: iainmetro@metroziwa.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Dewi Kurnia
NPM : 1901052009

Jurusan : TBI
Semester : 9

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
3.	11/12 2023		- Definition of Skill - Definition of Reading, Reading Comprehension, Reading Comprehension Skill - Perbaikan di BAB III - Perbaiki penulisan.	
4.	18/12 2023		- Definition Comprehension - Kesimpulan spes needed.	
5.	19/12 2023.		- Perbaikan penulisan dan footnote - Discussion & conclusion	

Mengetahui,
Ketua Jurusan TBI



Dr. Muchi Deiniatur, M.Pd, B.I
NIP. 19880308 201503 1006

Dosen Pembimbing,

Dr. Mahrus As'ad, M.Ag
NIP. 196112211996031001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Kl. Hajar Dewantara Kampus 15 A Iringnulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 website: www.metroainiv.ac.id Email: ainmetro@metroainiv.ac.id

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

Nama : DEWI KURNIA

Jurusan : TBI

NPM : 1901052009

Semester : IX

NO	Hari/ Tanggal	Pembimbing	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
6	20/12 2023	Dr. Mahrus As'ad, M.Ag	<p><i>Revisi Skripsi</i> <i>Revisi Kesimpulan</i> 21/12/23</p>	

Mengetahui
 Ketua Jurusan TBI,



Dr. Much Deiniatur, M.Pd. B.I
 NIP. 19880308 201503 1 006

Dosen Pembimbing,

Dr. Mahrus As'ad

Dr. Mahrus As'ad, M.Ag
 NIP. 19611221 199603 1 001

DEWI KURNIA 1901052009
(IMPROVING STUDENTS'
READING
COMPREHENSIONSKILL
THROUGH LISTEN, READING,
DISCUSS (LRD) STRATEGY OF
THE EIGHT GRADERS OF SMPN
01 METRO KIBANG.)

Submission date: 22-Dec-2023 12:09PM (UTC+8:00) by TBTAIN Metro

Submission ID: 2249845166

File name: 33_Dewi_Kurnia_1901052009_1.docx (188.81K)

Word count: 9449

Character count: 48609



DEWI KURNIA 1901052009 (IMPROVING STUDENTS' READING COMPREHENSIONSKILL THROUGH LISTEN, READING, DISCUSS (LRD) STRATEGY OF THE EIGHT GRADERS OF SMPN 01 METRO KIBANG.)

ORIGINALITY REPORT



PRIMARY SOURCES

1	repository.metrouniv.ac.id Internet Source	6%
2	eprints.iain-surakarta.ac.id Internet Source	3%
3	etheses.uinmataram.ac.id Internet Source	3%
4	repository.uinsu.ac.id Internet Source	2%
5	repository.radenintan.ac.id Internet Source	2%
6	Nur Faindah Syamsir, Zul Astri, Suhartina Suhartina, Fhadli Noer. "Improving reading comprehension skill through Listen-Read-Discuss (LRD) learning strategy", Journal of Science and Education (JSE), 2021 Publication	1%

eprints.uny.ac.id

7	Internet Source	1 %
8	repo.iain-tulungagung.ac.id Internet Source	1 %
9	digilib.unila.ac.id Internet Source	1 %
10	repository.uin-suska.ac.id Internet Source	1 %
11	journal.unpak.ac.id Internet Source	1 %
12	journal.unnes.ac.id Internet Source	1 %
13	education.wsu.edu Internet Source	1 %

Exclude quotes On

Exclude matches < 1%

Exclude bibliography On

DOCUMENTATION









CURICULUM VITAE



The author's name is Dewi Kurnia Usually called Dewi, born in Metro on 6 December 2000. Born and raised in Metro, South Metro District, Metro City, Lampung Province. She is the third of three siblings. Author Lives with parents in Metro. The author completed her formal education at SD Negeri 1 South Metro in 2007-2013, SMP Negeri 5 Metro in 2013-2016, ACI Metro Vocational School in 2016-2019. In 2019 the author then continued her higher education at IAIN Metro, English Education Department, Tarbiyah and Teacher Training Faculty in 2019 through the Mandiri route until now. Currently the author is studying at IAIN Metro semester 9. It is hoped that this will be the case the author can complete the final course assignment correctly and accurately. So that he can make his parents happy and be able to make it happen the dream of becoming a successful person and being useful to others