

AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENTS' READING COMPREHENSION ABILITY
THROUGH LISTEN-READ-DISCUSS (L-R-D) STRATEGY AT EIGHT
GRADES OF SMP N 2 METRO
IN ACADEMIC YEAR 2017/2018**

By:

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Student Number: 13107777

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



**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1439 H / 2018 M**

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

By:
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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1439 H / 2018 M

APPROVAL PAGE


Title : IMPROVING THE STUDENTS' READING
COMPREHENSION ABILITY BY USING LISTEN-READ-
DISCUSS (L-R-D) STRATEGY AT EIGHTH GRADE OF SMP
N 2 METRO IN ACADEMIC YEAR OF 2017/2018

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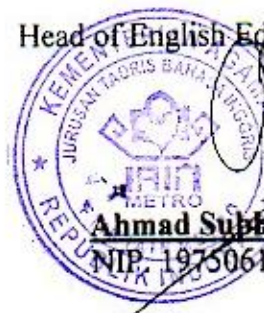
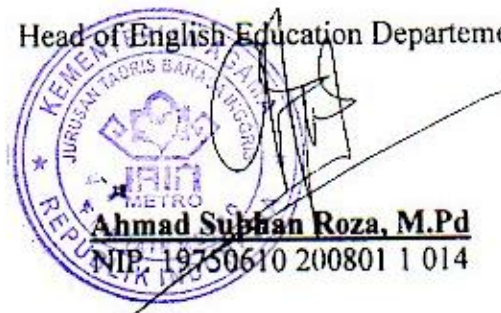
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Assalamu'alaikum, Wr. Wb

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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.

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di-

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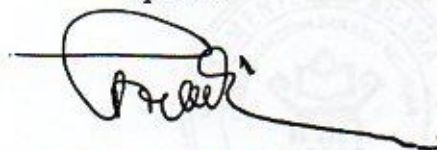
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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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RATIFICATION PAGE

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An undergraduate thesis entitled: IMPROVING THE STUDENTS' READING COMPREHENSION ABILITY THROUGH LISTEN-READ-DISCUSS (L-R-D) STRATEGY AT THE EIGHTH GRADES OF SMP N 2 METRO IN ACADEMIC YEAR 2017/2018

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ABSTRACT

IMPROVING THE STUDENTS' READING COMPREHENSION ABILITY THROUGH LISTEN-READ-DISCUSS (L-R-D) STRATEGY AT EIGHT GRADES OF SMP N 2 METRO IN ACADEMIC YEAR 2017/2018

By:
Mutiah Sumiati

The main purpose of this research is to investigate the students' reading comprehension ability of SMP N 2 Metro and to know what extend the Listen-Read-Discuss (L-R-D) could help the students' learning process. The writer tries to attest that Listen-Read-Discuss (L-R-D) strategy can be one of the teaching strategy to improve the students' reading comprehension ability.

The researcher had outlined the problem in this research that focused on reading comprehension ability. It is related on the problem identification that the students do not understand about the passage and they do not interest in reading material.

In this research, the researcher conducts classroom action research (CAR) which is done in two cycles. Each cycle consist of planning, acting, observing, and reflecting. The subjects of this research is 32 students in VIII^c class of SMP N 2 Metro In collecting data, the researcher used test (pre-test, post test 1 and post test 2), observation and documentation. The research is conducted collaboratively with an English teacher of SMP N 2 Metro.

The result of this research shows that Listen-Read-Discuss (L-R-D) strtaegy can be used as a teaching strategy of reading. It provided by the average mark result of pre-test and post-test show that there were improved mark. At post test I is 61 and post test II is 73 it improved 12 point. The researcher concluded that there was significant improvement of using Listen-Read-Discuss (L-R-D) Strategy on the reading comprehension ability at eighth grade of SMP N 2 Metro.

(Keyword :Reading Comprehension, Listen-Read-Discuss (L-R-D) Strategy, Classroom action research)

ABSTRAK

MENGGUNAKAN STRATEGI LISTEN-READ-DISCUSS (L-R-D) UNTUK MENINGKATKAN PEMAHAMAN MEMBACA SISWA PADA KELAS VIII DI SMP N 2 METRO TAHUN AJARAN 2017/2018

**Oleh:
Mutiah Sumiati**

Tujuan utama dari penelitian ini adalah untuk menunjukkan bahwa pemahaman membaca siswa SMP N 2 Metro dan untuk mengetahui sejauh mana strategi Listen-Read-Discuss (L-R-D) dapat membantu proses belajar siswa. Penulis mencoba untuk membuktikan bahwa strategi Listen-Read-Discuss (L-R-D) dapat menjadi salah satu strategy pembelajaran untuk meningkatkan pemahaman membaca siswa.

Peneliti menggaris bawahi bahwa masalah pada penelitian ini difokuskan pada kemampuan pemahaman membaca. Terkait pada identifikasi masalah yaitu tidak memahami pesan yang ada di dalam teks, dan mereka tidak tertarik dengan materi bacaan.

Dalam penelitian ini, peneliti melaksanakan penelitian tindakan kelas yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah 32 siswa kelas delapan C SMP N 2 Metro. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post test 1 and post test 2), observasi dan dokumentasi. Penelitian ini bekerjasama dengan guru Bahasa Inggris SMP N 2 Metro.

Hasil penelitian ini menunjukkan bahwa strategi Listen-Read-Discuss (L-R-D) dapat digunakan sebagai aktifitas pengajaran dalam membaca. Hal ini dibuktikan oleh hasil nilai rata-rata dari pre-test dan post-test yang menunjukkan bahwa adanya peningkatan nilai. Hasil nilai rata-rata dari post test I adalah 61 dan post test II adalah 73 dan meningkat 12. Peneliti menyimpulkan bahwa terdapat peningkatan yang signifikan dengan menggunakan strategi Listen-Read-Discuss (L-R-D) pada kemampuan pemahaman membaca siswa di kelas delapan SMP N 2 Metro.

(Kata kunci : Kemampuan Pemahaman membaca, Strategi Listen-Read-Discuss (L-R-D), Penelitian tindakan kelas)

STATEMENT OF RESEARCH ORIGINALITY

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Metro, July 3rd 2018

The Writer



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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 3 Juli 2018

Penulis


MUTIAH SUMIATI
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MOTTO

لَا تَحْزَنُ إِنَّ اللَّهَ مَعَنَا ﴿سورة التوبة: ٤٠﴾

“Do not be sorrowful, Because Allah always with us.” (Q.S. At-Taubah :40)

DEDICATION PAGE

This Piece of work is dedicated to:

*My beloved Mother
(Mrs.Siti Aminah)*

My beloved Brothers and Sisters

*My beloved lecture of English Education Study Program Of Institute
Islamic College of Metro*

My beloved Family at KAMMI,LDK and YCA

My Almamater

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Thank to Allah SWT as the One who always gives all what we need and sends the good figures around us to face this life. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions.

This research undergraduate thesis entitle "IMPROVING THE STUDENTS' READING COMPREHENSION ABILITY THROUGH LISTEN-READ-DISCUSS (L-R-D) STRATEGY AT EIGHT GRADES OF SMP N 2 METRO IN ACADEMIC YEAR 2017/2018"

Regarding to the research undergraduate thesis, the writer offers her big thank to the Drs. Kuryani Utih M.Pd as the sponsor and to Syahreni Siregar, M.Hum as the co-sponsor. May Allah SWT give them His better reward for their spending time to support and guide during research undergraduate thesis writing process.

As human being the writer completely realize that this research undergraduate thesis still has a plenty of weaknesses. The writer do apologizes for all mistakes he has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this research undergraduate thesis. Hopefully, this research undergraduate thesis can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, July 3rd 2018
The Writer,

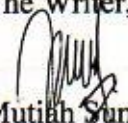

Mutiah Sumiati
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CHAPTER 1

INTRODUCTION

A. Background of Study

English is very important for all of us. As an International language, most of people in the world use English to communicate among people, to make relationship, and to get social culture, science, economy, and technology goals. It is to increase their knowledge and to face global competition.

Most of the people in the world use it, not only as the communicating but also as transferring knowledge. In learning English, there are four skills that have to be learned by the students. They are listening, speaking, reading and writing. Reading is one of skills which are very essential for each student. By reading, the readers can increase their understanding about the text or what they have read, enrich their vocabularies and knowledge. Besides it can make the people easy to connect their ideas on reading towards what they have already known.

The reading becomes very important in the education field, students need to be exercised and trained in order to have a good reading skill. Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the

other hand, if they have a good ability to read, they will have a better chance to succeed in their study

To be able to read english well, students should feel comfortable and confident in practicing English. With feel comfortable and confident, students will not be afraid to make mistakes when speak English. Related to the statement above, the researcher are interested to use L-R-D (Listen-Read-Discuss) Strategy in teaching reading comprehension ability of the eighth grade students of SMP N 2 Metro.

This research will be held at the eighth grade of SMP N 2 Metro which is consist of one class for about 32 students, after doing the pre-test at the eighth grade of SMP N 2 Metro which located in Ki Hajar Dewantara Street, East Metro Lampung, the researcher gets the result as bellow:

Table 1
Students' reading score frequency

No	Score	Frequency	Percentage
1	≥ 75	2	7,70
2	≤ 75	24	92.3
Total		26	100%

The pre-survey was done on August 2nd , 2017. They were 32 students at the eighth Greade of SMP N 2 Metro. The English minimum passing grade in this school is 70. It means that the students who got the

score under 70 don't pass the examination. In fact, there are not any students who get 70-100, there are only 2 and 30 students got score 0-70. The average score is 39.53% of the total of students. It can be concluded that students' reading score at the eighth grade is still low.

Related to the statement above, the researcher wanted to know whether the Listen-Read-Discuss (L-R-D) Strategy used in teaching reading comprehension of the eighth grade students of SMP N 2 Metro can improve their reading comprehension ability.

B. Problem Identification

1. The students do not have much motivation to reading.
2. The students have low skills in understanding the meaning of a word.
3. The students not interested in reading.
4. Most of students find the difficulty in reading comprehension ability.
5. The students have difficulties to produce words.
6. Most of students can not remember the content the text of reading.

C. Problem Limitation

Based on identification of problem, focus and the identification of the researcher would like to limit the problem only to "Most of students can not remember the content the text of reading".

D. Problem Formulation

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

1. Can the Use of Listen-Read-Discuss Improve the Students' Reading Comprehension Ability?
2. Can the Use of Listen-Read-Discuss Improve the Students' Learning Activity?

E. The Objective and Benefits of Study

1. Objective of the Study

- a. To improve of the students' reading comprehension ability after using Listen-Read-Discuss.
- b. To improve of the students' learning activity after using Listen-Read-Discuss.

2. Benefit of the study

- a. For the students
As a motivation for the students' in reading comprehension ability.
- b. For the teacher
As an Alternative strategy to the teacher in improving reading comprehension ability.
- c. For the Headmaster
This research can be used as information to facilitate learning English process the future.

F. Prior 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".¹

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".²

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

¹ 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

² 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

Based on the archive of theses that deal with the implementation of 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 2 Metro.
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 ability By Using L-R-D (Listen, Read, Discuss) Strategy at Eighth Grade of SMP N 2 Metro In Academic Year Of 2017/2018 is definitely succeeds.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading Comprehension Ability

1. The Definition of Reading

Reading is an activity with a purpose. People may read in order to get information or enrich their knowledge and sometimes to critique a researcher's ideas or writing style. People also read for pleasure or enhance knowledge of the language being read. Getting those as the consideration, the purposes for reading guide the reader's select better texts to read.

By reading the people can easily to find out information from many sources such as from newspaper, magazine, advertisement, brochures and so on. Reading is one of language skills that we have to master if we want to learn English. That is why reading is important is an activity in every language.

Reading is a complex information processing skill in which the reader interacts with text in order to (re)create meaningful discourse.³ Then, Bassma explain that Reading is the process of understanding a written text by learner.⁴ It is an important input skill which depends on the vocabulary and background knowledge of the learner in the second

³ Sandra Silberstein, *Techniques and Resources in Teaching Reading*, (New York: Oxford University Press, 1994), p. 12.

⁴ Bassma Basheer Nomas, *The Impact of Using Technology in Teaching English as a Second Language: English Language and Literature Studies* (Baghdad : Canadian Center of Science of Education, 2013) Vol.3,no.1:2013 ISSN 1925-4708 E-ISSN 1925-4776, P. 113

language (Constantinescu, 2007). During the reading process, The English language learner can improve his vocabulary and terms, acquire new information and ideas and enhance his real-world knowledge.

Furthermore, Patel states that reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language.⁵ It means that reading is not only a source of notice and an enjoyable activity but also as a way to reinforce and to enlarge the reader's know.

Harmer states that reading is useful for language acquisition, provided that students more or less understand what they read, the more they read, the better they get it all.⁶

According to the definition above, the researcher concludes that reading is very important for language acquisition, because it is made the students better after they read, and also reading is the information process from the author to the reader to tell about the messages, or ideas or to entertain the reader.

To understand a reading text, the students must have a good competence in knowing the meaning of words, sentences, content and the most important is to know about the researcher's idea. "Believed that if we could understand reading we would understand the mysteries of human mind." Its mean by reading we can know everything that we do not know

⁵ Patel, M.F. and Praveen M. Jain, *English Language Teaching: Methods, Tools, and Techniques*, (Jaipur, Sunrise Publishers & Distributors, 2008), p.114

⁶ Jeremy Harmer, *How to Teach English*. (Longman: Pearson Education Limited, 2007), p.99

before. By reading we can know the lack of knowledge, Allah as our Lord also command us to Read, as Allah's Say in the Holy Qur'an in Surah Al-„Alaq verse 1-5:

Therefore, Allah SWT told our prophet Muhammad SAW to read in his first vision; it means that reading is the first priority for human kind to live in this world. By reading we can get a lot of information, knowledge, entertainment, and etc. and reading also makes someone understand a lot of things because reading is a way of gathering information and books are windows of the world.

Based on the definition above, the researcher concludes that reading is the process of understanding the meaning of the content and the researcher's idea about the topic. Furthermore, understand means comprehending the reading materials.

2. Kinds of Reading

According to Harmer“There are two kinds of reading related to its purpose, those are intensive reading and extensive reading”.⁷

Based on Jeremy Harmer, the researcher can assumes that there are two kinds of reading, they are intensive reading and extensive reading.

1) Intensive reading

The notion intensive reading, Harmer defined that “reading detiled focus on the construction of reading texts which takes place usually (but

⁷ Jeremy Harmer, *How to Teach English*.(New York: Pearson education limited, 2007), p.99

not always) in classrooms.. In other words, studying the construction of the text which has a certain purpose by the reader can be read intensively.

Based on the explanation above, the researcher conclude that intensive reading is reading a text that the reader must pay attention more deeply about the language features. Then, it also needs guidance to help and force the reader to understand. It means that the time for reading is usually in classroom.

2) Extensive reading

Extensive reading is an approach pedagogy with no real dectators. Even those who argue for balance of intensive and extensive reading acknowledge the importance and indispensability of extensive reading.⁸

After discussing the intensive reading now this term will focus the extensive reading refers to reading which students do often (but not exclusively) away from the classroom. It means that, the time for reading as usual and can be done wherever the students are beside the classroom.

Therefore, to summarize, extensive reading is a kind of reading in which the reader can focus for the value of story in a book not for the specific items of the text.

3) The Purpose of Reading

Harmer stated that, “divided the purpose of reading into two general purposes. First, reading for pleasure. People reading the material is interesting, such as comics, novels or magazines. Second, reading for

⁸ John S. edgcock, *Teaching Readers of English*,(Francis : British Library, 2009),p.210

usefulness of the text. People read because they need the information contained in the text, such as book, newspaper, encyclopedia, and so on”.⁹

Related to the statement above, whatever materials we read, we always read it on purpose. In this case, the purpose is reading for pleasure. It is different when we read a textbook or a recipe. We read it because we need information, when we read anything like comic, novel, newspaper, magazine and others, it does not mean that our reading does not have a purpose.

3. The Definition of Reading Comprehension Ability

Comprehension is something that can be examined only indirectly. We can not actually see what is occurring in a student's head as he or she comprehends.¹⁰

The other research that available at the free dictionary:

“Comprehension is the act of grasping with the mind, comprehending, containing, or comprising; inclusion. And other definition is comprehended or enclosed within narrow limits; a summary; an epitome”.¹¹

According to the definition above, the researcher can assume that comprehension is as same as containing or enclosed within the limits or a summary.

⁹ Jeremy Harmer. *How to Teach*, p.182

¹⁰ JoAnne Schudt Caldwell, *Comprehension Assessment*. (London: The Guilford Press, 2008), p.34

¹¹ <http://Wikipedia.freedictionary.readingcomprehension.org>, November 25, 2017

Moreover, reading comprehension involves much more than readers' responses to text. "Reading comprehension is a multicomponent, highly complex process that involves many interaction between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself." as quoted from Klinger.¹²

From the explanation above. It is clear that comprehending text is not easy to do because English is still a foreign language. It needs some special skill and knowledge. Many readers can not be able to catch the reader idea because of the limitation of thinking and analyzing the meaning of words and sentences. Besides that the readers should know about lexical , grammatical, cultural meaning, text organization and connection between sentences.

When constructing reading skills exercise on a given text , it starts with overall meaning of the text, it function and aim, rather than studying vocabularies. Of course it should be started with the global understanding and go toward detailed understanding. The texts are given to begin with more fluently and get the gist of the text easily.

Based on definition above, reading comprehension is not only an activity: such as with the printed materials to get meaning out of it but also involves the interaction of reader and the material being read.

¹² Janette Klinger. *Teaching Reading Comprehension to Students with Learning Difficulties*.(New York : The Guildford Press, 2007),p.8

4. The Strategies for Reading Comprehension Ability

According to Henry Mintzberg, in his 1994 book, *The Rise and Fall of Strategic Planning*, points out that people use "strategy" in several different ways, the most common being these four:¹³

- a. Strategy is a plan, a "how," a means of getting from here to there.
- b. Strategy is a pattern in actions over time; for example, a company that regularly markets very expensive products is using a "high end" strategy.
- c. Strategy is position; that is, it reflects decisions to offer particular products or services in particular markets.
- d. Strategy is perspective, that is, vision and direction.

Mintzberg argues that strategy emerges over time as intentions collide with and accommodate a changing reality. Thus, one might start with a perspective and conclude that it calls for a certain position, which is to be achieved by way of a carefully crafted plan, with the eventual outcome and strategy reflected in a pattern evident in decisions and actions over time. This pattern in decisions and actions defines what Mintzberg called "realized" or emergent strategy.

Mintzberg's typology has support in the earlier writings of others concerned with strategy in the business world, most notably, Kenneth Andrews, a Harvard Business School professor and for many years editor of the *Harvard Business Review*.

¹³ Henry Mintzberg, *The Rise and Fall of Strategic Planning*, (San Francisco: Cambridge University Press, 1994), P.3

Following are ten such strategies, each of which can be practically applied to your classroom techniques. They are :

- 1) Identify the purpose in reading.

How many times have you been told to read something yet you don't know why you're being asked to read it? You did only a mediocre job of retaining what you "read" and perhaps were rather slow in the process. Efficient reading consists of clearly identifying the purpose in reading something.

- 2) Use graphemic rules and patterns to aid in bottom-up decoding.

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

- 3) Use efficient silent reading techniques for relatively rapid comprehension.

If you are teaching beginning level students, this particular strategy will not apply because they are still struggling with the control of a limited vocabulary and grammatically.

- 4) Skim the text for main ideas.

Perhaps the two most valuable reading strategies for learners (as well as native speakers) are skimming and scanning. Skimming

consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. This gives them a head start as they embark on more focused reading. You can train students to skim passage by giving them, say, thirty seconds to look through a few pages of material, close their books, and then tell you what they learned.

1) Scan the text for specific information.

The second in the most valuable category is scanning, or quickly searching for some particular piece of information in a text. Scanning exercise may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text for academic English, scanning is absolutely essential.

2) Use the semantic mapping or clustering.

Readers can easily be overwhelmed by a long string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the readers to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to a passage.

3) Guess when you aren't certain

This is an extremely broad category. Learners can use guessing to their advantage to.

- a) Guess the meaning of a word
- b) Guess a grammatical relationship
- c) Guess a discourse relationship
- d) Infer implied meaning
- e) Guess about a cultural reference
- f) Guess content messages.

4) Analyze vocabulary

One way for learners to make guessing pay off when they don't immediately recognize a word is to analyze it in terms of what they know about it.

5) Distinguish between literal and implied meanings

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

6) Capitalize on discourse markers to process relationships.

Many discourse markers in English signal relationship among ideas as expressed through phrases, clauses, and sentences. A clear

comprehension of such markers can greatly enhance learners' reading efficiency.¹⁴

Many Strategies For Reading Comprehension which has been explained by Brown. The researcher concludes that all of the categories must be included in Strategies For Reading Comprehension to understand and comprehend the language to achieve the aim of teaching reading.

5. Levels of Comprehension

The three levels of comprehension, or sophistication of thinking, are presented in the following hierarchy from the least to the most sophisticated level of reading.¹⁵

1. Literal is the first level that what is actually stated.

- a. Facts and details
- b. Rote learning and memorization
- c. Surface understanding only

Tests in this category are objective tests dealing with true / false, multiple choice and fill-in-the-blank questions. Common questions used to illicit this type of thinking are who, what, when, and where questions.

2. Interpretive is the second level that what is implied or meant, rather than what is actually stated.

- a. Drawing inferences
- b. Tapping into prior knowledge / experience

¹⁴ H. Douglas Brown, *Teaching by Principle and Interactive Approach to Language Pedagogy*, (San Francisco: Cambridge University Press, 2000). page. 306-310

¹⁵ John R. Searle, *Expression and meaning: Studies in the theory of speech acts*. (Cambridge, London, New York, Melbourne: Cambridge University Press, 1979). page. xiv -187

- c. Attaching new learning to old information
- d. Making logical leaps and educated guesses
- e. Reading between the lines to determine what is meant by what is stated.

Tests in this category are subjective, and the types of questions asked are open-ended, thought-provoking questions like why, what if, and how.

3. Applied is the third level that taking what was said (literal) and what was meant by what was said (interpretive) and then extend (apply) the concepts or ideas beyond the situation.
 - a. Analyzing
 - b. Synthesizing
 - c. Applying

In this level we are analyzing or synthesizing information and applying it to other information.

So the conclusion that what the level of reading comprehension for SMP at eight grade is literal meaning is simply what the text says. It is what actually happens in the story. This is a very important level of understanding because it provides the foundation for more advanced comprehension. Without understanding the material on this level, you could not go any farther.

Let's use our story about Billy to provide an example. The literal meaning of the story was that Billy built a tower out of blocks. The answers to questions based on literal meaning will always be found in the text. For example: Who was building the tower? The answer is Billy.

Here are examples of the type of information that could be identified as literal meaning:

- 1) The main idea
- 2) Stated facts
- 3) The sequence of events
- 4) Characters in the story

6. The Measurement of Reading Comprehension Ability

To know the achievement of reading comprehension ability should be measured use the assessment of reading. There are the measurements of reading comprehension ability according to Grenall and swan, as follows: ¹⁶

No	Criteria	Score
1	Students' can identify the meaning of the ideas in the text	0-25
2	Students' can identify communicative purpose of the text.	0-15
3	Students' can identify main idea of the text.	0-25
4	Students' can identifying information contained in the text	0-35
	Total	100

¹⁶ Silmon Grenall and Michael Swan, effective Reading: Reading Skill for advanced students: Teacher's Books, (Cambridge: Cambridge University Press, 2004), P. 34

B. Narrative Text

1. The Understanding of Narrative Text

There are two main categories of texts, literary and factual. Within these, there are various text types. Each type has a common and usual way of using language. In this paper, the writer will only discuss one of the texts that is being used for his research, that is narrative text.

A narrative is a text that tells a story and, in doing so, entertains the audience.¹⁷ 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.¹⁸

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 written with certain characteristics and its language features.

Chatman classified narrative text into four basic elements as follows:¹⁹

¹⁷ Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Mcmillan, 1998), p. 3.

¹⁸ *Ibid.*, p. 18.

¹⁹ Chatman, S., and B. Attebery, *Reading Narrative Fiction*, (New York: McMillan, 1993), p. 23

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.²⁰

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.²¹

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.²² A 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.

²⁰ Ibid., p. 23.

²¹ Ibid., p. 23.

²² Ibid., p. 23.

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.²³ 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.²⁴ A more detailed generic structure of narrative text has been proposed by

²³ Mark Anderson and Kathy Anderson., Op.Cit., 2003, p. 6.

²⁴ 8 Mark Anderson and Kathy Anderson, op.cit., 1998, p. 4.

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:

- a. 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.²⁵

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

²⁵ Mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra: Mcmillan, 1998), p. 8.

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.

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

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

There are many kind of strategy that can be used in teaching and learning reading comprehension ability, one of them is Listen-Read-Discuss. Manzo et al. noted that “the L-R-D is a heuristic, or hands-on, activity designed to induce self-discovery about effective teaching by teachers and about effective learning by students”²⁶. The LRD is a good transfer strategy for researcher as well as students. Manzo said that it is recommended as a heuristic for helping content writers become involved in an instructional conversation that tends to more naturally infuse reading instruction into conten-based classroom instruction.²⁷

Then, according to McKenna Listen-Read-Discuss (LRD) is a strategy especially designed for struggling readers. Moreover, Alverman states that Listen-Read-Discuss is a strategy guides students to be an active students in learning. Here the students can be trained to be better listener, reader and speaker. Based on the explanation experts above, the researcher concludes that Listen-Read-Discuss

²⁶Bob Algozzine, *Culturally responsive Literacy Instruction* (California: Corwin Press,2009),p.15

²⁷ Anthoni V. Manzo,*Literacy Disorders*, (Cambridge: University Press,1990) P.323

is very helpful to make students comprehending the text. So, by applying LRD strategy the activities of teaching reading comprehension ability can run well.

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

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

Based on the explanation above the researcher concludes that LRD as a strategy in learning reading comprehension ability is concerned in helping the students' to comprehend the text. Before-during-after is concept used in this strategy. This strategy uses listening activity to give the students' information before reading the text and after the students reading the text engages student group discuss the text together to develop their understanding.

2. The principles for Teaching Reading Comprehension Ability Through Listen-Read-Discuss

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

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

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

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

²⁸ Anthony Manzo and Ula Manzo, *Content Area*, (Columbus: Merrill Publishing Company, 1990), p.11

²⁹ Ibid

3. The Procedures of Using Listen-Read-Discuss in Teaching Reading Comprehension Ability

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

- a. Listen: the researcher present the informational to the students' about the text that they will be reading and this can be in the form of a short lecture on the reading material selected, here the researcher tries to 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.

³⁰ Judy S Richardson ,*Reading to Learn in the Content Areas: Seventh Edition.*(USA:Wadsworth Cengage Learning,2009), p.251

Based on the procedures above, the researcher concludes that LRD is the suitable strategy that can help the students comprehending the text. The students read the text selection to compare the information that is read by writer. Finally, they discuss the text with their group.

4. The Advantages of Listen-Read-Discuss

Manzo explain the benefits of using LRD strategy are:³¹

- a. LRD can provide a sound foundation for effective teaching, learning and schoolwide programming
- b. It begins to emerge in the lesson-planning stage
- c. It provides a simple, hands-on way to introduce and imitate a staff to the principles and practices of content area reading;
- d. researcher observe reluctant reader approaching the text with more confidence;
- e. It is easy to use and require little preparation;
- f. It helps students to comprehend the material presented orally
- g. It builds tridents prior knowledge before they read a text;
- h. It engages struggling readers in classroom discussion;
- i. Students bring more information and enthusiasm to the post-reading discussion;
- j. Students capable of reading with greater understanding;

³¹ Anthony Manzo & Ula Manzo, *Content Area*, P.11-13

- k. They have more to contribute to class discussion;
- l. It is flexible strategy can be used across all curriculum areas with almost any text.

5. The Disadvantages of Listen-Read-Discuss

The problem with this LRD approach is that student receive little, if any, help with silent reading consequently they typically are ill-prepared to participate in the post reading recitation and discussion. The researcher must be selective and choose specific text where the students lack prior knowledge about and need more support with LRD text. Most students don't need that high level support for the content material they will read, but struggling readers and early English language learners will benefit greatly from this strategy.³²

D. Implementation of Listen-Read-Discuss strategy to improving Reading comprehension Skill.

1. The teacher selects a shared reading and begins reading it aloud then ask the student to listen carefully.
2. The teacher models the Listen-Read-Discuss process by stopping periodically and talking about the thought processes taking place.

For example: "The title of this story makes me think that the story will be about an animal whose is lost their family . I'll read some more to

³² Anthony Manzo and Ula Manzo, *Teaching Children to be Literate:A Reflective Approach*, (USA: Harcourt Brace Collage Publisher, 1995), p.377

find out ... I'm not sure what this word means, but I'll read on to see if I can figure it out ... Oh! Here's some new information about looking for a new house. It makes me think my prediction was correct."

3. In guided practice, students in small groups or on their own read silently or aloud and identify elements that made it difficult or easy to read and understand the text.
4. Students discuss identify either orally or in writing the fix-up strategies that they used.³³

E. Action Hypothesis

Based on the theoretical assumption above, the researcher formulates the hypothesis as follow:

By using listen-read-discuss (LRD) strategy it can improve the students' reading comprehension ability and their learning activity at the eighth grade of SMP N 2 Metro in the Academic Year of 2017/2018.

³³ Miriam P. Trehearne, Roz Doctorow, *Reading comprehension strategies that work*, (New York : University of Kingdom 2004), p.146

CHAPTER III

RESEARCH METHODOLOGY

A. Operational Definition of Variables

Variable is the condition or characteristics when experiment can manipulation, control or observation. Variable in this research are listen-read-discuss (L-R-D) and reading comprehension ability. Based on the statement above, the operational defines as follows:

1. Independent Variable

Independent variable is one by one receive the experimental manipulation, or treatment from the researcher. It is the variable which is selected, manipulated and measured by the research. Independent of this research is listen-read-discuss (L-R-D) strategy.

based on the explanation above, the researcher use indicator as follows:

- a. The teacher or model reader previews a passage for the students, and they all make predictions about what the passage will be about.
- b. The teacher reads the passage aloud—first by herself, then with the students joining in.
- c. The teacher fades her voice and allows the students to take the lead reading the passage aloud.

- d. During this exercise, students should read as quickly as possible without speed-reading.
- e. The teacher should select pairs of students to read the passage again.

In this research, the researcher will use listen-read-discuss strategy to observe the students' reading comprehension ability in the eighth grade of SMP N 2 Metro. In addition, the researcher will collect the data by using multiple choice test. This test is also to know as far as possible in students' comprehension.

2. Dependent Variable

Dependent variable is the variable which is observed and measured to determine the effect of independent variable. Dependent variable of this research is reading comprehension ability. It is can be defined as knowledge in identification the text that students have been read.

Moreover, based on the explanation above that is indicator a good category in reading comprehension ability are:

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

This variable will be measured by giving pretest and posttest. Pre-test and post-test instruments consist of 20 questions in multiple choice form. Question with the range score 0 – 100. When the students can answer all of the question correctly they will get 100 score, and when the students cannot answer all the question correctly they will get 0 score. The time to the test is 45 minutes.

B. Location Setting

This research would be conducted at SMP N 2 Metro in the Academic Year of 2017/2018. It is located on Jl. Ki Hajar Dewantara 15 A Iringmulyo Metro Timur.

C. Subject of the Study

The students of this research are thirty two students of class VIII of SMP N 2 Metro. The researcher will choose this class because most of the students have low score in English lesson especially in reading. They are also less interested in English learning.

D. Research Procedure

1. The Concept of Classroom Action Research

In this research, the researcher chooses classroom action research because the researcher wants to encourage the students to active in learning process activities and improving students' reading comprehension ability by using listen-read-discuss (L-R-D) strategy.

Gay state in his book action research in education is any systematic inquiry conducted by teachers, principals, school counselors, or other stakeholders in the teaching learning environment that involves gathering information about the ways in which their particular schools operate, the teachers teach, and the students learn.³⁴

According to Donald “Classroom action research is one of the approach in action reserach. Classroom action research will Involves teachers in their classrooms and can involve groups of teachers examining common issues”.³⁵

From the explanation above, it can be inferred that classroom action research is a research in teaching and learning in the class which the aim is to solve problem or to repair something.

Action research deals with social practice and it involves the direct interaction of teachers and group of students. It is portrayed as a cyclical spiral process involving step of planning, acting, observing, and reflecting.

³⁴ Gay ,Mills, And Airasian, *Educational Research: Competencies For Analysis And Applications*.Tenth Edition (New York: Florida international university 2012) p.508

³⁵ Donald, Ary. *Introduction to Research in Education*. Eight edition(USA. Wadsworth. 2010)p.515

Here is step of classroom action research design:

(Activities in CAR, adapted from Mc Taggart design)

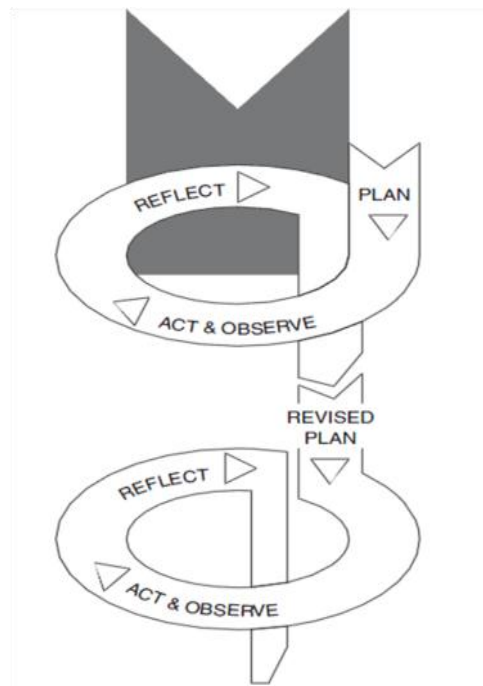


Figure 1 Anne Burn's Action Research Cycle³⁶

2. Action Plan

Classroom Action Research (CAR) Cycles are:

a. Cycle I

1) Planning

Planning is the first step in every activity, A plan is developed for taking action and or for gathering information and

³⁶ Valsa Khosy, *Action Research for Improving Practice: A Practical Guide* (London: Paul Chapman Publishing, 2005) p.4

data in order to observe or capture the experience or monitor the practice.

Without planning, the researcher's activity will not focus. The planning would be reference in doing action. Here are the steps that the researcher did in planning:

- a) The researcher identify the problem causes and finds the problem solving.
- b) The researcher make a lesson plan.
- c) The researcher prepare the material, approach and technique of teaching.
- d) The researcher prepare the source of learning
- e) The researcher prepare format to observe
- f) The researcher prepare the instrument of evaluation.

2) Acting

Doing action is the second step in activity. The researcher implements the plan or changes a practice and collects data. Data may be collected from a variety of sources. Without the action the planning just imagination that never can be real.

After finishing the planning, the learning process have done in the eighth grade of SMP N 2 Metro. It describe about teaching procedures of the research. There are the steps that the researcher do in the action:

- a) The teacher apply the lesson plan
- b) The teacher explain the strategy of learning to reading comprehension.
- c) The teacher ask the students to discuss with their group about the lesson or materials.
- d) The teacher guide the students in teaching learning process based on the lesson plan.

3) Observing

Observing is activity when researcher synthesizes and analyzes the data. Key issues related to the problem are identify. The observation is done in teaching learning process.

Based on the observation, the researcher can determine whether there is anything that the researcher has to be improve soon in order that the action can achieve the aim of researcher wants. In this step, the researcher observe the process of teaching learning by using form of observation.

4) Reflecting

By reflection, the researcher analyze and discuss result during teaching learning like the weakness and strength done by the researcher and the students during teaching learning process. The researcher decides that the next cycle focused on the weakness in preview cycle.

b. Cycle II

1) Planning

- a) The researcher identify the problem and found the problem from the first cycle
- b) The researcher prepare a lesson plan
- c) The researcher prepare the material, method and strategy of teaching
- d) The researcher prepare the source of learning
- e) The researcher prepare format to observe
- f) The researcher prepare the instrument of evaluation.

2) Acting

This stage design on the basis of result of planning of cycle II.

3) Observing

In this step, the researcher observe the process of teaching learning by using format of observation to collect the data in action plan II.

4) *Reflecting*

In this step, the researcher compare the score of pre-test and post test. The researcher reviewed and reflected on students' activity and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

CAR was apply in this study. It is regarded important for the researcher to develop reading comprehension ability of VIII grade students at SMP N 2 Metro by applying Listen-Read-Discuss (L-R-D) strategy. By applying this strategy, it was expect to solve student's problems in teaching learning process of reading comprehension ability.

The classroom action research design apply in this study is a collaborative classroom action research. In conducting the research, the researcher collaborate with the real English teacher of SMP N 2 Metro as an observer and collaborator. The researcher plays a role as an English teacher who teachers reading comprehension ability to the student's, while the real English teacher's role is as an observer who observes the action of the study while teaching learning activities happens in the classroom. Also acts as a collaborator when helps the researcher in designing lesson plan, carrying out the reflection, and determining the follow up of the study. Here, the researcher is not only as an observer but she also took actions by making lesson plan and giving assessment. Then, she also collect and analyze data.

E. 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 SMP N 2 Metro.

4. The Field Note

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

F. Data Analysis Method

1. The Analysis of Learning Result Data

After setting the data from the result of pre test and post test the researcher would analyze the data based on the limitation of the problem and objective of the research. To know whether there is any improving or not for the students reading comprehension use Listen-Read-Discuss strategy after the students is give treatment. In this research, the researcher use very simple statistical formula for comparing the result of pre test and post test. To knows the increase of the average score. The result of individual subject was put in the table. The researcher (teacher) analyze the data and relate the result of the treatment. To find the average score, the data is analyze by using:³⁷

$$\bar{x} = \frac{\sum X}{N} \text{ ———}$$

Note:

\bar{x} \equiv Mean (Average score)

\sum = Sum of

X = Raw score

N = Total of Students

After that, to know the result the researcher compared the average scores between pre-test and post-test for each cycle. Then to know the

³⁷Donald Ary, p.108

percentage of increasing score in students learning activities, the researcher used the presentage formula as follow:

$$P = \frac{\sum X}{N} \times 100\%$$

Note:

P = Percentage

$\sum x$ = Total Score of the Students

N = Total of Students

Furthermore, to know the result the researcher will compare between pre test and post test. Then, the result is matched by minimum standard at the school at least 70. If from the cycle 1, there are some students are not successful so we conduct cycle 2. The minimum cycle in classroom action research is two cycles. So, if in cycle 2 all of the students are successful. It is not continue to other cycle.

G. The Indicator of Success

The indicator of the successful takes from the process and the result of the action research. The research is called success if 80% students get 70 is minimal score and 70% active in learning process and do not need to continue the next cylce.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of The Research

1. The Description of Research Location

a. The History of SMP N 2 Metro

SMP N 2 Metro is located on Street Ki Hajar Dewantara Iringmulyo East Metro. In the beginning, SMP N 2 Metro was established on August 25, 1977.

Since SMP N 2 Metro was established, this school has been led by the following principals:

1) Moehammad	1977-1983
2) Doedoen Abdoelah	1983-1984
3) Soewito	1984-1990
4) Sugeng Hendro Atmojo	1990-1996
5) Drs. Syarif Barzan, S.H	1996-1998
6) Drs. Sutarjo	1998-1999
7) Drs. Tukiman. S	1999-2000
8) Dra. Indrawati	2001-2006
9) Drs. Bambang Irawan	2006-2009
10) Drs. Suwarno	2009-2012
11) Suyitno,S.Pd	2012-Now

b. The Condition of Teacher and Official Employees

Table 2

The Condition of Teacher and Official Employees in SMP N 2 Metro.

No	Name	Sex	Occupation
1	Suyitno, S.pd	Male	Principal
2	Dra. Berty Rosni	Female	English Teacher
3	Dra. Sulastri	Famale	Counselor
4	Dra S. Haryani	Female	Science Teacher
5	Purwati, S.Pd	Female	Lampungnese Teacher
6	Dra. Endang Puji Astuti	Female	Mathematics Teacher
7	Nurmala, S.Pd	Female	Social Vice Principal
8	Sudirman, S.Pd	Male	Infrastructur Vice principal
9	Abdul Rohman Ps, S.Ag	Male	Islamic Teacher
10	Dra. Soesiety, MM	Female	Mathematics Teacher
11	Dra. Yusfa Erlia	Female	Counselor
12	Wijanarko Rahayu, S.Pd	Male	Indonesian Teacher
13	Saripah, S.Pd	Female	Students Vice Principal
14	Demsi Marpaung, S.Pd	Female	English Teacher
15	Dra. Rohima	Female	Science Teacher
16	Djoko Santosa	Male	Science Laboran

17	Sugiri	Male	Art Teacher
18	Sudarwo	Male	English Teacher
19	Irawati Fadilah, S.Pd	Female	Indonesian Teacher
20	Tiarmaida HB, S.Pd	Female	Civic Teacher
21	Dwi Rahayu, S.Th	Female	Civic Teacher
22	Eni Widiarti, S.Pd	Female	English Teacher
23	Dahliawati, S.Pd	Female	Science Teacher
24	Tati Tarsini	Female	Indonesian Laboran
25	Hadi Suyoto, S.Pd	Male	Curriculum Vice Principal
26	Kardiman Sulisto, S.Pd	Male	Sport Teacher
27	Arvilia Komalasari, S.Pd	Female	Indonesian Teacher
28	Tiwi Anggraini, S.Pd	Female	Sport Teacher
29	Supriyati	Female	Computer Laboran
30	Amiatun	Female	Indonesian Teacher
31	Sulastri, S.Ag	Female	Science Teacher
32	Bainah, S.Pd	Female	Social Teacher
33	Dra. Nursilah, MM.	Female	Mathematics Teacher
34	Liya Panji Kesuma, S.Pd	Male	English Teacher
35	Agustina Widiastuti, S.Pd	Female	Science Teacher
36	Elly Yuniarsih, S.Pd	Female	English Teacher

37	Marliza Muchtar, S.Pd	Male	Lampungnese Teacher
38	Zulhia Prasetyo, S.Pd	Male	Counselor
39	Murtati, S.Pd	Female	Mathematics Teacher
40	Cicuk Sugiyarto, S.Pd	Male	Computer Teacher
41	Dwi Andiyani, S.Pd	Female	Social Teacher
42	Atika, S.Pd	Female	Computer Teacher
43	Asdi Suhendra, S.Pd	Male	Counselor
44	Marina Hindayanti, S.Si	Female	English Teacher
45	Amalia Roswisuni, S.Pd	Female	Social Teacher
46	Yulinar, S.Pd	Female	English Teacher
47	Asa Medyantara, S.Pd	Male	Mathematics Teacher
48	Munah	Female	Computer Teacher
49	Ni Komang Sulistiyani	Female	Social Teacher
50	Siti Maryani	Female	Administration Staff
51	Diniati	Female	Administration Staff
52	Radio Saputro	Male	Administration Staff
53	Sudarto	Male	Administration Staff
54	Tri Wahyu Nurhayati	Female	Administration Staff
55	Yana Astria, S.E.Sy	Female	Administration Staff
56	Heri Sujoko	Male	Gardener

57	Sugeng Maj' Mu	Male	Administration Staff
58	Bambang Irawan	Male	Gardener
59	Suhendar	Male	Security

Source: Documentation at SMP N 2 Metro

c. The Number of Students' SMP N 2 Metro

Table 3
The number of students' SMP N 2 Metro

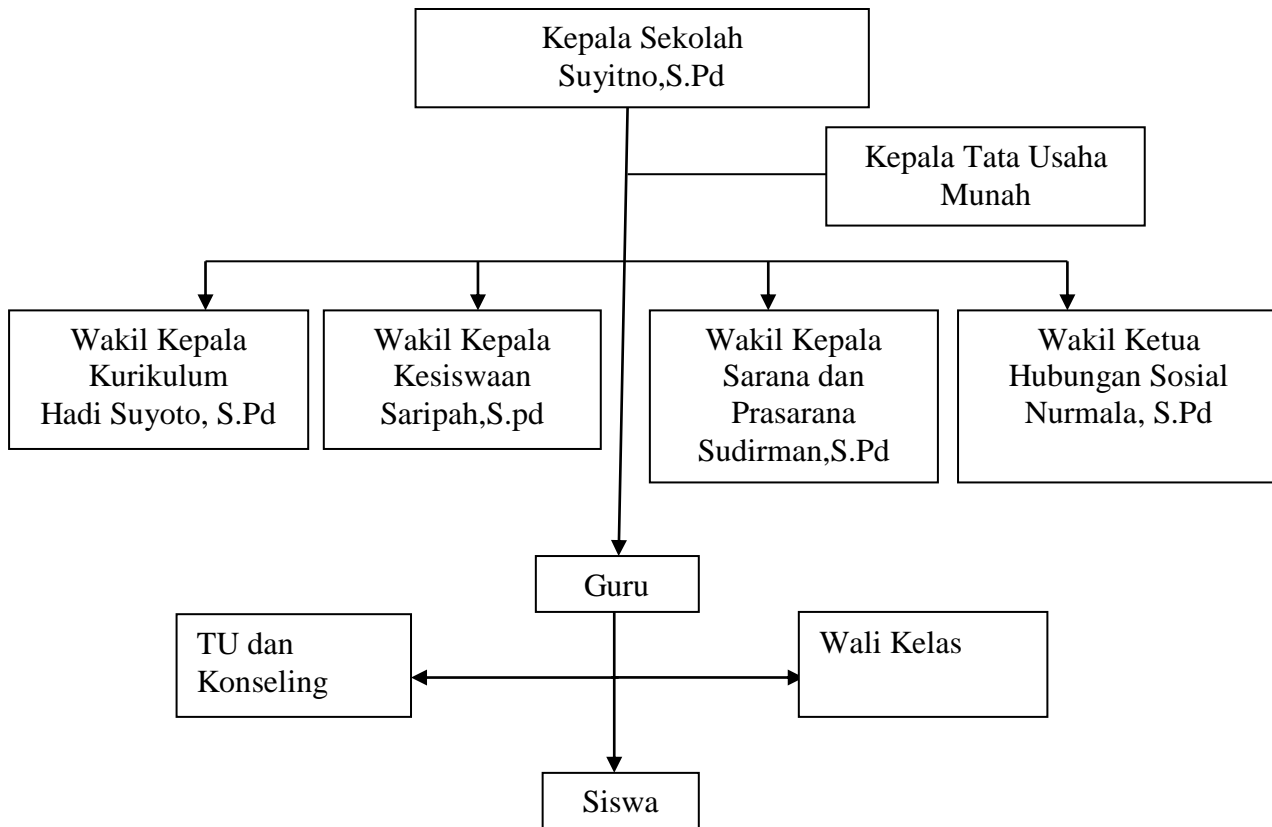
Class	Sex		Amount
	Male	Female	
VII A	17	15	32
VII B	15	17	32
VII C	16	16	32
VII D	16	16	32
VII E	16	16	32
VII F	16	16	32
VII G	12	20	32
VII H	13	19	32
VIII A	12	20	32

VIII B	14	18	32
VIII C	14	18	32
VIII D	15	15	30
VIII E	14	17	31
VIII F	13	19	32
VIII G	13	19	32
VIII H	13	19	32
IX A	7	25	32
IX B	18	12	30
IX C	14	16	30
IX D	12	18	30
IX E	12	18	30
IX F	15	16	31
IX G	11	21	32
IX H	14	17	31
Total	334	421	755

Source: Documentation at SMP N 2 Metro

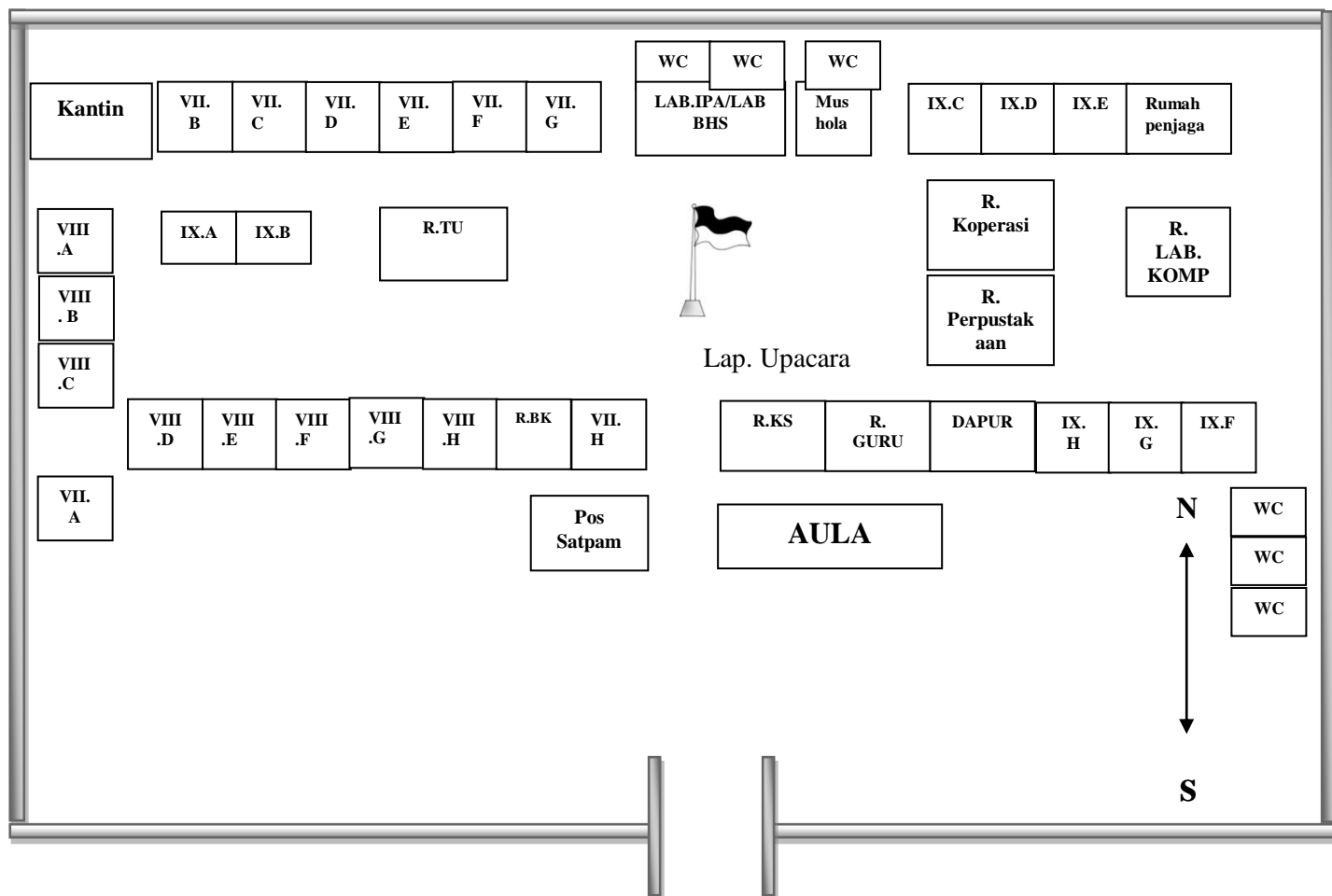
d. Organization Structure SMP N 2 Metro

Figur 1 Organization Structure of SMP N 2 Metro



e. The Map of SMP N 2 Metro

Figure 2. The Map of SMP N 2 Metro



Ki Hajar Dewantara Street, Iringmulyo East Metro

UM Metro

f. Learning Facilities

The condition of Learning Facilities in SMP N 2 Metro was under renovation. The data confirms that SMP N 2 Metro has 36 rooms which consists of 24 Classrooms, 1 Principal's room, 1 Living room, 1 Teacher's room, 1 School health service room, 1 Library, 1 Ceremony yard, 1 mosque,

1 computer room, 1 physical laboratorial, 1 Cooperation, 1 administration room. And there are several Extracurricular activities: Troopflag raisersheritage (Paskib), KIR, Spiritual (Rohis), Scout (Pramuka). School Activities Sports nuance: Basketball, Football, Badminton, Volleyball, Futsal.

B. The Description of Research Data

1. Action and Learning at Pre-Test

This research used classroom action research whose had purpose to improve the students' activity and the result of the study in SMP N 2 Metro. It was conducted in two cycles. The researcher used Listen-Read-Discuss (L-R-D) strategy to improve the students Reading Comprehension.

In this research before the process of cycle one, the research conducted the pre test on Saturday, May 12nd 2018. The researcher gave a pre-test for the students to see how far the students' reading comprehension before the treatment was given. In pre-test activity, the researcher gave an test. The researcher gave the questions that were consist of multiple choice ,Then the result of pre-test could be seen on the table below:

Table 4
The Students' Pre-test Result of Reading Comprehension

No	Name	Score	Note
1	ANA	60	Incomplete
2	AP	70	Complete
3	ABM	80	Complete
4	ANHS	60	Incomplete
5	AST	60	Incomplete

6	AB	50	Incomplete
7	AD	50	Incomplete
8	DKW	40	Incomplete
9	DA	40	Incomplete
10	DPS	60	Incomplete
11	GP	80	Complete
12	HAR	60	Incomplete
13	LAWS	70	Complete
14	MFS	50	Incomplete
15	MA	60	Incomplete
16	MLN	40	Incomplete
17	MRNP	50	Incomplete
18	NCPD	60	Incomplete
19	NA	50	Incomplete
20	NLA	20	Incomplete
21	NHR	40	Incomplete
22	NRD	60	Incomplete
23	NFA	40	Incomplete
24	NK	50	Incomplete
25	RAP	30	Incomplete
26	RA	30	Incomplete
27	RIOB	50	Incomplete
28	SPO	60	Incomplete
29	SHR	50	Incomplete
30	TB	60	Incomplete
31	TV	60	Incomplete

32	YR	50	Incomplete
Total		1705	
Average		53	
High Score		80	
Low Score		20	

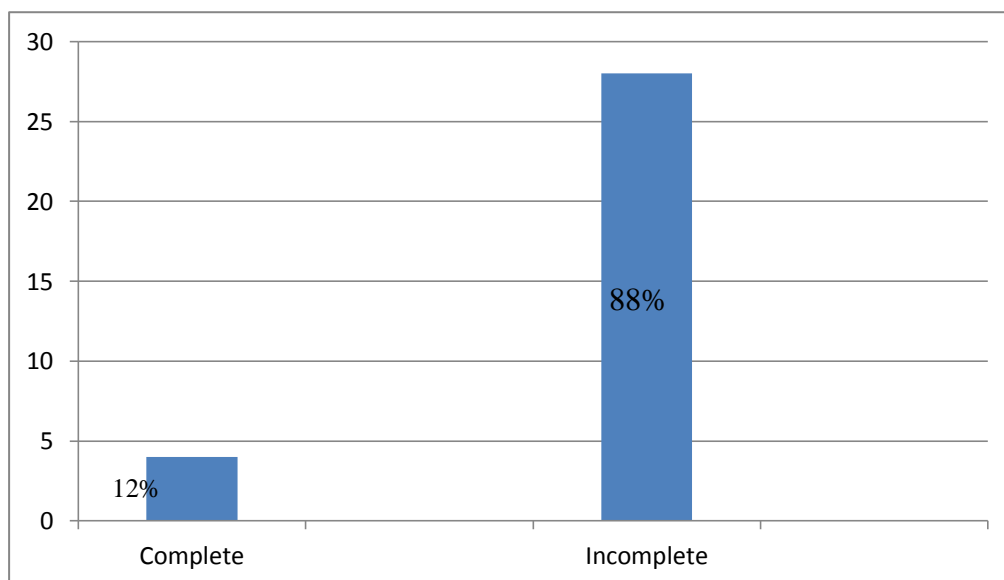
Source: The result of Pre-test on May 11st 2018

Table 5
Percentage Students' Mark of Pre-test of Reading Comprehension

No	Mark	Frequency	Percentages	Category
1	>70	4	12%	Complete
2	<70	28	88%	Incomplete
Total		32	100%	

Source: The result of Pre-test on May 12nd 2018

Graphic 1
The Quantity of Students' Mark on pre-test



Source : The result of pre-test

Based on the data above, it can be seen just only 4 students were complete and 28 students were incomplete. While the standard minimum for English lesson in SMP N 2 Metro is least 70. It was the reason why the researcher implemented the Listen-Read-Discuss (L-R-D) strategy to improve their reading comprehension.

2. Action and Learning Activity in cycle 1

a. The first meeting

The first meeting was conducted on Saturday, May 12nd 2018, for 2x40 minutes. The steps of learning activity at the first meeting as follows:

a) Planning

In this step, the researcher prepared the lesson plan, material and media that would be used in teaching learning process. The material was narrative text. The material included the definition, the generic structure, the language features and the example of narrative text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

b) Acting

Acting is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

Table 6**The Schedule of Action in Cycle I**

Meeting	Day/Date	Time
1 st	Saturday , May 12 nd 2018	09.00 – 10.20 a.m
2 nd	Saturday, May 12 nd 2018	10.20 – 11.40 a.m

The first meeting was conducted on Saturday, May 12nd 2018, for 2x40 minutes. The meeting was started by praying, At the beginning of teaching learning process, the researcher greeted students by saying “Assalamualaikum wr.wb and good morning” and all of students answered by saying “Waalaikumsalam wr. Wb and good morning miss” . Then, the researcher asked about their condition first before checked attendance list. The condition of the class was less effective because the collaborator handed the class to make sure the students’ effectiveness before the researcher was doing research in the class. It showed that some students gave their full nice attention to the researcher during the learning process. The researcher started the lesson by asking question about the students’ daily activity. After that, the researcher explained material about narrative text.

After finishing the explanation, the researcher gave the students a chance to ask question. He asked them “do you understand about narrative text? Is there any question?” there was

no comment or question from the students. Yes miss, the students answered. Then, the researcher asked students to read a text about The Mousedeer and Crocodile , after it the researcher asked the student about the text. “do you understand about the story?” There were some students understand about it. The researcher said “Let’s reread the first page of Mousedeer and Crocodile so I can ask you to listen, read and discuss about the story while you read the story. Right here on the first page it says “One day, Mouse Deer went down to the river to take a drink.”. The researcher describe the mousedeer and crocodile. You can create image in your mind about what was doing by Mousedeer and Crocodile ”. The researcher gave the clue in every sentence until the end. After finished ,the researcher asked the student about the story that consist on three skill, such as: sequencing, finding the main ideas, and drawing conclusion.

In this session, the students were more active to follow the teaching learning process, because they enjoyed following the learning process. But, there were still some problem faced by students. Such as many students just silent when the teacher gave a question, there were some students who were passive when learning process and some student difficult to comprehend the story.

After 2 x 40 minutes the ball rang and the researcher closed the lesson and reminded the students that it would be discussed in the next meeting.

c) Observing

The observing was done by researcher during learning process; there was observation that had been done such as, observation on the student's activities.

b. The Second meeting

The second meeting was conducted on Monday, May 12nd 2018, for 2x40 minutes. The steps of learning activity at the first meeting as follows:

1) Planning

- a) Preparing the material of narrative text.
- b) Preparing the lesson plan.
- c) Making the learning media.
- d) Making instruments of data collection that are the observation sheet of the teacher's activities and the students' activities.

2) Acting

The second meeting was done on Monday, May 12nd 2018. The researcher greeted the students and they answered it friendly. Then, the researcher checked the attendance list. The activity continued by giving some explanation more about narrative text. The text was about a wolf in sheep clothing. The researcher asked

the students to read the text. After it the researcher asked student “do you understand about the text. Most of students did not understand. The researcher said “Let’s reread the first page, “There was a big wolf”. and then researcher gave the clue. After gave the clue the researcher asked students to image it. Then, at the end of this meeting the researcher gave post-test cycle I with the similar task on pre-test before. The students had to answer the questions that are consist of multiple choice that was given in 40 minutes. The students did it seriously. It seemed that the students’ score will be improved. The score of post-test cycle I can be seen on the table below

Table 7
The Students’ Post-test 1 Result of Reading Comprehension in Cycle I

No	Name	Mark	Note
1	ANA	70	Complete
2	AP	80	Complete
3	ABM	80	Complete
4	ANHS	70	Complete
5	AST	60	Inomplete
6	AB	60	Incomplete
7	AD	60	Incomplete
8	DKW	50	Incomplete
9	DA	50	Complete
10	DPS	60	Complete

11	GP	80	Complete
12	HAR	70	Complete
13	LAWS	80	Complete
14	MFS	60	Incomplete
15	MA	60	Incomplete
16	MLN	70	Complete
17	MRNP	50	Incomplete
18	NCPD	60	Incomplete
19	NA	60	Incomplete
20	NLA	40	Incomplete
21	NHR	60	Incomplete
22	NRD	70	Complete
23	NFA	60	Incomplete
24	NK	60	Incomplete
25	RAP	50	Incomplete
26	RA	50	Incomplete
27	RIOB	50	Incomplete
28	SPO	70	Complete
29	SHR	50	Incomplete
30	TB	70	Complete
31	TV	60	Incomplete
32	YR	60	Incomplete
Total		1980	
Average		62	
High Score		80	
Low Score		40	

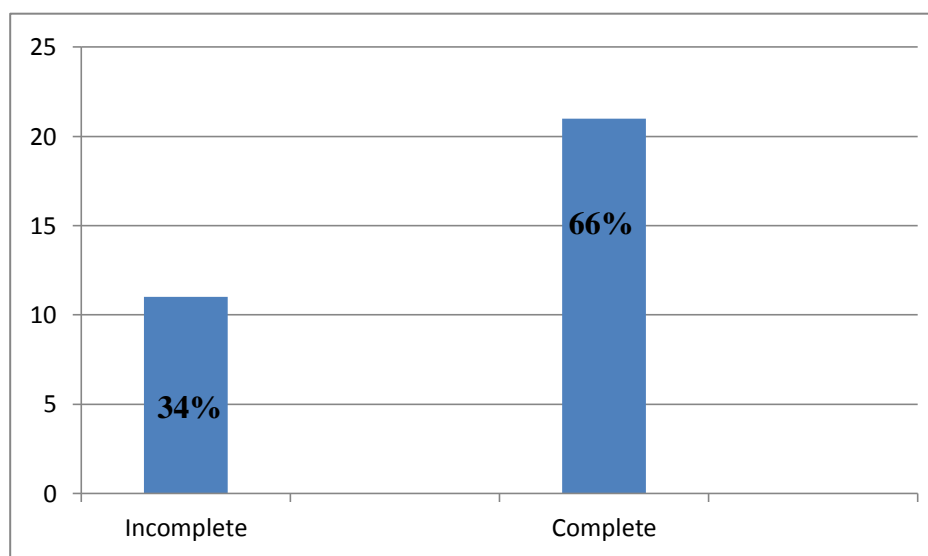
Source: The result of Post-test1 on May 12nd 2018

Table 8
Frequency of Students' Mark of Post test I of Reading Comprehension

No	Mark	Frequency	Percentages	Category
1	>70	11	34%	Incomplete
2	<70	21	66%	Complete
Total		32	100%	

Source: The result of Post-test1 on May 12nd 2018

Graphic 2
The Quantity of Students' Mark on post-test 1



Source: The result of Post-test1

Based on the data above, it can be seen that 11 students' got high mark and 21 students' got average mark. It was higher than the result of pre-test. The criterion of students' who got minimum mark 70. Learning process is said success, when 70% got mark above 70. The fact showed that the result was unsatisfactory.

3) Observing

While the treatment was given, observation was also conducted. Here, the researcher was as teacher and the English teacher was as a collaborator who observes the students' activities during teaching learning process.

After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 9
The Result of Students Activity in Cycle I

No	Aspect Of The Research	Frequency	Percentage
1	Attention to teacher explanation	25	78%
2	Giving respond	5	16%
3	Active in group	20	62%
4	Following Teacher Instruction	15	47%
5	Doing the task	32	100%
Total			303%
Average			60%

From table above, it was revealed that there were 25 students (78%) who paid attention to the teacher explanation, 5 students (16%) giving respond in learning process, 20 students (62%) made the notes from the material, 15 students (47%)

Following Teacher Instruction and 32 students doing the task, the average from the cycle I 60%

According to the result of observation above, it can be concluded that the learning process was sufficient. The weaknesses in the implementation of the learning process in cycle I were the some studentmade noisy and still confuse with the material was given.

4) Reflecting

From the result of cycle I, it showed that there was an improving of the result at pre-test and post-test 1. The students was interested enough in learning process, but the research should be continued to the next cycle because the condition of learning process still uncontrolled, some students still did not focus on the material and made the class noisy and the students' average have not achieved the standard minimum criteria yet.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II.

3. Action and Learning Activity in cycle II

The actions in the cycle II consist of 2 meetings, one meeting for the action, and one meeting for the test II as follows:

a. The First Meeting**1. Planning**

In the planning of cycle II, the researcher and collaborator discussed about some of problems that found in cycle I. Therefore, in this step the researcher would to prepare the lesson plan, material and media that would be used in teaching learning process. The material was narrative text. The material included the definition, the generic structure, and the example of narrative text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

2. Acting

In this session, they were looked more enthusiasm and more active in following the learning process. They more asked the question or answered it. They also could deliver their result discussion well. The first meeting was done on Saturday, May 19th 2018 at 09.00-10.20 am. At the beginning of the class, the researcher greeted the students friendly. The students answered it friendly also.

The learning process in the cycle II was focused on the weakness of cycle I. The researcher found the students' problems were in finding the main idea and drawing conclusion the text. The researcher asked about the previous material before she explained more about it. After that,

the researcher explained again what is narrative and how to understand it. Then, the researcher gave an example of narrative text.

Next, the researcher gave a text about The Tortoise and Rabbit. The student read the text, and then researcher asked student about the text. Most of student did not understand. The researcher said “Let’s reread the first page of The Tortoise and Rabbit. Right here on the first page it says “the Rabbit was once boasting of his speed”. Researcher discribe about Tortoise and Rabbit. Then, student creat image in their maind about Tortoise and Rabbit. The researcher gave the clue untill the last page. The students looked very enthusiastic to read the text. In this second meeting, the students seemed more active than previous meeting.

Finally, the bell rang after 2 x 40 minutes. It means that the time was up and the researcher closed the lesson and reminded the students to study again about narrative text.

b. The Second Meeting

1) Planning

Based on the problem, faced in the first cycle, the researcher made a lesson plan that focused on it, she also prepared observation sheet of the student.

2) Acting

The second meeting was done on Saturday, May 19th 2018 at 10.20 – 11.40 a.m. The researcher began the class by greeted the students. After that, the researcher asked about their condition and checked the attendance list. The researcher reviewed explanations the material of narrative text. The researcher gave the Cat Arrogant text.

The researcher said “Let’s reread the first page of the Cat Arrogant text. Right here on the first page it says “A long time ago, in a dense forest lies the are very much”. Researcher discribe about the arrogant’s animal. Then, student creat image in their maind. The researcher gave the clue untill the last page. The researcher asked to the students whether they have any question about the material. Then, the researcher gave feedback to the students about their question.

After that, the researcher gave pos-test cycle II with the similar task on post-test cycle I before. He gave 40 minutes to the students to finish their task. The score of post-test cycle II can be seen on the table below:

Table 10

The result Score of Students’ Reading Comprehension Post Test II

No	Name	Mark	Note
1	ANA	80	Complete
2	AP	90	Complete
3	ABM	80	Complete
4	ANHS	70	Complete
5	AST	70	Complete
6	AB	70	Complete
7	AD	70	Complete
8	DKW	70	Complete
9	DA	80	Complete
10	DPS	70	Complete
11	GP	80	Complete
12	HAR	70	Complete

13	LAWS	80	Complete
14	MFS	70	Complete
15	MA	70	Complete
16	MLN	80	Complete
17	MRNP	70	Complete
18	NCPD	70	Complete
19	NA	70	Complete
20	NLA	70	Complete
21	NHR	70	Complete
22	NRD	80	Complete
23	NFA	70	Complete
24	NK	70	Complete
25	RAP	70	Complete
26	RA	70	Complete
27	RIOB	70	Complete
28	SPO	80	Complete
29	SHR	70	Complete
30	TB	80	Complete
31	TV	70	Complete
32	YR	70	Complete
Total		2350	
Average		73	
High Score		90	
Low Score		70	

Source: The result of Post-test II on May 19th 2018

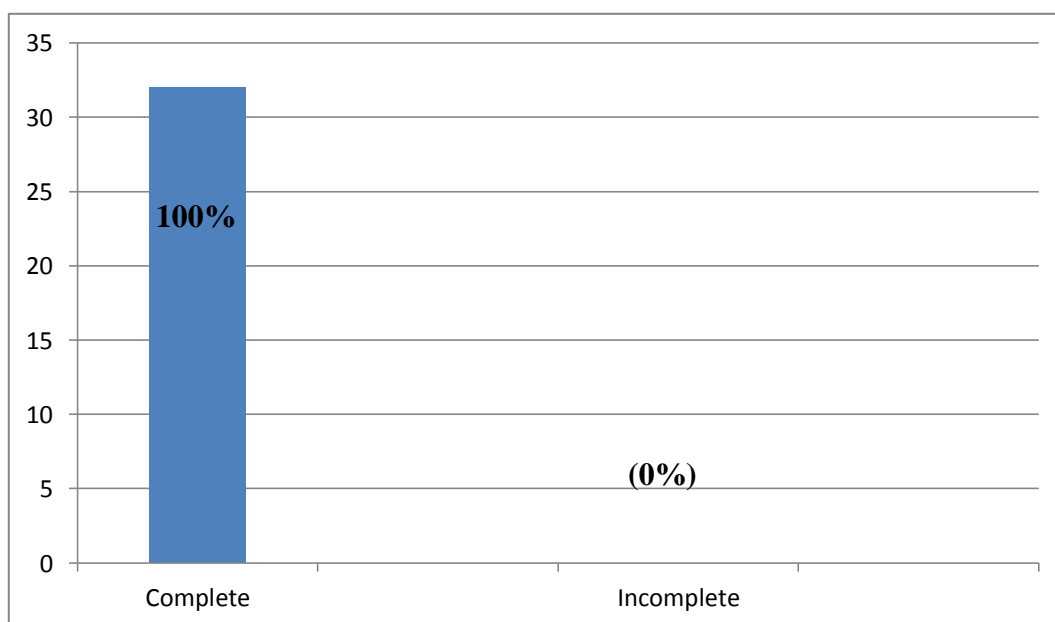
Table 11

Percentage Students' Mark of Pos-test in Cycle II

No	Mark	Frequency	Percentages	Category
4	>70	32	100%	Complete
5	<70	0	0	Incomplete
Total		32	100%	

Source: The result of Post-Test II on May 19th 2018

Graphic 3
The Quantity of Students' Mark on post-test II



Source: The result of Post-Test II

The table above is the result of students' mark at post test 2. It can be seen that there was an improving from the mark of post test 1 and post test 2. There were 69% got average mark and 31% got high mark. The lowest mark was 70 and the highest mark was 90 and the average mark was 73. The average on post-test 1 was 61. It means that there was an improving from post-test 1 and post-test 2.

3) Observing

In this stage, the observation was done by the researcher. There were some observations that had been done such as; observation on the students activities, and observation on the result of the evaluation.

The observing was done by the researcher that is presented in meeting II in cycle II. After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 12
The Students' Activities Result In Cycle II

No	Aspect Of The Research	Frequency	Percentage
1	Attention to eacher explanation	29	91%
2	Giving Respond	15	47%
3	Active in group	29	91%
4	Following Teacher Instruction	29	91%
5	Doing the Task	32	100%
Total			420%
b Average			84%

ased on the data above, it was revealed that there were 29 students (91%) who paid attention to the teacher explanation, 15 students (47%) giving respond, 29 students (91%) made the notes from the material, 29 (91%) following Teacher Instruction and 32 students (100%) doing the task. Based on table above, it can be seen that the activity of the students is better than before and there was increase from the cycle I and cycle II. It is from the average of the cycle I about 60% to be 82%,it could be concluded that the learning process was succesfull. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

4) Reflecting

The result of cycle II is better than cycle I, it can be seen that the most of the students have not difficulty to find the main idea and drawing conclusion of text. It happened because the student was easy to Listen-Read-Discuss (L-R-D) in their maind. The students have serious in doing the assignment. In this meeting, most of the students got good score. It happened caused the teacher and the researcher has revised and improved the teaching and learning process in cycle I. In the cycle II, the students were also active to do the assignment and test than before.

Finally, the researcher concluded that the problem had been solved by using Listen-Read-Discuss (L-R-D) strategy. The teacher help student to comprehend the text by Listen-Read-Discuss (L-R-D) in their main, so they was easy to understand about the text. And their reading comprehension were improving

C. Interpretation

1. The Result of Pre Test

To see the students' reading comprehension before implementing the treatment, the researcher conducted the pre-test. It carried out on Saturday, May 12nd, 2018.

Based on the result of the students' pre-test, just 4 (12%) students passed The Standard Minimum Criteria that was 70. In pre-test, the researcher found the students' problem such as they still confused to understand about the text. The problem could be seen by the students' score in pre-test. There were 28 students who got score less than 70. It showed that

the result of students' reading comprehension was still low. So, it needs improvement by using Listen-Read-Discuss (L-R-D) strategy.

2. Action and Learning Result at Cycle I

English learning process at cycle I was successful enough, although the students' average mark is low. Nevertheless, there was an improvement mark of the students post test 1 than pre-test mark. This is the illustration mark in cycle I.

Table 13

The Result Mark of Students' Reading Comprehension Score in Pre-test and Post-test 1

NO	Student's Code	Students Result			Category
		Pre test	Post-test 1	Improve	
1	ANA	60	70	10	Improve
2	AP	70	80	10	Improve
3	ABM	80	80	0	Constant
4	ANHS	60	70	10	Improve
5	AST	60	60	0	Constant
6	AB	50	60	10	Improve
7	AD	50	60	10	Improve
8	DKW	40	50	10	Improve
9	DA	40	50	10	Improve
10	DPS	60	60	0	Constant
11	GP	80	80	0	Constant

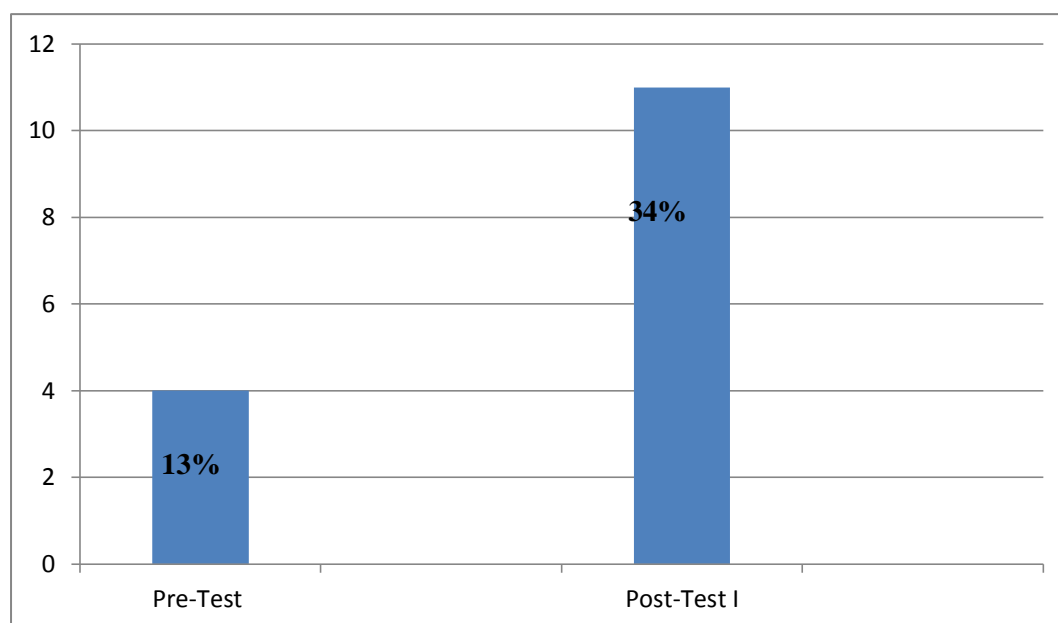
12	HAR	60	70	10	Improve
13	LAWS	70	80	10	Improve
14	MFS	50	60	10	Improve
15	MA	60	60	0	Constant
16	MLN	40	70	30	Improve
17	MRNP	50	50	0	Constant
18	NCPD	60	60	0	Constant
19	NA	50	60	10	Improve
20	NLA	20	40	20	Improve
21	NHR	40	60	20	Improve
22	NRD	60	70	10	Improve
23	NFA	40	60	20	Improve
24	NK	50	60	10	Improve
25	RAP	30	50	20	Improve
26	RA	30	50	20	Improve
27	RIOB	50	50	0	Constant
28	SPO	60	70	10	Improve
29	SHR	50	50	0	Constant
30	TB	60	70	10	Improve
31	TV	60	60	0	Constant
32	YR	50	60	10	Improve
Total		1730	1980		
Average		56	62		

Table 14
Comparison of pre-test and post-test I

Mark	Pre-Test	Percentage	Post Test I	Percentage	Implementation
>70	4	13%	11	34%	Complete
<70	28	87%	21	66%	Incomplete

Graphic 4

The Comparison of Quantity Students' Activity in Pre test and Post Test I



Source: the result of pre test and post test 1

In this research, the researcher gave pre-test and post-test. It aimed to know the students' ability before and after treatment. From the average mark of pre-test and post-test 1 above, it can be seen that there was an improving of students' Reading Comprehension. The average mark in pre-test is 53 improved to 62 in post test 1, so there is an improving 9 points.

3. Action and Learning Result at Cycle II

Teaching and learning process at cycle II was on climax situation. The students mark was improve significantly and the condition in the class conducive.

Table 15
The Result Mark of Students' Reading Comprehension Score in Post test 1 and Post-test II

No	Name	Students' Result			Category
		Post test 1	Post test 2	Improve	
1	ANA	70	80	10	Improve
2	AP	80	90	10	Improve
3	ABM	80	80	0	Constant
4	ANHS	70	70	0	Constant
5	AST	60	70	10	Improve
6	AB	60	70	10	Improve
7	AD	60	70	10	Improve
8	DKW	50	70	20	Improve
9	DA	50	80	30	Improve
10	DPS	60	70	10	Improve
11	GP	80	80	0	Constant
12	HAR	70	70	0	Constant
13	LAWS	80	80	0	Constant
14	MFS	60	70	10	Improve
15	MA	60	70	10	Improve
16	MLN	70	80	10	Improve
17	MRNP	50	70	20	Improve

18	NCPD	60	70	10	Improve
19	NA	60	70	10	Improve
20	NLA	40	70	20	Improve
21	NHR	60	70	10	Improve
22	NRD	70	80	10	Improve
23	NFA	60	70	10	Improve
24	NK	60	70	10	Improve
25	RAP	50	70	20	Improve
26	RA	50	70	20	Improve
27	RIOB	50	70	20	Improve
28	SPO	70	80	10	Improve
29	SHR	50	70	20	Improve
30	TB	70	80	10	Improve
31	TV	60	70	10	Improve
32	YR	60	70	10	Improve
Total		1980	2350		
Average		62	73		

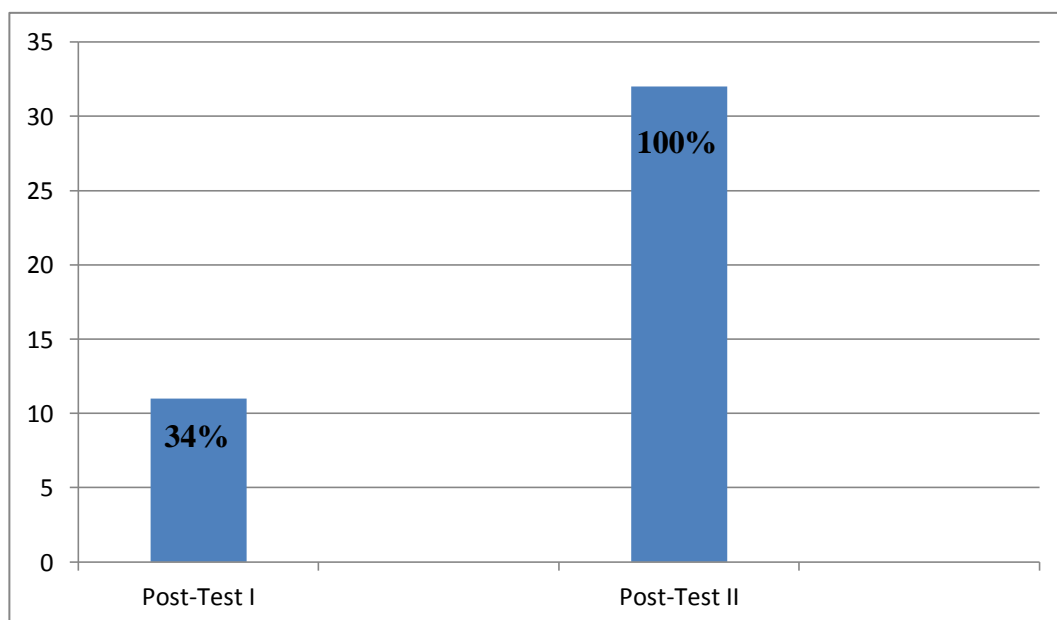
Source: The result of post test 1 and post test 2

Table 16
Comparison of post-test 1 and post-test 2

Mark	Post Test 1	Percentage	Post Test 2	Percentage	Implementation
>70	11	34%	32	100%	Complete
<70	21	66%	0	0%	Incomplete

Graphic 5

The Comparison of Quantity Students' Mark on Post-test I and Post-test II



Source: The result of post test I and post test II

Never Thales, there is an improve mark of the students' post test I than pre-test. At the cycle II, the improving of post test II better than post test I. This is the illusion mark of them.

Table 17

The Result Mark of Students' Reading Comprehension Score in Pre-test, Post test I and Post test II

No	Name	Students' Result			Category
		Pre test	Post test I	Post test II	
1	ANA	60	70	80	Improve
2	AP	70	80	90	Improve
3	ABM	80	80	80	Constant
4	ANHS	60	70	70	Constant

5	AST	60	60	70	Improve
6	AB	50	60	70	Improve
7	AD	50	60	70	Improve
8	DKW	40	50	70	Improve
9	DA	40	50	80	Improve
10	DPS	60	60	70	Improve
11	GP	80	80	80	Constant
12	HAR	60	70	70	Constant
13	LAWS	70	80	80	Constant
14	MFS	50	60	70	Improve
15	MA	60	60	70	Improve
16	MLN	40	70	80	Improve
17	MRNP	50	50	70	Improve
18	NCPD	60	60	70	Improve
19	NA	50	60	70	Improve
20	NLA	20	40	70	Improve
21	NHR	40	60	70	Improve
22	NRD	60	70	80	Improve
23	NFA	40	60	70	Improve
24	NK	50	60	70	Improve
25	RAP	30	50	70	Improve
26	RA	30	50	70	Improve
27	RIOB	50	50	70	Improve
28	SPO	60	70	80	Improve
29	SHR	50	50	70	Improve

30	TB	60	70	80	Improve
31	TV	60	60	70	Improve
32	YR	50	60	70	Improve
Total		1730	1980	2350	
Average		56	62	73	

Source: the Result of pre test, post test I and post test II

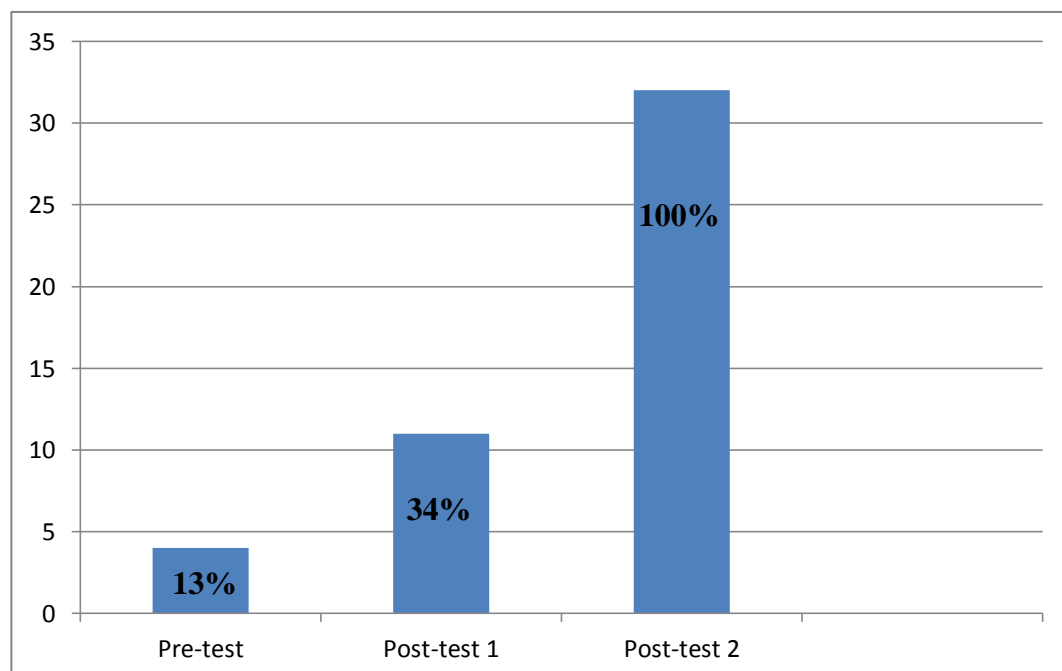
Table 18

Comparison of pre-test, post-test I and post-test 2

Mark	Pre Test	Percentage	Post Test 1	Percentage	Post Test 2	Percentage	Implementation
>70	4	13 %	11	34%	32	100%	Complete
<70	28	87%	21	66 %	0	0%	Incomplete

Graphic 6

**The Quantity of the Average of the Students' Mark at Pre-test, Post-test I
Cycle I and Post-test 2 Cycle II**



Source: the result of pretest, post test 1 and post test II

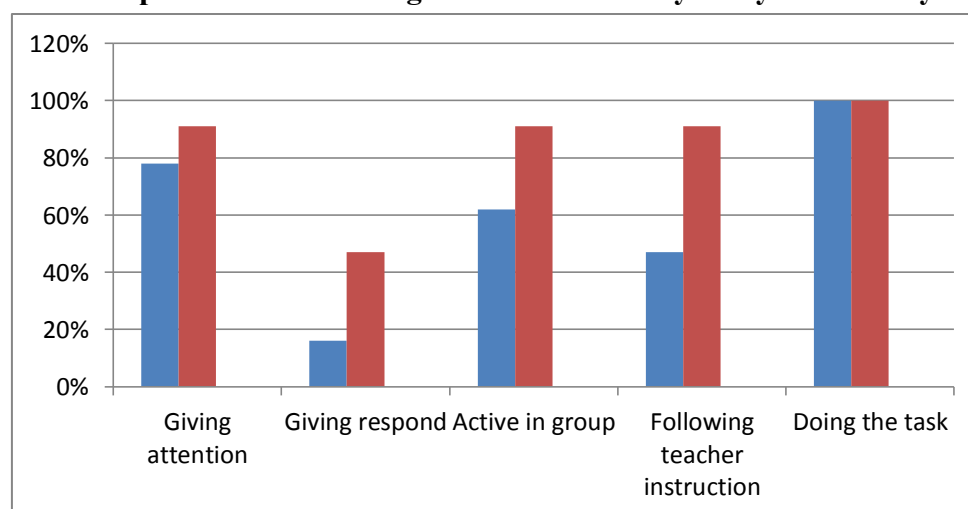
4. The Result of the Students' Activity

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II can be seen as follow

Table 19
The Result of The Students' Activity in Cycle I & II

No	The Students' Activity	Cycle		Increase the percentage	Average
		1	2		
1	Giving attention	78%	91%	13%	86%
2	Giving respond	16%	47%	31%	32%
3	Active in group	62%	91%	29%	77%
4	Following teacher instruction	47%	91%	44%	69%
5	Doing the task	100%	100%	0%	100%
Average		61 %	84%	23%	73%

Graphic 7
The Comparison of Percentage Students' Activity in Cycle I and Cycle II



Source: the result of the Students' Activity in Cycle I&II

Based on the table and graphic above, it could be concluded that there was an improving of students' activities during the learning process of cycle I and cycle II through using imaging strategy. It means that Listen-Read-Discuss (L-R-D) strategy had positive effect to improve the teaching learning process.

Related this research until cycle II, the result mark and the result activities of the students was achieved the target that was decided on indicator of success 70% from students got minimum mark 70. Based on the result of this research was known that more than 70% from the students got minimum mark 70. So, it can be said that this research was finish and didn't need to be continued to the next cycle.

D. Discussion

In teaching reading at the grade of SMP N 2 Metro based on pre-survey there were some problems, such as some students' difficulties to understand about text in reading. The researcher choose Listen-Read-Discuss (L-R-D) strategy to improve the students' reading comprehension ability.

Based on the explanation of cycle I and cycle II, it could be inferred that the use of Listen-Read-Discuss (L-R-D) strategy could improve the students' reading comprehension ability. There was a progress average score from pre-test was 56, post-test I was 60 and become 70 in post-test II. We could be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

In improving the students' reading comprehension, the researcher used Listen-Read-Discuss (L-R-D) as a strategy to train the students' reading comprehension and made the students more understand narrative text in reading also interested in learning english reading. The students' score improved because the students' had trainned with Listen-Read-Discuss (L-R-D) strategy.

Moreover, the researcher used the Listen-Read-Discuss (L-R-D) strategy which could be improve the students' reading comprehension. The researcher gave a text to the students which contained of narrative text. The students read the text. This activity was did until the end of the meeting. After did the the cycle I, and cycle II the students' reading comprehension improve because the researcher used Listen-Read-Discuss (L-R-D) strategy.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result can be concluded the use of Listen-Read-Discuss in teaching reading comprehension ability the researcher would like to give the conclusion, as follows:

Listen-read-discuss (L-R-D) is alternative technique can improve the reading comprehension ability at eighth grade of SMP N 2 Metro. It can be seen from the average result of students reading comprehension ability in the pre-test was 56, post-test I was 60 and become 70 in post-test II. We could be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

The Students activity in learning process is also improved. There five indicators that were observed and analyzed in this research. It can be seen progress of the students' activities from cycle I to cycle II for all indicators. The average in cycle I was 60% and the average in the cycle II was 80%. Based on the data, the writer concluded that the use Listen-Read-Discuss (L-R-D) to improve reading comprehension ability was improve

B. Suggestions

Based on the result of the research, the researcher would like to give some suggestion as follows:.

1. The students are suggested to be active in learning process in order to they can understand the material and improve their result especially in reading comprehension ability.
2. The English Teacher are suggested to use Listen-Read-Discuss (L-R-D) strategy because this strategy is effective to improve the students reading comprehension ability in learning process.
3. The principle is supposed to give more facilitation to the students in order to the students can be more excite in English learning.

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APPENDICES

SILABUS PEMBELAJARAN

Sekolah : SMP N 2 Metro
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/II

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya 4.18 Menangkap makna teks naratif lisan dan tulisan, berbentuk fabel pendek dan sederhana penggunaannya	<p>Teks naratif, berbentuk fabel pendek dan sederhana</p> <p>Fungsi sosial Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.</p> <p>Struktur text (gagasan utama dan informasi rinci) a. Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi).</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa fabel, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. Siswa membaca dan mendengarkan fabel tersebut untuk memahami isi pesannya. Dengan bimbingan guru, siswa mengidentifikasi fungsi 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat pemahaman fungsi sosial teks naratif berbentuk fabel, pendek dan sederhana. Tingkat kelengkapan dan keruntutan pemahaman isi pesan fabel. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapian tulisan tangan. Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan memahami isi pesan fabel. <p>CARA PENILAIAN:</p>	16 J	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://ame

	<p>b. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.</p> <p>c. Memaparkan krisis yang terjadi terhadap tokoh utama(komplikasi)</p> <p>d. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih</p> <p>e. Memberikan alasan atau komentar umum (reorientasi), opsional.</p> <p>Unsur kebahasaan</p> <p>(1) Tata bahasa: Simple Past tense, Past Continuous Tense</p> <p>(2) Kalimat</p>	<p>sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap fabel tersebut.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap fabel tersebut..</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa mencari dan mengumpulkan beberapa fabel pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, 	<p>Kinerja (praktik)</p> <p>Menganalisis isi pesan fabel.</p> <p>Observasi:</p> <p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa berusaha memahami dan menganalisis isi pesan fabel pendek dan sederhana. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menganalisis fabel, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca teks yang menuntut pemahaman tentang fabel.</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan hasil analisis tentang beberapa fabel yang telah dibuat. • Lembar soal dan hasil tes 		<p>ricanenglish.state.gov/files/ae/resource_files</p> <p>- http://learn.english.britishcouncil.org/en/</p> <p>- https://www.google.com/</p>
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	<p>langung dan tidak langsung</p> <p>(3) Kosa kata: tokoh binatang dalam fabel, tempat dan benda-benda terkait tokoh</p> <p>(4) Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dsb.</p> <p>(5) Adverbia dan frasa preposisional penunjuk waktu: <i>a long time ago, one day, in the morning, the next day, immediately</i>, dsb.</p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb</p>	<p>dan unsur kebahasaan dari fabel.</p> <ul style="list-style-type: none"> Siswa membaca semua fabel yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> fungsi sosial setiap teks tokoh, tempat, waktu, terjadinya cerita krisis yang terjadi terhadap tokoh akhir cerita di mana krisis berakhir komentar atau penilaian umum tentang fabel (opsional, jika ada) kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan 			
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	<p>secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p>Topik</p> <p>Cerita yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa fabel yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam fabel yang mereka baca. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyampaikan beberapa fabel pendek dan sederhana yang telah dibacanya kepada teman-temannya, dengan cara antara lain membacakan, menyalin dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi fabel, dsb. 			
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		<ul style="list-style-type: none"> • Siswaberupaya membacasecara lancar denganucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam memahami fabel dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 			
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Metro, 12 May 2018

Headmaster

Teacher

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NIP: 19850613 2009022 006

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(Cycle 1)

Sekolah : SMP N 2 Metro
 Mata Pelajaran : Bahasa Inggris
 Materi Pokok : Teks Narrative Berbentuk Fabel
 Kelas/Semester : VIII/2
 Alokasi Waktu : 2 x 45 Menit

A. Kompetensi Inti (KI)

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang / teori.

B. Kompetensi Dasar

- KD 1 : 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.
- KD 2 : 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru

dan teman.

- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

KD 3 : 3.1 Memahami fungsi social, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.

KD 4 : 4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana tentang fabel , dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. Indikator Pencapaian Kompetensi

Indikator Kompetensi Inti:

- 1.1.1 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris.
- 2.2.1 Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok.
- 2.2.2 Mengakui ketika membuat kesalahan.
- 2.2.3 Tidak menyalahkan orang lain atas tindakannya sendiri.

Indikator Kompetensi Dasar:

- 3.2.1 Mengidentifikasi fungsi sosial dalam teks naratif berbentuk fabel
- 3.2.2 Mengidentifikasi unsur kebahasaan dalam teks naratif berbentuk fabel
- 3.2.3 Mengidentifikasi struktur teks dalam teks naratif berbentuk fabel
- 4.3.1 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya

D. Materi Pembelajaran

Teks naratif berbentuk fabel pendek dan sederhana

Fungsi sosial

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang

Struktur teks

1. Orientasi: menyebutkan tempat dan waktu dan memperkenalkan tokoh-tokohnya
2. Evaluasi: terhadap masalah yang dihadapi tokoh
3. Komplikasi: muncul krisis
4. Resolusi: krisis berakhir secara baik atau tidak baik bagi tokoh

Unsur kebahasaan

1. Deskripsi orang, benda, dan uraian kejadian/peristiwa, dan ungkapan perasaan, dalam past tense atau present tense
2. Kalimat langsung dan tidak langsung
3. Adverbia penghubung waktu: *first, then, after that, before*, dsb.
4. Adverbia dan frasa preposisional penunjuk waktu: *a long time ago, one day, in the morning, the next day, immediately*, dsb.
5. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
6. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Topik

Cerita yang memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.

E. Kegiatan Pembelajaran

SISWA	GURU
Mengamati (<i>observing</i>) <ul style="list-style-type: none"> Siswa melihat gambar terkait cerita fabel yang di tayangkan Siswa membaca cerita fabel yang di tayangkan untuk memahami berbagai informasi, makna dan pesan moral dalam fabel (dengan pengucapan dan 	<p>Guru menayangkan gambar terkait teks naratif berbentuk fabel</p> <p>Guru menayangkan cerita fabel dan mengajukan beberapa pertanyaan kepada siswa terkait teks</p> <p>Guru membimbing siswa menemukan informasi rinci dalam teks</p>

<p>intonasi yang baik</p> <ul style="list-style-type: none"> Siswa berlatih menentukan informasi rinci 	
<p>Mempertanyakan <i>(Questioning)</i></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan berbagai hal terkait teks naratif berbentuk fabel</p>	<p>Guru membimbing dan menjawab pertanyaan siswa</p>
<p>Mengeksplorasi/Bereksperimen /Mengumpulkan Informasi <i>(Exploring/Experimenting)</i></p> <ul style="list-style-type: none"> Siswa secara berkelompok mengamati lagi cerita yang di tayangkan untuk mencari berbagai informasi terkait teks seperti fungsi sosial struktur, unsur kebahasaan teks dan pesan moral teks Siswa menuliskan hasil dari kerja kelompok di depan kelas 	<p>Guru mengamati siswa kerja kelompok</p> <p>Guru menyimak pekerjaan siswa</p>
<p>Mengasosiasi <i>(Associating)</i></p> <ul style="list-style-type: none"> Dalam kerja kelompok terbimbing 	<p>Guru membimbing siswa</p>

<p>siswa menganalisis fungsi sosial, struktur teks dan unsur bahasa serta pesan moral yang terdapat dalam berbagai teks naratif berbentuk fabel.</p> <ul style="list-style-type: none"> • Siswa menanyakan balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa menyimpulkan hasil analisisnya terkait Fungsi sosial, struktur teks dan unsur kebahasaan dari teks naratif berbentuk fabel <p>.....</p> <p>.....</p>	<p>Guru memberi pertanyaan pada siswa</p> <p>Guru mengoreksi dan memberi penguatan terhadap kesimpulan siswa</p>
<p>Mengomunikasikan/ (Communicating/Networking)</p> <ul style="list-style-type: none"> • Siswa membacakan cerita fabel yang pernah dibacanya atau yang pernah didengarnya dengan ucapan, intonasi dan ekspresi dan 	<p>Guru menyimak dan menanggapi cerita yang di baca siswa</p> <p>Guru meminta siswa menuliskan permasalahan yang dihadapi ketika membuat dan mempresentasikan</p>

<p>performan yang baik</p> <ul style="list-style-type: none"> • Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya <p>.....</p> <p>.....</p>	<p>teks naratif berbentuk fabel dengan bahasa Inggris</p>
<p>Penutup (10 menit)</p> <ul style="list-style-type: none"> • siswa membuat rangkuman/simpulan pelajaran. 	<ul style="list-style-type: none"> • Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. • Memberikan umpan balik terhadap proses dan hasil pembelajaran. • Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik. • Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

E. Penilaian

Penilaian Hasil Pembelajaran

1. Instrumen Penilaian

No.	Criteria	Score
1.	St Students can identify the meaning of the ideas in the text	0-25
2.	Students can identify the communicative purpose of the text	0-15
3.	Students can identify main idea of the text	0-25
4.	Students can identify information contained in the text	0-35
	Total	100

1. Sumber pembelajaran

1. Contoh teks narative: Mousedeer and crocodile
2. Buku yang relevan : When English Rings the Bell (buku siswa dan buku guru)
3. Gambar-gambar yang relevan

2. Penilaian Membaca

- | | |
|----------------------|-----------------|
| 1. Teknik | : Tes Tulis |
| 2. Bentuk Instrument | : Pilihan ganda |
| 3. Instrument | |

Metro,

Collabulator

Researcher

Elly Yuniarsih, S.Pd

Mutiah Sumiati

NIP.19850613 2009022 006

St. Number 13107777

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(Cycle 1)

Sekolah : SMP N 2 Metro
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Teks Narrative Berbentuk Fabel
Kelas/Semester : VIII/2
Alokasi Waktu : 2 x 45 Menit

A. Kompetensi Inti (KI)

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang / teori.

B. Kompetensi Dasar

- KD 1 : 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.
- KD 2 : 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
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- 2.2.3 Tidak menyalahkan orang lain atas tindakannya sendiri.

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Teks naratif berbentuk fabel pendek dan sederhana

Fungsi sosial

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang

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6. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Topik

Cerita yang memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.

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<p>Penutup (10 menit)</p> <ul style="list-style-type: none"> • siswa membuat rangkuman/simpulan pelajaran. 	<ul style="list-style-type: none"> • Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. • Memberikan umpan balik terhadap proses dan hasil pembelajaran. • Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik. • Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

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E. Penilaian

Penilaian Hasil Pembelajaran

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1. Sumber pembelajaran

1. Contoh teks narative: Mousedeer and crocodile
2. Buku yang relevan : When English Rings the Bell (buku siswa dan buku guru)
3. Gambar-gambar yang relevan

2. Penilaian Membaca

1. Teknik : Tes Tulis
2. Bentuk Instrument : Pilihan ganda
3. Instrument

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Collabulator

Researcher

Elly Yuniarsih, S.Pd

Mutiah Sumiati

NIP.19850613 2009022 006

St. Number 13107777

INSTRUMEN PRE-TEST FOR READING COMPREHENSION

DIRECTION

- a. Write down your name, Class, and Date completely.
- b. Read the story. Then answer the question below.
- c. Choose A,B,C or D based on the correct answer.

Name :

Class :

Date :

Text 1(for question 1-5)

Fox and Wolf

a Fox and Wolf were once friend. One day the wolf anted to eat some food. The fox went to a nearby farm and caught a lamb for wolf,who ate it all. The wolf wanted more so he went to get another lamb himself. But the farmer come and beat the wolf with a stick. The next day,the fox stole two pancakes for the wolf. Again the wolf went to get more and knocked over the whole plate. The farmer beat the wolf with a stick again. And so the wolf had nothing to eat fox all his troubles.

A. Choose the correct answer by choosing A,B,C or D

1. What is the stroy about?
 - a. Bull and Fly
 - b. Wolf and Fox
 - c. Horse and Donkey
 - d. Monkey and Donkey
2. What is the main idea from the paragraph ?
 - a. The wolf went to farm to get more lambs and pancakes.
 - b. The wolf went to the farm to get more pancaea and food.
 - c. The wolf went to the farm to get more foxes and wolves.
 - d. The wolf went to the farm to get more drinks and food.

3. The wolf wanted to eat some food. The fox went to a nearby farm and caught a lamb for wolf, who ate it all.
The word “it” refers to...
- a. Lamb
 - b. Fox
 - c. Wolf
 - d. Farm
4. Who stole pancakes?
- a. The fox did
 - b. The wolf did
 - c. The fox and the wolf did
 - d. The farmer did
5. Which of the following is a conclusion that can be drawn from the story
- a. Wolf had nothing to eat Fox
 - b. Wolf eat Fox
 - c. Fox eat Wolf
 - d. Wolf was died

Text 2(for question 6-10)

Cinderella

Once upon a time, there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the housework.

One day, an invitation to the ball came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince, who fell in love with her, then later he married her. They lived happily ever after.

6. What is the story about?
 - a. Cinderella
 - b. Snow white
 - c. Aladin
 - d. Bawang merah and bawang putih
7. What is the main idea from the paragrph 2 ?
 - a. Cinderella get married
 - b. Cinderella went to the invitation
 - c. Cinderella did not go to the invitation
 - d. Cinderella lived happy
8. Which of the following is a conclusion that can be drawn from the story
 - a. Cinderella married and lived happily
 - b. Cinderella and her stepsister lived happily
 - c. Cinderella went to forest and livd happily
 - d. Cinderella married but she is not happy
9. Who does help cinderella to get to the ball ?
 - a. Her stepsister
 - b. Her mother
 - c. Her sister
 - d. The fairy godmother
10. Which of the following is not true according to the text?
 - a. Cinderella lived happily with her stepsister
 - b. Cinderella felt happy with her husband
 - c. Cinderella felt annoyed with her stepsister
 - d. Cinderella was helped by a fairy to get to the ball

RUBRIC

1. Total of Score maximal: 10
2. Score maximal : 100
3. Student's score : $\frac{\text{score}}{\text{Score maximal}} \times 100$

KEY ANSWER PRE-TEST CYCLE 1

1. B
2. A
3. A
4. B
5. A
6. A
7. C
8. A
9. D
10. A

INSTRUMEN POS-TEST 1 FOR READING COMPREHENSION

DIRECTION

- a. Write down your name, Class, and Date completely.
- b. Read the story. Then answer the question below.
- c. Choose A,B,C or D based on the correct answer.

Name :

Class :

Date :

Text 1(for question 1-5)

The Tortoise and the Rabbit

The rabbit was once boasting of his speed. "I am the fastest animal in this forest. Who dare to race with me?" A Tortoise heard that and said "I accept your challenge."

"Is it a joke," said the rabbit; "You are so slow."

"Keep your boasting till you have won," answered the Tortoise. "Shall we race?"

So they finnaly had a race. The rabbit darted almost out of sight at once, but soon stopped and, to show his contempt for the Tortoise, lay down to have a nap. The Tortoise plodded on and plodded on, and when the rabbit awoke from his nap, he saw the Tortoise just near the winning-post. The rabbit running to catch the tortoise, but he was late. The tortoise win.Then the Tortoise said wisely: "Slow but steady progress wins the race."

1. What is the story about ?
 - a. The Tortoise and the Rabbit
 - b. The Tortoise and ant
 - c. The Tortoise and tiger
 - d. The Tortoise and prince
2. Who is the fastest animal ?
 - a. Rabbit
 - b. Tortoise
 - c. Ant
 - d. Tiger
3. Who is the winner ?
 - a. Rabbit
 - b. Tortoise
 - c. Ant
 - d. Tiger
4. What is the tortise said wisely ?
 - a. "Slow but steady progress wins the race"
 - b. "Fast but steady progress wins the race"
 - c. "I accept your challenge"
 - d. "Is it a joke"
5. Which of the following is a conclusion that can be drawn from the story.
 - a. The tortise win
 - b. The tortise died
 - c. The rabbit win
 - d. The tortise and rabbit win

Text 2(for question 6-10)

Snow White and the Seven Dwarfs

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died.

One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. Doc, one of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White."

The dwarf said, "if you wish, you may live here with us" Snow White said, "Oh, could I? Thank you." Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

6. What is the story about ?

- a. Cinderella
- b. Snow White
- c. Pinocchio
- d. Aladdin

7. When Snow White ran from house ?
 - a. At night
 - b. At midday
 - c. At midnight
 - d. In the morning
8. The third paragraph describes in detail ...
 - a. Where Snow White's aunt and uncle had breakfast
 - b. What Snow White did after hearing her uncle's plan
 - c. How Snow White went into the cottage
 - d. Whom Snow White met in the woods
9. The dwarf said, " If you wish, you may live here with us." What did the dwarf mean with the words underlined?
 - a. He asked Snow White for a permission to stay with her
 - b. He offered Snow White to stay with them
 - c. He showed his interest in Snow White
 - d. He agreed to stay with Snow White
10. Which of the following is a conclusion that can be drawn from the story.
 - a. Snow white and her family lived together.
 - b. Snow white gt married.
 - c. Snow white and seven dwarf lived happily.
 - d. Snow white and seven dwarf get married.

RUBRIC

1. Total of Score maximal: 10
2. Score maximal : 100
3. Student's score : $\frac{\text{score}}{\text{Score maximal}} \times 100$

KEYS ANSWER POST TEST 1 CYCLE 1

1. A
2. A
3. B
4. A
5. A
6. B
7. D
8. C
9. B
10. C

INSTRUMEN POS-TEST II FOR READING COMPREHENSION
DIRECTION

- a. Write down your name, Class, and Date completely.
- b. Read the story. Then answer the question below.
- c. Choose A,B,C or D based on the correct answer.

Name:

Class:

Date :

Text 1(for question 1-5)

The Donkey of Guizhou

Once upon a time, there was a donkey in Guizhou. Someone officious shipped one there, but finding no use for it, he set it loose at the foot of the mountain. A tiger ran out from the mountains. When he saw this big tall thing, he thought it must be divine. He quickly hid himself in the forest and surveyed it from under cover, sometimes the tiger ventured a little nearer but still kept a respectful distance. One day the tiger came out again. Just then the donkey gave a loud bray, I thinking the donkey was going to eat him, the tiger hurriedly ran away. After a while, he sneaked back and watched the donkey carefully. He found that though it had a huge body it seemed to have no special ability.

After a few days, the tiger gradually became accustomed to its braying and was no longer so afraid. Sometimes, he even came near and circled around the donkey.

Later the tiger became bolder. Once, he walked in front of the donkey and purposely bumped it. This made the donkey so angry that it struck out his hind legs and kicked wildly.

Seeing this the tiger was very gleeful, Such a big thing as you can do so little!’

With a roar, he pounced on the donkey and ate it up.

Answer the questions based on the text above!

1. What is the story about ?
 - a. Monkey of Guizhou
 - b. Donkey of Guizhou
 - c. Ant of Guizhou
 - d. Guizhou of Monkey
2. Who is very gleeful ?
 1. Monkey
 2. Donkey
 3. Ant
 4. Tiger
3. Where was a donkey ?
 - a. Guizhou
 - b. Forest
 - c. Hill
 - d. Mountain
4. When did the tiger hide himself in the forest and survey it from under cover?
 - a. He saw this big tall thing
 - b. He saw a food
 - c. He saw many fruit
 - d. He saw small thing
5. Who is hurry run away?
 - a. Tiger

- b. Monkey
- c. Donkey
- d. Ant

Text 2(for question 6-10)

Bawang Merah and Bawang Putih

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes were washed away by the river. She was really worried so she walked along the river side to find the clothes. Finally she met an old woman. She said that she kept the clothes and would give them back to Bawang Putih if she helped the old woman do the household chores. Bawang Putih helped her happily. After everything was finished, the old woman returned the clothes. She also gave Bawang Putih a gift. The old woman had two pumpkins, one pumpkin was small and the other one was big. Bawang Putih had to choose one.

Bawang Putih was not a greedy girl. So she took the small one. After thanking the old woman, Bawang Putih then went home. When she arrived home, her step mother and Bawang Merah were angry. They had been waiting for her all day long. Bawang Putih then told about the clothes, the old woman, and the pumpkin. Her mother was really angry so she grabbed the pumpkin and smashed it to the floor. Suddenly they all were surprised.

Inside the pumpkin they found jewelries. "Bawang Merah, hurry up. Go to the river and throw my clothes into the water. After that, find the old woman. Remember, you have to take the big pumpkin," the step mother asked Bawang Merah to do exactly the same as Bawang Putih's experience. Bawang Merah immediately went to the river. She threw the clothes and pretended to search them. Not long after that, she met the old woman. Again she asked Bawang Merah to do household chores. She refused and asked the old woman to give her a big pumpkin. The old woman then gave her the big one. Bawang Merah was so happy. She ran very fast. When she arrived home, her mother was impatient. She directly smashed the pumpkin to the floor.

They were screaming. There were a lot of snakes inside the pumpkin! They were really scared. They were afraid the snakes would bite them. “Mom, I think God just punished us. We had done bad things to Bawang Putih. And God did not like that. We have to apologize to Bawang Putih,” said Bawang Merah.

Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them. Now the family is not poor anymore. Bawang Putih decided to sell all the jewelries and used the money for their daily lives.

6. What is the story above ?
 - a. Cinderella
 - b. Bawang merah and bawang putih
 - c. Aladin
 - d. Snow white

7. Which of the following is a conclusion that can be drawn from the story.
 - a. Bawang putih apologized bawang merah and step mother
 - b. Bawang putih was hate with bawang merah
 - c. Bawang merah and her step mother very angry with bawang putih
 - d. Bawang merah and step mother lived happily

8. Which of the following is not true according to the text?
 - a. Bawang merah and her mother apologized and Bawang Putih forgave them
 - b. The family is not poor anymore
 - c. Bawang merah, bawang putih and her mother did not live together
 - d. Bawang putih sell all the jewelries and used the money for their daily lives.

9. The first paragraph describes in detail ...
 - a. How bawang putih get a gift
 - b. Bawang merah, bawang putih sell jewelries

- c. Step mother asked Bawang Merah to do exactly the same as Bawang Putih's experience
 - d. The old women give bawang putih the big pumpkin
10. Who does give her a big pumpkin ?
- a. Girl
 - b. Old women
 - c. Old man
 - d. Young man

RUBRIC

- 1. Total of Score maximal: 10
- 2. Score maximal : 100
- 3. Student's score : $\frac{\text{score}}{\text{Score maximal}} \times 100$

KEY ANSWER POST TES II CYCLE II

- 1. B
- 2. D
- 3. A
- 4. A
- 5. A
- 6. B
- 7. A
- 8. C
- 9. A
- 10. B

Observation Sheet of Students' Activities (Cycle 1)

Day/Date : Saturday, May 12nd 2018
 School : SMP N 2 Metro
 Class : VIII

No	Name	Students activities					Total
		1	2	3	4	5	
1	ALVINA NOFRIAN ARDHANA	✓	✓	✓		✓	4
2	ANANDA PUTRA	✓				✓	2
3	ANGELA BELLA MERICI	✓		✓	✓	✓	4
4	ANNISA NUR HALIZA SALSA			✓		✓	2
5	AQUINA SEKAR NAWANG T	✓	✓		✓	✓	4
6	ARJUNA ABADI	✓				✓	2
7	AVILLIU DHARMAYANTI	✓		✓		✓	3
8	DENI KUSUMA WARDANU	✓	✓	✓		✓	4
9	DINI ARDIYANTI	✓	✓	✓		✓	4
10	DITYA PRIYAMBODO SIDIK	✓		✓		✓	3
11	GADANG PRIMADANA	✓		✓	✓	✓	4
12	HERMAWAN ADI PRATAMA	✓		✓		✓	3
13	LUTFHI ANANDA WIDYA SYA	✓		✓	✓	✓	4
14	M. FERRY SAPUTRA	✓	✓		✓	✓	4
15	MIRZHA ALFIANTI			✓		✓	2
16	MUHAMMAD LUKMAN	✓	✓		✓	✓	4
17	MUHAMMAD REZA NADIN P	✓				✓	2
18	NADIA CIKAL PERMATA D	✓		✓	✓	✓	4
19	NANDA AFIANI	✓		✓	✓	✓	4
20	NEBI LIKO AKBAR			✓	✓	✓	3
21	NIKE HASTARITA	✓		✓	✓	✓	4
22	NUR RAHMA DANITTA	✓				✓	2
23	NURFANDI AWALUDIN	✓				✓	2
24	NUSWANTORO KODRAD	✓			✓	✓	3
25	RANGGA ANDHIKA PRATA	✓				✓	2
26	RIFIQI ALVIAN	✓		✓	✓	✓	4
27	ROMA INDAH OKTAVIANI BR	✓		✓	✓	✓	4
28	SELA PUTRI OKTAVIA			✓	✓	✓	3
29	SHERINA RACHMADANI				✓	✓	2
30	TALITHA BADRIYAH	✓	✓	✓	✓	✓	5
31	TIARA VALENSIA					✓	1
32	YOLA ROSIANI			✓		✓	2

Notes:

- Tick (√) for each positive activity
- The students' activities that observed are:
 1. The students to attention explanation from the teacher.
 2. Giving respond
 3. Active in group
 4. Following the teacher's instruction
 5. Doing the task

No	Students Activity	Frequency	Percentage
1	Attention to teacher explanation	29	90,62%
2	Giving respond	15	46,87%
3	Active in group	29	90,62%
4	Following Teacher Instruction	29	90,62%
5	Doing the task	32	100%

Metro, June 2018

Collabulator**Researcher****Elly Yuniarsih, S.Pd****Mutiah Sumiati****NIP: 19850613 2009022 006****St. Number 13107777**

Observation Sheet of Students' Activities (Cycle II)

Day/Date : Saturday, May 19th 2018
 School : SMP N 2 Metro
 Class : VIII

No	Name	Students activities					Total
		1	2	3	4	5	
1	ALVINA NOFRIAN ARDHANA	✓	✓	✓	✓	✓	5
2	ANANDA PUTRA	✓		✓		✓	3
3	ANGELA BELLA MERICI	✓		✓	✓	✓	4
4	ANNISA NUR HALIZA SALSA	✓		✓	✓	✓	4
5	AQUINA SEKAR NAWANG T	✓	✓	✓	✓	✓	5
6	ARJUNA ABADI	✓		✓	✓	✓	4
7	AVILLIU DHARMAYANTI	✓	✓	✓	✓	✓	5
8	DENI KUSUMA WARDANU	✓		✓		✓	3
9	DINI ARDIYANTI	✓	✓	✓	✓	✓	5
10	DITYA PRIYAMBODO SIDIK	✓	✓	✓	✓	✓	5
11	GADANG PRIMADANA	✓	✓	✓	✓	✓	5
12	HERMAWAN ADI PRATAMA	✓	✓	✓	✓	✓	5
13	LUTFHI ANANDA WIDYA SYA	✓		✓	✓	✓	4
14	M. FERRY SAPUTRA	✓		✓	✓	✓	4
15	MIRZHA ALFIANTI	✓		✓	✓	✓	4
16	MUHAMMAD LUKMAN	✓	✓	✓	✓	✓	5
17	MUHAMMAD REZA NADIN P	✓	✓		✓	✓	4
18	NADIA CIKAL PERMATA D	✓	✓	✓	✓	✓	5
19	NANDA AFIANI	✓		✓	✓	✓	4
20	NEBI LIKO AKBAR			✓	✓	✓	4
21	NIKE HASTARITA	✓	✓	✓	✓	✓	5
22	NUR RAHMA DANITTA	✓			✓	✓	3
23	NURFANDI AWALUDIN	✓		✓	✓	✓	4
24	NUSWANTORO KODRAD	✓	✓	✓	✓	✓	5
25	RANGGA ANDHIKA PRATA	✓		✓		✓	3
26	RIFIQI ALVIAN	✓	✓	✓	✓	✓	5
27	ROMA INDAH OKTAVIANI BR	✓	✓	✓	✓	✓	5
28	SELA PUTRI OKTAVIA	✓		✓	✓	✓	4
29	SHERINA RACHMADANI	✓		✓	✓	✓	4
30	TALITHA BADRIYAH	✓	✓	✓	✓	✓	5
31	TIARA VALENSIA				✓	✓	2
32	YOLA ROSIANI			✓	✓		2

Notes:

- Tick (√) for each positive activity
- The students' activities that observed are:
 6. The students to attention explanation from the teacher.
 7. Giving respond
 8. Active in group
 9. Following the teacher's instruction
 10. Doing the task

No	Students Activity	Frequency	Percentage
1	Attention to teacher explanation	29	90,62%
2	Giving respond	15	46,87%
3	Active in group	29	90,62%
4	Following Teacher Instruction	29	90,62%
5	Doing the task	32	100%

Metro, June 2018

Collaborator**Researcher****Elly Yuniarsih, S.Pd****Mutiah Sumiati****NIP: 19850613 2009022 006****St. Number 13107777**

Observation Sheet of the Teacher's Activities (Cycle I)

Day/Date : Saturday, May 12nd 2018

School : SMP N 2 Metro

Class : VIII

Teacher's Activity	Good	Enough	Less
1. Pre Teaching a. Prepare the lesson plan b. Prepare the material that will be given c. Ability in opening the learning process	√		
2. While teaching a. Inform the objective of learning b. Explain the material chronological c. Guide the students follow the lesson d. Motivate the students e. Guide the students to	√		

practice the material			
3. Post teaching a. Conclude the result Learning b. Close the learning activity	√		

Metro, 4 June 2018

Collabulator

Researcher

Elly Yuniarsih, S.Pd

Mutiah Sumiati

NIP: 19850613 2009022 006

St. Number 13107777

Observation Sheet of the Teacher's Activities (Cycle I)

Day/Date : Saturday, May 12nd 2018

School : SMP N 2 Metro

Class : VIII

Teacher's Activity	Good	Enough	Less
1. Pre Teaching a. Prepare the lesson plan b. Prepare the material that will be given c. Ability in opening the learning process	√		
2. While teaching a. Inform the objective of learning b. Explain the material chronological c. Guide the students follow the lesson d. Motivate the students e. Guide the students to	√		

practice the material			
3. Post teaching a. Conclude the result Learning b. Close the learning activity	√		

Collabulator

Elly Yuniarsih, S.Pd
NIP: 19850613 2009022 006

Metro, 4 June 2018

Researcher

Mutiah Sumiati
St. Number 13107777

Observation Sheet of the Teacher's Activities (Cycle II)

Day/Date : Saturday, May 19th 2017

School : SMP N 2 Metro

Class : VIII

Teacher's Activity	Good	Enough	Less
1. Pre Teaching a. Prepare the lesson plan b. Prepare the material that will be given c. Ability in opening the learning process	√		
2. While teaching a. Inform the objective of learning b. Explain the material chronological c. Guide the students follow the lesson d. Motivate the students e. Guide the students to practice the material	√		

3. Post teaching a. Conclude the result Learning b. Close the learning activity	√		
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Metro, 4 June 2017

Collabulator

Researcher

Elly Yuniarsih, S.Pd

NIP: 19850613 2009022 006

Mutiah Sumiati

St. Number 13107777

Observation Sheet of the Teacher's Activities (Cycle II)

Day/Date : Saturday, 19th 2018

School : SMP N 2 Metro

Class : VIII

Teacher's Activity	Good	Enough	Less
1. Pre Teaching a. Prepare the lesson plan b. Prepare the material that will be given c. Ability in opening the learning process	√		
2. While teaching a. Inform the objective of learning b. Explain the material chronological c. Guide the students follow the lesson d. Motivate the students e. Guide the students to practice the material	√		

3. Post teaching a. Conclude the result Learning b. Close the learning activity	√		
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Metro, June 2018

Collabulator

Researcher

Elly Yuniarsih, S.Pd

NIP: 19850613 2009022 006

Mutiah Sumiati

St. Number 13107777

READING COMPREHENSION ABILITY OBSERVATION SHEET

Day/Date : Saturday, May 12nd 2018

Meeting :3

Class :VIII^c

cycle :I

NO	Name	Indicators																				Total Score
		Meaning					Communicative purpose					Main idea					Information of the text					
		5	10	15	20	25	5	10	15	20	25	5	10	15	20	25	5	10	15	20	25	
																						100
1	ALVINA NOFRIAN ARDHANA		✓						✓					✓					✓			55
2	ANANDA PUTRA	✓								✓			✓						✓			50
3	ANGELA BELLA MERICI				✓					✓				✓						✓		75
4	ANNISA NUR HALIZA SALSA			✓					✓						✓				✓			65
5	AQUINA SEKAR NAWANG T		✓						✓			✓						✓				40
6	ARJUNA ABADI		✓				✓						✓					✓				35
7	AVILLIU DHARMAYANTI	✓						✓				✓					✓					25
8	DENI KUSUMA WARDANU		✓							✓			✓						✓			55
9	DINI ARDIYANTI			✓					✓					✓					✓			60
10	DITYA PRIYAMBODO SIDIK			✓						✓					✓				✓			70
11	GADANG PRIMADANA		✓					✓							✓					✓		60
12	HERMAWAN ADI PRATAMA		✓					✓							✓				✓			55
13	LUTFHI ANANDA WIDYA SYA			✓			✓							✓				✓				45
14	M. FERRY SAPUTRA	✓						✓					✓						✓			40

15	MIRZHA ALFIANTI				✓				✓				✓					✓			70
16	MUHAMMAD LUKMAN		✓					✓					✓						✓		50
17	MUHAMMAD REZA NADIN P		✓						✓				✓						✓		55
18	NADIA CIKAL PERMATA D				✓			✓					✓						✓		65
19	NANDA AFIANI			✓			✓						✓						✓		60
20	NEBI LIKO AKBAR		✓					✓					✓					✓			45
21	NIKE HASTARITA				✓			✓					✓					✓			50
22	NUR RAHMA DANITTA		✓						✓					✓				✓			50
23	NURFANDI AWALUDIN			✓					✓				✓				✓				45
24	NUSWANTORO KODRAD				✓			✓				✓						✓			45
25	RANGGA ANDHIKA PRATA			✓					✓					✓					✓		60
26	RIFQI ALVIAN				✓				✓					✓					✓		75
27	ROMA INDAH OKTAVIANI BR			✓					✓					✓				✓			60
28	SELA PUTRI OKTAVIA				✓				✓					✓					✓		75
29	SHERINA RACHMADANI		✓						✓					✓					✓		55
30	TALITHA BADRIYAH		✓						✓					✓				✓			55
31	TIARA VALENSIA			✓					✓					✓						✓	75
32	YOLA ROSIANI		✓					✓						✓						✓	60
	Average																				55.625

Criteria of Reading Comprehension Ability are :

25 = Verry Good

20 = Good

15 = Fair

10 = Enough

5 = Less

Mengetahui,

English Teacher

Researcher

Elly Yuniarsih, S.Pd
NIP: 19850613 2009022 006

Mutiah Sumiati
St.Number 13107777

READING COMPREHENSION ABILITY OBSERVATION SHEET

Day/Date : Saturday, May 19th 2018

Meeting :5

Class :VIII^c

cycle :II

NO	Name	Indicators																				Total Score
		Meaning					Communicative purpose					Main idea					Information of the text					
		5	10	15	20	25	5	10	15	20	25	5	10	15	20	25	5	10	15	20	25	
																						100
1	ALVINA NOFRIAN ARDHANA			✓						✓				✓					✓			65
2	ANANDA PUTRA				✓					✓				✓				✓				65
3	ANGELA BELLA MERICI				✓					✓					✓					✓		80
4	ANNISA NUR HALIZA SALSA				✓						✓				✓					✓		85
5	AQUINA SEKAR NAWANG T			✓							✓					✓					✓	80
6	ARJUNA ABADI					✓					✓					✓			✓			80
7	AVILLIU DHARMAYANTI					✓					✓					✓				✓		95
8	DENI KUSUMA WARDANU					✓					✓					✓				✓		95
9	DINI ARDIYANTI				✓					✓					✓					✓		80
10	DITYA PRIYAMBODO SIDIK			✓							✓				✓					✓		75
11	GADANG PRIMADANA				✓					✓					✓					✓		80
12	HERMAWAN ADI PRATAMA					✓			✓					✓					✓			70
13	LUTFHI ANANDA WIDYA SYA					✓					✓					✓			✓			90
14	M. FERRY SAPUTRA				✓					✓					✓				✓			80
15	MIRZHA ALFIANTI				✓					✓					✓					✓		80
16	MUHAMMAD LUKMAN			✓							✓			✓					✓			70

17	MUHAMMAD REZA NADIN P			✓						✓			✓					✓			70
18	NADIA CIKAL PERMATA D				✓					✓				✓					✓		90
19	NANDA AFIANI				✓				✓					✓					✓		85
20	NEBI LIKO AKBAR				✓				✓						✓					✓	95
21	NIKE HASTARITA				✓					✓				✓				✓			80
22	NUR RAHMA DANITTA				✓					✓				✓				✓			75
23	NURFANDI AWALUDIN				✓				✓						✓				✓		90
24	NUSWANTORO KODRAD				✓				✓						✓					✓	95
25	RANGGA ANDHIKA PRATA				✓					✓				✓				✓			80
26	RIFIQI ALVIAN				✓					✓				✓					✓		85
27	ROMA INDAH OKTAVIANI BR				✓					✓				✓					✓		85
28	SELA PUTRI OKTAVIA			✓					✓						✓				✓		80
29	SHERINA RACHMADANI			✓					✓						✓					✓	85
30	TALITHA BADRIYAH				✓					✓					✓					✓	95
31	TIARA VALENSIA				✓					✓					✓			✓			85
32	YOLA ROSIANI				✓					✓					✓				✓		90
	Average																				82.343

Criteria of Reading Comprehension Ability are :

25 = Very Good

20 = Good

15 = Fair

10 = Enough

5 = Less

Mengetahui,

English Teacher

Researcher

Elly Yuniarsih, S.Pd
NIP: 19850613 2009022 006

Mutiah Sumiati
St.Number 13107777

FIELD NOTE

School : SMP N 2 Metro

Class : VIII^c

Cycle	Day/Date	Meeting	Activities
1	Friday, May 11 st , 2018	1	In this meeting the students do not know what the narrative text is. So the students have difficulty to understand the task (pre-test).
2	Saturday, May 12 nd , 2018	2	And then, the students have got low score.
3	Saturday, May 12 nd , 2018	3	<p>The first meeting in cycle 1 the collaborator was being as the teacher and the researcher was being as the collaborator. The collaborator explains the materials and gives the first treatment (Listen-Read-Discuss) to the students. The collaborator gives the task with making a group like the teachers instruction. After that the student have the significant got score than before</p>
4	Saturday, May 19 th , 2018	4	In second meeting, the researcher was being as the teacher. The researcher asked

5	Saturday, May 19 th , 2018	5	<p>the students about of the materials and strategy (Listen-Read-Discuss). The students doing the exercise with group. After that, the teacher gives the task (Post-Test 1) to doing with by self. The students have the significant than the Pre test's score, but many the students get low score. So, this meeting needed to the next cycle.</p> <p>The first meeting in the cycle II the collaborator was being as the teacher. The teacher re-planing the materials and give the strategy (Listen-Read-Discuss) to the students. After that the students doing the exercise with the teacher's instruction. In this meeting, the students to be more active discussing in the teaching and learning as significantly.</p> <p>The second meeting in the cycle II, the researcher was being as the teacher. The</p>
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			<p>researcher asked the material and strategy that given the collaborator. After that , the researcher doing the exercise with group, and then the researcher gives the task (Post-Test II). In the last meeting, the students have excellent score, because the students to be more active in the discussing, the students know what are the materials and the strategy. Therefore, the researcher not need next cycle because the students have excellent significant</p>
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Mengetahui,
English Teacher

Researcher

Elly Yuniarsih
NIP: 19850613 2009022 006

Mutiah Sumiyati
St.Number 13107777

WORKSHEET Pre-test

Name : Rifqi Alvion
 Class : VIII C
 School : SMP N 2 METRO

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

30

WORKSHEET

Post-test 1

Name : Rifqi Alvion
Class : VIII C
School : SMP N 2 METRO

1	X	B	C	D
2	A	B	C	D
3	A	B	X	D
4	A	B	C	D
5	A	X	C	D
6	A	X	C	D
7	A	B	C	X
8	A	X	C	D
9	A	X	C	D
10	A	B	C	X

50

WORKSHEET

Post-test 1

Name : Rifqi Alvion
Class : VIII C
School : SMP N 2 METRO

1	X	B	C	D
2	A	B	C	D
3	A	B	X	D
4	A	B	C	D
5	A	X	C	D
6	A	X	C	D
7	A	B	C	X
8	A	X	C	D
9	A	X	C	D
10	A	B	C	X

50

WORKSHEET

Post - test II

Name : Rifqi Alvion

Class : VIII C

School : SMP N 2 METRO

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

70

WORKSHEET Pre-test

Name : Alvina Noprian . A

Class : VIII

School : SMP N 2 MERO

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

60

WORKSHEET

Post - test I

Name : Alvina Noprian . A

Class : VIII

School : SMP N 2 MERO

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

70

WORKSHEET

Post-test II

Name : Alvina Noprian . A

Class : VIIIc

School : SMP N 2 MERO

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

80

ATTENDANCE LIST

Date : 12 May 2018

No.	Nama	Ttd
1.	ALVINA NOFRIAN ARDHANA	1.
2.	ANANDA PUTRA	2.
3.	ANGELA BELLA MERICI	3.
4.	ANNISA NUR HALIZA SALSA	4.
5.	AQUINA SEKAR NAWANG T	5.
6.	ARJUNA ABADI	6.
7.	AVILLIU DHARMAYANTI	7.
8.	DENI KUSUMA WARDANU	8.
9.	DINI ARDIYANTI	9.
10.	DITYA PRIYAMBODO SIDIK	10.
11.	GADANG PRIMADANA	11.
12.	HERMAWAN ADI PRATAMA	12.
13.	LUTFHI ANANDA WIDYA SYA	13.
14.	M. FERRY SAPUTRA	14.
15.	MIRZHA ALFIANTI	15.
16.	MUHAMMAD LUKMAN	16.
17.	MUHAMMAD REZA NADIN P	17.
18.	NADIA CIKAL PERMATA D	18.
19.	NANDA AFIANI	19.
20.	NEBI LIKO AKBAR	20.
21.	NIKE HASTARITA	21.
22.	NUR RAHMA DANITTA	22.
23.	NURFANDI AWALUDIN	23.
24.	NUSWANTORO KODRAD	24.
25.	RANGGA ANDHIKA PRATA	25.
26.	RIFQI ALVIAN	26.
27.	ROMA INDAH OKTAVIANI BR	27.
28.	SELA-PUTRI OKTAVIA	28.
29.	SHERINA RACHMADANI	29.
30.	TALITHA BADRIYAH	30.
31.	TIARA VALENSIA	31.
32.	YOLA ROSIANI	32.

Mengetahui,

English Teacher

Researcher

Elly Yuniarsih
NIP: 19850613 2009022 006

Mutiah Sumiyati
St.Number 13107777

ATTENDANCE LIST

Date : 12 May 2018

No.	Nama	Ttd
1.	ALVINA NOFRIAN ARDHANA	1.
2.	ANANDA PUTRA	2.
3.	ANGELA BELLA MERICI	3.
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9.	DINI ARDIYANTI	9.
10.	DITYA PRIYAMBODO SIDIK	10.
11.	GADANG PRIMADANA	11.
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13.	LUTFHI ANANDA WIDYA SYA	13.
14.	M. FERRY SAPUTRA	14.
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17.	MUHAMMAD REZA NADIN P	17.
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32.	YOLA ROSIANI	32.

Mengetahui,

English Teacher

Elly Yuniarsih, S.Pd
NIP: 19850613 2009022 006

Researcher

Mutiah Sumiati
St. Number 131077

ATTENDANCE LIST

Date : 12 May 2018

No.	Nama	Ttd
1.	ALVINA NOFRIAN ARDHANA	1.
2.	ANANDA PUTRA	2.
3.	ANGELA BELLA MERICI	3.
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29.	SHERINA RACHMADANI	29.
30.	TALITHA BADRIYAH	30.
31.	TIARA VALENSIA	31.
32.	YOLA ROSIANI	32.

Mengetahui,

English Teacher

Elly Yuniarsih, S.Pd
 NIP: 19850613 2009022 006

Researcher

Mutiah Sumiati
 St. Number 13107777

ATTANDANCE LIST

Date: 17 May 2018

No.	Nama	Ttd
1.	ALVINA NOFRIAN ARDHANA	1.
2.	ANANDA PUTRA	2.
3.	ANGELA BELLA MERICI	3.
4.	ANNISA NUR HALIZA SALSA	4.
5.	AQUINA SEKAR NAWANG T	5.
6.	ARJUNA ABADI	6.
7.	AVILLIU DHARMAYANTI	7.
8.	DENI KUSUMA WARDANU	8.
9.	DINI ARDIYANTI	9.
10.	DITYA PRIYAMBODO SIDIK	10.
11.	GADANG PRIMADANA	11.
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24.	NUSWANTORO KODRAD	24.
25.	RANGGA ANDHIKA PRATA	25.
26.	RIFIQI ALVIAN	26.
27.	ROMA INDAH OKTAVIANI BR	27.
28.	SELA PUTRI OKTAVIA	28.
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31.	TIARA VALENSIA	31.
32.	YOLA ROSIANI	32.

Mengetahui,

English Teacher

Researcher

Elly Yuniarsih, S.Pd
 NIP: 19850613 2009022 006

Mutiah Sumiati
 St.Number 13107777

Date : 10 May 2018

ATTANDANCE LIST

No.	Nama	Ttd
1.	ALVINA NOFRIAN ARDHANA	1. <i>[Signature]</i>
2.	ANANDA PUTRA	2. <i>[Signature]</i>
3.	ANGELA BELLA MERICI	3. <i>[Signature]</i>
4.	ANNISA NUR HALIZA SALSA	4. <i>[Signature]</i>
5.	AQUINA SEKAR NAWANG T	5. <i>[Signature]</i>
6.	ARJUNA ABADI	6. <i>[Signature]</i>
7.	AVILLIU DHARMAYANTI	7. <i>[Signature]</i>
8.	DENI KUSUMA WARDANU	8. <i>[Signature]</i>
9.	DINI ARDIYANTI	9. <i>[Signature]</i>
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11.	GADANG PRIMADANA	11. <i>[Signature]</i>
12.	HERMAWAN ADI PRATAMA	12. <i>[Signature]</i>
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20.	NEBI LIKO AKBAR	20. <i>[Signature]</i>
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31.	TIARA VALENSIA	31. <i>[Signature]</i>
32.	YOLA ROSIANI	32. <i>[Signature]</i>

Mengetahui,

English Teacher

Elly Yuniarsih, S.Pd
 NIP: 19850613 2009022 006

Researcher

Mutiah Sumiati
 St.Number 13107777

PHOTO DOCUMENTATION

1 Introducing myself to the students



2. Students do the Pre-Test



3. Explain the Material to the students in Cycle I



4. Students do the post test I



5. Explain the Material to the students in Cycle II



6. Students do the Post-Test II



7. Photo Together With The Students



LETTERS



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH 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: iainmetro@metrouniv.ac.id

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

Nama : Mutiah Sumiati
NPM : 13107777

Jurusan : TBI
Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	25/6/2018	✓		Revisi Chapter IV	
2	2/7/2018	✓		Revisi Chapter IV & V	
3	3/7/2018	✓		Ace Mungya	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I,

Drs. Kuryani Utih, M.Pd
NIP. 19620215 199503 1 001



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

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

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

Nama : Mutiah Sumiyati
NPM : 13107777

Jurusan : TBI
Semester : X

No	Hari / Tanggal	Pembimbing		Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Tuesday 05/06/18		✓	Revise chapter IV-V	
2	Tuesday 26/06/18		✓	Acc. and continue to the first Sponsor	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

Svahreni Siregar M.Hum
NIP.19760814 200912 2 004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH 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

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

Nama : Mutiah Sumiyati
NPM : 13107777

Jurusan : TBI
Semester : X / 2018

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	9/5/2018	✓		Revisi 1 PD	
2	14/5/2018	✓		Acc 1 PD	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I,

Drs. Kuryani Utih, M.Pd
NIP. 19620215 199503 1 001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH 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: iainmetro@metrouniv.ac.id

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

Nama : Mutiah Sumiyati
NPM : 13107777

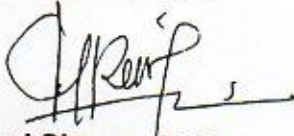
Jurusan : TBI
Semester : X / 2018

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Wednesday 09 mei 2018		✓	Acc Research Instrument	

Mengetahui,
Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II,


Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004



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

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Nomor : B-1642/In.28/D.1/TL.00/05/2018

Lampiran : -

Perihal : **IZIN RESEARCH**

Kepada Yth.,

KEPALA SMP N 2 METRO

di-

Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1639/In.28/D.1/TL 01/05/2018, tanggal 16 Mei 2018 atas nama saudara:

Nama : **MUTIAH SUMIATI**
NPM : **13107777**
Semester : **10 (Sepuluh)**
Jurusan : **Pendidikan Bahasa Inggris**

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 2 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS' READING COMPREHENSION ABILITY BY USING LISTEN-READ-DISCUSS (L-R-D) STRATEGY AT EIGHTH GRADE OF SMP N 2 METRO IN ACADEMIC YEAR OF 2017/2018".

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

Wassalamu'alaikum Wr. Wb.



Metro, 16 Mei 2018

Wakil Dekan I,

Dra. Isti Fatonah MA

NIP. 19670531 199303 2 0034



**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

SURAT TUGAS

Nomor: B-1639/In.28/D.1/TL.01/05/2018

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

Nama : **MUTIAH SUMIATI**
NPM : 13107777
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP N 2 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS' READING COMPREHENSION ABILITY BY USING LISTEN-READ-DISCUSS (L-R-D) STRATEGY AT EIGHTH GRADE OF SMP N 2 METRO IN ACADEMIC YEAR OF 2017/2018".
 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 : 16 Mei 2018

Wakil Dekan I,

[Signature]
Drs. Isti Fatonah MA

NIP. 19670531 199303 2 003



Nomor : 1495 /In.28.1/J/PP.00.9/5/2018

03 Mei 2018

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Drs. Kuryani, M.Pd

2. Syahreni Siregar, M.Hum

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Mutiah Sumiati

NPM : 13107777

Fakultas : Tarbiyah dan Ilmu keguruan

Jurusan : Tadris Bahasa Inggris

Judul : Improving The Students' Reading Comprehension Ability By Using Listen-Read-Dicuss (L-R-D) Stategy At Eighth Grade Of SMP N 2 Metro In Academic Year Of 2017/2018

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Ketua Jurusan TBI,

A. Subhan Roza, M.Pd

NIP. 19750610 2008011014



DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 2 METRO

Jl. Ki. Hajar Dewantara 91/15A ☎ 0725-41016 Kotak Pos 138 Kota Metro 34112
NIS/NSS/NPSN : 200020/201120904002/10807602
E-mail : smpnegeri2_metro@yahoo.co.id



SURAT KETERANGAN

Nomor : 166/I.12.3/SMP.02/LL/2018

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 2 Metro menerangkan dengan sesungguhnya bahwa :

Nama	: Mutiah Sumiati
NPM	: 13107777
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan

Berdasarkan surat Wakil Dekan I Institut Agama Islam Negeri Metro Nomor : B-1642/In.28/D.1/TL.00/05/2018 tanggal 16 Mei 2018 perihal Izin Reseach dalam rangka Penulisan Skripsi dengan Judul "**IMPROVING THE STUDENTS READING COMPREHENSION ABILITY BY USING LISTEN-READ-DISCUSS (L-R-D) STRATEGY AT EIGHTH GRADE OF SMP N 2 METRO IN ACADEMIC YEAR OF 2017/2018**" Nama tersebut di atas telah melaksanakan Penelitian pada tanggal 12 dan 19 Mei 2018 di SMP Negeri 2 Metro.

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Metro, 28 Mei 2018
Kepala Sekolah,

SUYITNO, S.Pd.
NIP. 196501111988031003



SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama = Mutiah Sumiati

NPM = 13107777

Fakultas = Tarbiyah

Jurusan = TBI

Angkatan = 2013

Telah menyerahkan buku berjudul

Creative Teaching English.



Metro,

Ketua Jurusan TBI

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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-0436/ln.28/S/OT.01/06/2018

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

Nama : MUTIAH SUMIYATI
NPM : 13107777
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 13107777.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 29 Juli 2018
Kepala Perpustakaan,



Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

CURRICULUM VITAE



Mutiah Sumiati was born on September 7th 1993 in Merbau Mataram, South Lampung. Ethnically speaking, she comes from Palembangnese family descenth. She is the first child of Mr. Mujiono and Mrs. Siti Aminah.

She took her elementary school at SDN Sukamantri 2 (2000-2006). Then, she continued to junior high school at SMPN 2 Merbau Mataram (2006-2009). Having graduated from Senior high school, she took her study on MAN Kalianda and finished in 2012. Actually, at the same year, she was registered as a D1 student of Computer Program at DCC Kalianda and finished in 2013. Then, the same years, she registered as a S1 student of English Education Study Program of State Islamic Institute of Metro.