THE IMPLEMENTATION OF LRD (LISTEN READ DISCUSS) STRATEGY ON THE STUDENTS' ABILITY IN MASTERING READING COMPREHENSION AT MAS YP RAUDHATUL AKMAL BATANG KUIS

THESIS

Submitted to Faculty of Tarbiyah and Teacher Training State Islamic University North Sumatra Medan as a Partial Fulfillment of the Requirements for the Degree of S-1 Program

BY:

PUTRI KHAIRUNNISA

NIM. 34.14.1.029

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OFNORTH SUMATERA

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NORTH SUMATERA
MEDAN
2018

Medan, 27 Juli 2018

Number	: Istimewa	Kepada Yth :
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Perihal	: Skripsi	UIN-SU

a.n PUTRI KHAIRUNNISA di-

MEDAN

Assalamualaikum Wr.Wb.

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiwi **a.n. PUTRI KHAIRUNNISA** yang berjudul :

"THE IMPLEMENTATION OF LRD (LISTEN READ DISCUSS) STRATEGY ON THE STUDENTS' ABILITY IN MASTERIG READING COMPREHENSION AT MAS YP RAUDHATUL AKMAL BATANG KUIS"

Maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat- syarat untuk mencapai gelar Sarjana Pendidikan (S.Pd) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Demikianlah kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih. Wassalamualaikum Wr.Wb.

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PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

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Judul   : **" The Implementation of LRD (Listen Read Discuss) Strategy on the Students' Ability in Mastering Reading Comprehension at MAS YP Raudhatul Akmal Batang Kuis "**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan – ringkasan yang semuanya telah dijelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan batal saya terima.

Medan, 27 Juli 2018

Yang Membuat Pernyataan

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ABSTRACT

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Faculty   : Tarbiyah
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The Title : The Implementation of LRD (Listen Read Discuss) Strategy on the Students' Ability in Mastering Reading Comprehension at MAS YP Raudhatul Akmal Batang Kuis

Keyword : Ability, LRD (Listen Read Discuss) Strategy, Reading.

This research was aimed to implementation of LRD (Listen Read Discuss) strategy on the students' ability in mastering reading comprehension. The subject of this research was Second grade IPS class of MAS YP Raudhatul Akmal Batang Kuis in 2018/2019 Academic Years. It consisted of 34 students as the subjects. The objective was to discover the improvement of students' ability in mastering reading comprehension after taught by implementing LRD (Listen Read Discuss) strategy.

This research was conducted by using classroom action research. The technique of analyzed the data applied in this research were qualitative and quantitative data. The qualitative data were taken from observation sheet, interview sheet, and diary note. The quantitative data were taken from the tests which were carried out in two cycles and the two cycles conducted in six meetings. The tests were given to the students in the form of pre-test, post-test I, in the first cycle, and post-test II in the second cycle.

The result of data analysis showed that there was an improvement on the students' ability in mastering reading comprehension from each cycle. It was showed from the mean of pre-test which was 54,41. After LRD (Listen Read Discuss) strategy was applied in the first cycle, there was an improvement of the result of the students' mean which was 63,82, and for the second cycle after reflection on the first cycle, there was an improvement of students' mean which was 78,08. Moreover, in pre-test session which was 5,8% (2 students) who got the point over 70. In post-test 1 for the first cycle which was 32,3% (11 students) who got the point over 70. In post-test 2 for the second cycle which was 94,1% (32 students) got the point over 70. So the total percentage of the improvement from the pre-test to post-test II was 94,1%.

In other words, the students' ability in mastering reading comprehension was improved and based on the interview, observation sheet, and diary note, it showed that the expression and excitement of the students also improved.

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of Allah the Most Gracious and the Most Merciful

Praise and Gratitude be to Allah for the health and strength that has given to the writer in writing this *thesis*. Peace and blessing be upon the Prophet Muhammad *Shallallaahu'alaihi wa salaam*, his family, his relatives, and all his followers.

This *thesis*is written to fulfill one of the requirements to obtain the *SarjanaPendidikan degree* at the Department of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera.

In addition, there are many people who contribute in finishing this *skripsi*, the writer would like to express her appreciation to:

1. **Prof. Dr. KH. Saidurrahman, M. Ag** as a Rektor of State Islamic University of North Sumatera

2. **Dr. Amiruddin Siahaan, M.Pd**. as a Dean of Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatra

3. **Dr. Sholihatul Hamidah Daulay, S.Ag., M.Hum** as the Head of Engllish Department.

4. **Maryati Salmiah,S .Pd., M. Hum** as the secretary, the staffs who gave the taught, guided, and supported me to finish this thesis.

5. **Dr. Siti Zubaidah, M.Ag** as my advisor I who has given her charm ideas, suggestion, correction, beneficial opinion and encouragement in process of writing this thesis.

6. **Siti Ismahani, M.Hum** as my advisor II who has given me guidance, dedication, kindness, and support during writing this thesis.

7. All lectures of English Department of UIN-SU who have taught the researcher during her study.

8. The principle of MAS YP Raudhatul Akmal Batang Kuis, **Afrida Handayani, M.A**., and the English teacher **Runi Ervira, S.Pd,** all of my

14. Thanks too for my confidant friends who always support me with their prayers, **Jeffry Anwar** and **Andika Saputra.**

15. All people who cannot be mentioned one by one for the contribution in completing this *skripsi*.

May Allah protect and give the great blessing for them. *Aamiin*.
Finally, the researcher is fully aware that there is still lot of weakness in this thesis. Therefore, the researcher sincerely welcomes critics and suggestions from the readers to enhance the quality of the thesis.

Medan, 27 July 2018

The Researcher

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CHAPTER I

INTRODUCTION

A. Background of Study

Reading as one of the four language skills takes much portion of time in teaching and learning process. Reading is the ability to draw meaning from the printed page and interpret this information appropriately. It means that without comprehending and interpreting the meaning of the text of the reading itself it is useless. Able to gain the information in order to improve the knowledge of the readers is the competence of reading. To gain this information, the readers need to comprehend what the goals of the reading.

Meanwhile, the major goal of reading is to foster in each youngster the ability to understand the printed page. In a global sense, all aspects of reading instruction and all individual characteristics of the students affect the quality and quantity of such understanding. At the heart of understanding the comprehension process is the realization that it is an internal, mental process that cannot be observed or studied directly. Since the reading skill is very important, the teacher attempts to help the students to be able to read and comprehend the text.

For having better comprehension the reader has to be able to find out and learn as well as organize the information that makes sense to the reader and accept the responsibility for constructing meaning. To construct the meaning of the text the reader need to know the main idea of the text. Reading comprehension involves more than readers' responses to the text. It involves many interactions between readers and what they bring to the text.

In teaching reading skill the teachers have to be able to help the students to read and comprehend the text because students sometimes have vague understanding of reading. The teacher need to lead the students to know the purpose of the text, how the sentences are connected each other in order to comprehend the content of the text. Mostly teachers when they taught reading skill they asked the students to read the text and answer the questions from the text then, correct it. This teaching method makes the condition of the class bored. The teacher needs to make the students to be more active in comprehending the text.

This phenomenon of teaching reading problem can still be seen in the students of one of the school in Batang Kuis which is the eleventh grade senior high school of YP. Raudhatul Akmal Batang Kuis, Kabupaten Deli Serdang. Based on the information one of students in that school, the researcher found that the teachers teach reading with use traditional method and it make the students feel bored and the students not able to comprehend the text.

This condition happen because the students have less mastery vocabulary, grammar especially tenses so that difficult for them to know the kind of the text, to know the main idea of the text. More than that, the students also have low interest in studying English. This caused by the students' perspective that studying English is difficult. And the important problem, the strategy that the teacher used was not variety so that make the students not interested in reading and comprehend it.

In order, to make the teaching process interesting and the purpose of the teaching learning process reached, the teacher need a special technique, strategy and method. The purpose of using them is to make the students easy to learn and understand the lesson. In this case, the researcher would like to use the strategy.

Strategy is a plan, method or series of maneuvers or stratagems for obtaining a specific goal or result. There are so many strategies to increase the students' ability in mastering reading comprehension. Such as RAFT (Role Audience Format Topic) strategy, Survey-Question-Read-Recite-Review (SQ3R) strategy, Think-Aloud strategy, LRD (Listen Read Discuss) strategy, etc.

In this study, to increase the students' ability in mastering reading comprehension, the researcher will use the LRD (Listen Read Discuss) strategy. Richardson as an expert who pays much attention on developing reading strategies proposes a strategy containing some strategies needed for reading comprehension. LRD (Listen Read Discuss) strategy was developed in 1999 by Richardson with team of elementary teachers and graduate students. LRD (Listen Read Discuss) strategy is an appropriate strategy to teach reading, here the students will get the explanation about text from the teacher before they read and the students could enhance their comprehension about the text by doing discussion. So, from the experts' statements above we can conclude that students' prior knowledge of grammar and vocabulary is needed in reading process, if the students have good prior knowledge of vocabulary and grammar, the students will be easy to understand the text.

Based on the explanation above, we may say that LRD (Listen Read Discuss) strategy and activating students' prior knowledge are important for students' ability in mastering reading comprehension. Therefore, it is necessary to carry out the research entitled: **"The implementation LRD (Listen Read Discuss) strategy on the students' ability in mastering reading comprehension at MAS YP Raudhatul Akmal Batang Kuis"**

B. Statement of the Problem

Based on the background of the problems above, the researcher found some problems that can be identified in this research follow:

1. The students have less ability in mastering reading comprehension.

2. The students have less ability in mastering vocabularies.

3. The students have less ability in mastering grammar.

4. The students have less ability to found the main idea of the text.

5. The students have less interest in English especially in reading.

6. The English teacher had not use variety strategies in teaching reading.

C. Research Question

Based on the statement of the problems above, so the research questions that will be discoursed in this research were:

1. How do the implementation of LRD (Listen Read Discuss) Strategy to improve the students' ability in mastering reading comprehension

2. How is the students' ability in mastering reading comprehension after taught by LRD strategy?

D. Purpose of the Study

Based on the research question of study above, the purpose of study can be seen follow:

1. To know the implementation of LRD (Listen Read Discuss) strategy to improve the students' ability in mastering reading comprehension
2. To know the students' ability in mastering reading comprehension after taught by LRD strategy

E. Significance of Study

The result of this research was expected to be useful for:

1. Teacher:

   a. To improve the qualify of English teaching and learning process

   b. The output of the study will be useful and to give contribution of developing English teaching especially in reading.

2. Students:

   a. To motivate students to learn English especially in reading comprehension.

   b. To improve their mastering in reading comprehension.

3. Other researchers:

As a source for another researcher who want to compile a thesis as a reference or related study.

F. Limitation of Study

Based on the statement above, the researcher limited to the implementation of LRD (Listen Read Discuss) strategy on the students' ability in mastering reading comprehension at MAS YP Raudhatul Akmal especially in report text. The research is conducted by classroom action research.

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

In conducting a research, theories are needed to explain some concepts applied in the research concerned. This chapter presents theories of the study in order to gives some clearer concepts being applied in this study dealing with reading comprehension and LRD strategy. Those theories will present as follows:

1. Reading

Reading as one of the four language skills takes much portion of time in teaching and learning process. Reading is the ability to draw meaning from the printed page and interpret this information appropriately. Reading is gaining a large of information about the world and understanding it from the written text. It means that, through reading readers can get much information, which is considered as knowledge of the world.

Grayce state that reading is like a conversation between the writer and the reader. Like someone who is talking. The writer is trying to convey some message to another person. But the message will not be communicated unless several preconditions are met. The converses must have some experiences in common. They also need spoken or written or printed speech sounds understood by both parties that stand for words that in turn represent experience. Then the sentence

they exchange must be formed in language patterns with which they are both familiar.[1]

William Grabe and Stoler Fredrika state that reading can be taught as away to draw information from the text and to form an interpretation of that information.[2] The process of drawing information and interpreting information requires the work of the brain actively. When a person is reading, the brain receives visual sensation of word and phrases from printing page. Reading primarily a cognitive process, this means that the brain does most of construct a full meaning of the text.

To understand a reading text, the reader must have a good competence in knowing the meaning of words, sentences, content and the most important is to know about the writer's idea. "Believe that if we could understand reading we would understand the mysteries of human mind.' It means by reading we can know everything that we do not know 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[3]:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3) الَّذِي عَلَّمَ بِالْقَلَمِ

(4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

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[1] Grayce A Ransom, *Preparing to Teaching Reading,* (Boston: Little, Brown and Company (Canada) Limited, 2002), p.14-15

[2] William Grabe & Fredrika L Stoller, *Teaching and Researching Reading*, (Harlow: Pearson Education Limited, 2002), p.4

[3] Abdul Rahman b. Smith Lc, *Al-Qur'an and the Meaning (Latest Revision)*, (Religion Department RI: Cv Asy-Syifa Semarang Publishing), p.1079

The meaning*:*

1. Read in the name of your Lord who created, 2. He created man from a clot, 3. Read and your Lord is most Honorable, 4. Who taught (to write) with the pen, 5. Taught man what he knew not.

Based on the verse above, reading is the first activity that Allah order to human being. In Buya Hamka's book, he was explained that reading is the first command from Allah to Prophet Muhammad by Jibril. Jibril came to Prophet Muhammad to deliver this verse. Jibril said "IQRA" but Prophet Muhammad said that he could not read but Jibril said "IQRA" until three times and Prophet Muhammad said "IQRA" too. Finally, Prophet Muhammad could read. Since that when Jibril delivered the verse of Al-Qur'an, Prophet Muhammad just followed Jibril's reading and memorized them in order to share with all of human being. [4]

Another explanation, Brenda state that "reading is hard work, responding to what you are reading and participating in a mental dialogue between yourself and an author requires concentration."[5]

Meanwhile, Berardo state that reading can be seen as an interactive process between a reader and a text which leads to automatically (or reading fluency).[6] The reader interact dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing).

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[4] Buya Hamka, *Tafsir Al-Azhar*, (Jakarta: Pustaka Panjimas, 2000), p. 99-100
[5] Brenda Spatt, *Writing For Source*, (Boston: United States of America, 2010), p.5
[6] Berardo, S.A, *The Use of An Authentic Materials in The Teaching of Reading, The Reading Matrix, Vo.6 No.2*

In addition, Pearson said that "Reading is often referred to as a complex cognitive process". This is supported by Allington, he states that "Reading is an active cognitive process that does indeed require using graphic (letter) and phonic (sounds) information; but for fluent readers particularly, the language-based cues-semantic (meaning) and syntactic (grammar) seem far and away more important than graphic and phonic cues.[7]

Based on the definition above, the researcher concludes that reading is thinking process and the act recognizing words, which requires interpretation. Reading is the process of understanding the meaning of the content and the writer's idea about the topic. Furthermore, understand means comprehending the reading materials.

2. Reading Comprehension
a. Definition of Reading Comprehension

In reading a text, reader experienced a crucial phase namely reading comprehension. A crucial factor affecting comprehension is the importance of the reader's background of experience. One important area of a student's background of experiences is that related to language development and growth.

Reading comprehension is an understanding a written text meaning extracting the required information from it as efficiently as possible. For example, when readers looking at notice board to see if there is an article of a special interest in a

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[7] Longman Rainsky Alingron, *Reading Comprehension: Strategy That Work,* (America: The International Reading Association, 2003), p.93

scientific journal, readers apply different reading strategies to understand the new information oriented in the article demonstrates that the reading purpose in each case has been successfully fulfilled.

According to Klingner, reading comprehension is a multi component highly complex process that involve many interaction between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to text itself (interest in text) understanding of text types.[8]

Another definition, Karren and Steve Graham state that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge and fluency.[9] It means that reading comprehension is activity the readers when they read to understand and to get total meaning of the passage.

In addition, Catherin Snow stated that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.[10] We use the words *extracting* and *constructing* to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

Reading comprehension can help the reader to develop their knowledge. In this case, reading in foreign language that is English language is very important. The students of Senior High School are expected to master the four language skill

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[8] Jannete K. Klingner, *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guildford Press, 2007), p.8
[9] Karren R. Haarris & Steve Graham, *Teaching Reading Comprehension to Students With Learning Difficulties,* (London: Longman, 2007), p.2
[10] Catherine Snow, *Reading For Understanding Toward R&D Program in Reading Comprehension*, (Pittsburgh: RAND Published, 2002), p. 11

that has been researcher explain in the background, there are reading, listening, speaking and writing. Based the language assessment theory of brown, especially for reading, there are some criteria are commonly used in measuring students' reading comprehension ability, there are:

a. Main Idea (Topic)

b. Expression/Idiom/Phrase in context

c. Inference (Implied detail)

d. Grammatical features (reference)

e. Detail (Scanning for a specifically stated detail)

f. Excluding facts not written (unstated details)

g. Supporting ideas

h. Vocabulary in context.[11]

From all definitions above, the researcher concluded that reading comprehension is an active process of what is read and the knowledge to produce an understanding of the text is read. In addition, there are clues that 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.

b. Levels of Comprehension

In an effort to discipline our thinking regarding the process of comprehension, a long listing of skills is not given. Only those abilities at the cores of understanding and reacting to information at different levels of thinking are

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[11] H. Doughlas Brown, *Language Assessment Principle and Classroom Practices*, (San Fransisco State University: Pearson Eduacation, 2004), p.206

presented. In a capsule format below, Arthur, Timothy and William explain the three levels of comprehension are identified.[12]

1. Literal Comprehension

Understanding the ideas and information explicitly stated in the passage. Abilities:

a) Knowledge of word meanings.

b) Recall of details directly stated or paraphrased in own words.

c) Understanding of grammatical clues–subject, verb, pronouns, conjunctions, and so forth.

d) Recall of main idea explicitly stated.

e) Knowledge of sequence of information presented in passage.

2. Interpretative Comprehension

Understanding of ideas and information not explicitly stated in the passages. Abilities:

a) Reason with information presented to understand the author's tone, purpose, and attitude.

b) Infer factual information, main ideas, comparisons, cause–effect relationships not explicitly stated in the passage.

c) Summarization of story content.

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[12] Arthur W. Heilman, et.al., *Principles and Practices of Teaching Reading.* (Colombus: A Bell and Howell Company, 2005), p.246

3. Critical Comprehension

Analyzing, evaluating, and personally reacting to information presented in the passages. Abilities:

a) Personally reacting to information in a passage indicating its meaning to the reader.

b) Analyzing and evaluating the quality of written information in the passage.

c. Factor that Affecting Reading Comprehension

Arthur, Timothy and William state that reading comprehension is a multifaceted process affected by a variety of factors.[13] The following factors are among those:

a) Oral language development related to real objects, experiences, and pictures.

b) Ability to listen with understanding to stories read aloud.

c) Firsthand experiences with people, objects, and places.

d) Continuous development of a student's listening and speaking vocabularies.

e) Oral language development of syntactic and semantic features of our language.

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[13] Arthur W. Heilman, et.al., *Principles and Practices of Teaching Reading.* (Colombus: A Bell and Howell Company, 2005), p.237

d. Measurement of Reading Comprehension

To help the decide on the most suitable formats for instruction in a test, it is useful to be aware of the alternative approaches to language testing and their limitation in terms of the criteria of validity, reliability and efficiency. Validity is concerned with whether a test measures what it is intended to measure. Reliability is concerned with the extent to which we can depend on the test results. Efficiency is concerned with matters of practically and cost in the test design and administration.

Before we examine formats, we might use for testing reading comprehension, we need to think about what it is that we wish to measure. Methods are used to construct tests but are not in themselves. Though it is possible to talk of a good or a bad test, or a valid or invalid test, this is obviously not possible for methods. The multiple choice procedure might produce a valid test in one realization but not in a not. This is the case for all methods. The differences approaches to language testing and reference was made to the possible effect of test method on test scores.

According to Jeanne, the test format might affect students' performance.[14] Given the limited state of knowledge concerning the effect of test format, the only practical approach at present is to safeguard against possible format effect by spreading the best of a test more widely through employing a variety of valid, practical and reliable formats for testing each skill

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[14] Jeanne S. Schumm, *Reading Assessment and Instruction for All Learners.* (New York: The Guildford Press, 2006), p.125

e. Testing Reading Comprehension

1) Multiple-Choice Questions (MCOs)

The advice on the construction of multiple-choice items in this section is also applicable to the construction of test. A multiple-choice test is usually set out in such a way that the candidate is required to select the answer from a number of given options, only one of which is correct. The marking process is totally objective because the marker is not permitted to exercise judgment when making the candidate's answer, agreement has already been reached as to the correct answer for each item.

2) Short Answer Question

These are questions which require the candidate to write down specific answers in space provided on the question paper. The technique is extremely useful for testing both reading and listening comprehension and the comments made below in reference to reading are, for the most part, also applicable to the testing of listening.

3) Cloze

In the cloze procedure words are deleted from a text after allowing a few sentences or introduction. The deletion rate is mechanically set, usually between every fifth and eleventh words. Candidates have to fill each gap by supplying the word they think has been deleted. In comparison the cloze and multiple-choice, Weir conclude that the two techniques were measuring different aspects of the reading activity namely that a timed cloze measured the process of reading, readers' ability to understand the text while he is actually reading it, multiple-

choice on the other hand, measures the product of reading, namely the readers' ability to interpret the abstracted information for its meaning value.

4) Selective Deflection Gap Filling

In the light of recent negative findings and mechanical deletion cloze, increasing support has developed for the view that the test constructor should use a 'rational cloze' selecting items for deletion based upon what is known about language, about difficulty in text and about the way language works in particular text. Linguistic reasoning is used to decide and deflections and so its easier to state what each test is intended to measure.

5) C-Test

Recently an alternative to cloze and selective deletion gap testing comprehension filling has emerged for testing comprehension of the more specially linguistics elements in a text. An adoption of the cloze technique called the C-test

In the C-test every second word in a text partially deleted. In an attempt to ensure solutions students are given the first half of the deleted word. The examined completes the word on the test paper and an exact word scoring procedure is adopted.

6) Cloze Elide

The technique which is generating interest recently is where words which do not belong are interested into a reading passage and candidates have to indicate where these insertions have been made.

7) Information Transfer

In testing both reading and listening comprehension we have referred to the problem of the measurement being 'muddied' by having to employ writing to record answers. In an attempt to avoid this contamination of scores several, Examination board in Britain have included task where the information transmitted verbally is transferred to a non-verbal form, e.g., labeling a diagram, completing a chart or numbering a sequence of events.

3. The Kinds of Reading

According to Harmer "There are two kinds of reading related to its purpose, those are intensive reading and extensive reading."[15]

But here, the researcher will be explains five kinds of reading based on Brown state in his book, there are:

a. Perceptive Reading

In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphic symbols. Bottom-up processing is implied.[16]

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[15] Jeremy Harmer, *How to Teach English.* (New York: Pearson Education Limited, 2007), p.99

[16] H. Douglas Brown. *Language Assessment. Principles and Classroom Practices*. (San Fransisco State University: Pearson Eduacation, 2004), p.189

b. Selective Reading

This category is largely in artifact or assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued task, matching, true/false, multiple choice, etc. Stimuli sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used.[17]

c. Interactive Reading

Included among interactive reading types are stretches of language are several paragraphs to one page or more in which the reader must, in psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meanings, the reader brings to the text a set of schemata for understanding it, and in take is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive reading is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed top-down processing is typical of such tasks. Although some instances of bottom-up performance may be necessary.

d. Intensive reading

The notion intensive reading, Harmer defined that "reading detailed focus on the construction of reading texts which takes place usually (but not always) in

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[17] *Ibid,.*

classrooms. In other words, studying the construction of the text which has a certain purpose by the reader can be read intensively.[18]

Intensive reading has several characteristic. It makes intensive reading different with extensive reading. The characteristic of intensive reading is started below:

a. Usually classroom based.

b. Reader is intensively involved in looking inside the text.

c. Students focus on linguistic or semantic detail of a reading.

d. Students focus on surface structure details such as grammar and discourse makers.

e. Students identify key vocabulary.

f. Students may draw picture to aid them (such as in problem solving).

g. Texts are read carefully and thoroughly, again and again.

h. Aim is to build more language knowledge rather than simply practice the skill of reading.

Based on the explanation above, the writer can 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.

e. Extensive reading

Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories and books.[19]

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[18] Jeremy Harmer, *How to Teach English.* (New York: Pearson education limited, 2007), p.100

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.

4. The Purpose of Reading

Reading process of a books, novel, newspaper are likely to be different when people read a sentence on the billboard on the street, these different skills frequently depend on what we are reading for 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. In this case, our reading is to get information. Harmer stated there are six reading purpose as follows[20]:

a. To Identify the Topic

Good readers are able to receive the topic of a written text very quickly. By the supporting of their prior knowledge, they can get an idea. This ability allows them to process of reader to read English text is to identify the topic. In this activity the reader should try to find out the topic from the text by skimming and the topic by underlying or making to a note. In this activity, the students can use their prior knowledge to help them to identify to the topic.

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[19] H. Douglas Brown. *Language Assessment. Principles and Classroom Practices*. (San Fransisco State University: Pearson Eduacation, 2004), p.189

[20] Jeremy Harmer, *How to Teach English.* (New York: Pearson education limited, 2007)

b. To Predict and Guess

Readers sometimes guess in order to try to understand what written text is talked about. Sometimes they look forward, try to predict what is coming and sometimes make assumptions or guess the context from the initial glance. In this activity, the readers also use skimming technique to help them to predict or guess the text about. The aim of this an activity is to find out the implied meaning of the text.

c. Reading for Details Information

Some readers read to understand everything they are reading in details this is usually case with written instruction or description procedure. In this activity, the readers usually have some important things to find out from the text, such answer of some questions that are given after the text. The appropriate technique for this activity is scanning because the reader must be read the whole text and find out the explanation about the details information that is written in the text directly.

d. Reading for Specific Information

Sometime readers want specific details to get much information. They only concentrate when the particular item that they are interested came up they will ignore the other information of a text until it comes to specific item that they are looking for. In this activity the readers use scanning, because the readers need to find out the specific details to get much information, they should read the text quickly more than once and concentrate to important item that they are look for. By doing these activity, the readers can get the specific information from the text well.

e. **Reading for General Understanding**

Good readers are able to take in a stream of discourse and understanding the gist of the text, without worrying too much about the detail. It means that they not often look every word, analyzing everything on the text. In this activity, the readers use skimming they only focus to the gist of the text. After they find of the text, need to use their prior knowledge to understand it more. They do not to detail information or they do not need to look word by word and analyze everything on the text.

Based on the purpose of reading above, the researcher can conclude that the purpose of reading involved are reading for main idea, reading for specific information, and whatever materials we read, we always read it on purpose

5. **Student's Ability**

Ability is defined as the capacity of individuals to perform various tasks in a specific job. Ability reflects a person's existing capacity to perform the various tasks needs for a given jobs and includes both relevant knowledge and skills. Aptitude represents abilities, whereas abilities are the knowledge and skills that an individual currently possesses.

Meanwhile, Allin and Bacon stated that the ability is potential or power to do something physical or mental nature power to do something well.[21]

In another definition, Homby states that ability is capacity or power to perform act, physical and mental. Especially for academic field, Homby also defined ability is as cleverness and intelligence, because ability is a part of

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[21] Allin & Bacon, *Psychology The Science of Behavior*, (London: Longman, 2001), p. 96

physical and intellectual activities which the teacher has the important role to develop students' behavior.

Students learning abilities have a goal to enable students of all ages to experience success by helping struggling learners to accelerate their English lesson achievement.

Allah creates everyone with the different ability. Everyone has an ability since born, it means that everyone can do everything includes getting knowledge. By using knowledge, everyone can increase their ability to reach the good intellectual. This statement also Allah said in the holy Al-Qur'an Al-Mujadilah: 11,

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا

قِيلَ انْشُزُوا فَانْشُزُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ

بِمَا تَعْمَلُونَ خَبِيرٌ (11)

The meaning:

"O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do."[22]

وَلَقَدْ كَرَّمْنَا بَنِي آدَمَ وَحَمَلْنَاهُمْ فِي الْبَرِّ وَالْبَحْرِ وَرَزَقْنَاهُمْ مِنَ الطَّيِّبَاتِ

وَفَضَّلْنَاهُمْ عَلَى كَثِيرٍ مِمَّنْ خَلَقْنَا تَفْضِيلا (70)

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[22] Muhammad Taqi Ud-Din Al-Hilali, Muhammad Muhsin. Tt. *The Nobel Qur'an English Translation of The Meanings And The Commentary*, (Madina: King Fahd Complex For The Printing of The Holy Qur'an), p.760

The meaning:

And indeed We have honored the children of Adam, We transport them on land and in the seas. We give them sustenance of the good and We exhort them with perfect advantages over most of the creatures we have created.

Based on the definition above, we can point out that ability is human capacity, potential or power to do something.

6. Strategy

Strategy is a plan, method or series of maneuvers or stratagems for obtaining a specific goal or result. It is a tool to get a goal of learning. In teaching and learning process, strategy is a plan to get purpose of teaching and learning process that suitable with the role of curriculum.

As we turn of style and strategies in second language learning, we can benefit by understanding these "layers of an onion" or point on a continuum, ranging from universal properties of learning to specific intern dividable variations in learning.[23]

In another definition, strategy is specific methods of approaching a problem or task, modes of operational for achieving a particular end, planned designs for controlling and manipulating certain information.[24]

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[23] H.Douglas Brown. *Language Assessment. Principles and Classroom Practices*. (San fransisco state University: pearson eduacation, 2004), p.113

[24] J. Michael O'Malley & AnnaUhl Chamot, *Learning Strategies in Second Language Acqusition*, (New York: Cambridge University Press, 1996), p.114

Meanwhile, Douglas Brown state that strategies are methods of approaching a problem or task, modes of operation for achieving a particular end planned designs for controlling and manipulating certain information.[25]

In addition, Chamot defines strategies as quite broadly as "procedures that facilitate a learning task….. strategies are more often conscious and goal driven.

From the explanation above, it is suitable with what Allah said in the holy Al-Qur'an, An-Nahl: 125.

ٱدۡعُ إِلَىٰ سَبِيلِ رَبِّكَ بِٱلۡحِكۡمَةِ وَٱلۡمَوۡعِظَةِ ٱلۡحَسَنَةِ وَجَٰدِلۡهُم بِٱلَّتِي هِيَ أَحۡسَنُ إِنَّ رَبَّكَ هُوَ أَعۡلَمُ بِمَن ضَلَّ عَن سَبِيلِهِۦ وَهُوَ أَعۡلَمُ بِٱلۡمُهۡتَدِينَ ﴿١٢٥﴾

The meaning:

"Call unto the way of thy Lord with wisdom and fair exhortation, and reason with them in the better way. Lo! the Lord is Best Aware of him who strayeth from His way, and He is Best Aware of those who go aright."

Based on of the definitions above, it can be inferred that strategy is planning in teach the students in order to reach the objectives of teaching learning process. There for, teacher should use appropriate strategy for teaching. It is expected by using effective strategy can help the students to be easy to understand what the teacher teaches, and can motivated the students to be more serious in learning.

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[25] H.Douglas Brown. *Language Assessment. Principles and Classroom Practices*. (San fransisco state University: pearson eduacation, 2004), p.113

7. LRD (Listen Read Discuss) Strategy

a. Definition of LRD (Listen Read Discuss) Strategy

L = Listen

R = Read

D = Discuss

LRD (Listen Read Discuss) strategy as cited by Roby Ibrahim in his journal entitled "The Use of Listen Read Discuss Strategy and Reading Motivation Toward the Students' Reading Comprehension" was developed in 1999 by Richardson with team of elementary teachers and graduate students. Richardson as an expert who pays much attention on developing reading strategies proposes a strategy containing some strategies needed for reading comprehension. LRD (Listen Read Discuss) strategy is an appropriate strategy to teach reading, here the students will get the explanation about text from the teacher before they read and the students could enhance their comprehension about the text by doing discussion.[26]

According to Richardson LRD is a comprehension strategy that builds students' prior knowledge before they read a text, during reading and after reading by listening the teacher's short lecture, reading a text selection, and discussing. This strategy can help the students synthesize the author's thought in their own word, thus influence their comprehension so as to enable learning and remembering what they read.

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[26] Robby Ibrahim, *The use of Listen Read Discuss Strategy and Reading Motivation Toward The Students' Reading Comprehension*, ELT-Lectura, Jurnal Pendidikan, Vol.4 No.2

According to Manzo, "LRD (Listen Read Discuss) strategy is one teaching strategy for the teacher and learning strategy for the students more active in comprehending material.[27] It means that LRD (Listen Read Discuss) strategy can help the students to comprehend about text and students can discuss make students exchange ideas to their friends in small group.

Manzo also say that "Listen read discuss meets these requirements for teachers and students. It meets about the teacher explanation and students comprehension."

In addition, Kenna state that LRD strategy is a strategy especially designed for struggling readers.[28] It means that LRD (listen read discuss) is strategy by students' difficulty to read the text.

Based on the definition above, the researcher assumes that LRD (listen read discuss) strategy is the strategy that build students' background knowledge in comprehend the text.

b. Steps of LRD (Listen Read Discuss) Strategy

Every strategy has step, LRD strategy also has step to reach the goal of learning process, LRD strategy steps can be seen:[29]

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[27] Manzo & Casale, *Listen Read Discuss, A Content Reading Heuristic*, (Journal of Reading, 1985), p.28

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

[29] http://www.readingrockets.org/strategies/listen_read_discuss

1. **Listen:** The teacher presents the information to students about the text that they will be read. This can be in the form of a short lecture on the topic, using a graphic organizer to guide the students.

2. **Read:** The teacher ask the students to read a text selection. The content should be similar to the material presented during the "listen" portion of the lesson.

3. **Discuss:** The teacher lead a classroom discussion of the material. Encourage the students to reflect on any differences between their reading of the content and the teacher presentation.

c. **Advantages and Disadvantages of LRD (Listen Read Discuss) Strategy**

There are some advantages and disadvantages of Listen Read Discuss strategy. The advantages of Listen Read Discuss strategy, they are:

1. LRD can be used for proficient or weak reader

2. Teachers observe reluctant reader approaching the text with more confidence

3. It is easy to use and require little preparation

4. It helps students to comprehend the material presented orally

5. It builds students' prior knowledge before they read a text

6. It engages struggling readers in classroom discussion

7. Students bring more information and enthusiasm to be post-reading discussion.

8. Students capable of reading with greater understand.

9. They have more to contribute to class discussion.

10. LRD is flexible strategy can be use across all curriculum areas with almost any text.

It can be seen that the advantages of LRD (Listen Read Discuss) strategy can build the students in reading comprehension for proficient or even to weak reader. It builds students prior knowledge before read the text, and comparing the information during they read the text. The last students will be engaged class discussion which builds their understanding of the text and improve student's confidence in class discussion. In addition, that is advantages of LRD strategy, there is also disadvantage of LRD strategy is difficult to use on a daily basis because developing the lecture and the students prior knowledge is time intensive.[30] It means that we can see the disadvantages about LRD the students will be confusion and difficult in to daily basis.

B. Related Study

This proposal relevance with thesis under title:

1. Dian Pariska (2016) UINSUSKA Riau. "The Effect of Using Listen Read Discuss (LRD) Strategy and Students' Prior Knowledge On The Students' Reading Comprehension of The Second Year Students at MA Daarun Nahdhah Thawalib Bangkinang." The aim of this study are to find out more about LRD strategy in teaching reading comprehension, to find out the effect of LRD strategy on the students' prior knowledge toward students' reading comprehension, and to find out significant difference of students' reading

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[30] WETA Public Broadcasting, *Listen-Read-Discuss, Available Reading,* http://www.readingrocketsorg'strategieslisten_read_discuss, recconed on January 15th 2016

comprehension who are taught by LRD strategy. The population of her research were 198 students in 5 classes and the random sampling technique was used in taking 80 students as sample, the instrument in her research were observation and test. The data were analyzing by using post-test. Finally, the result of this research showed the post-test

2. Sri Erma Purwanti (2017) Universitas Islam Indragiri. "The Use of LRD (Listen-Read-Discuss) Strategy To Improve Students' Reading Comprehension of The Second Grade Students at SMPN 2 Tembilahan." The aim of this study is to find out the effectiveness of using LRD strategy in improving students reading comprehension. The population was all the second grade students of SMPN 2 Tembilahan, there were 120 students in 4 classes and the random sampling technique by using four naming card based on the class in taking 60 students as sample, the instrument used was multiple choices test consisting 30 questions. By the end of the meeting, the researcher gave them post-test. The result of this study shows that the LRD strategy significantly improves the students' reading comprehension.

3. Elfa Yusanti (2017) Universitas Islam Lampung Raden Intan. "The Influence of Using Listen-Read-Discuss (LRD) Strategy Towards Students' Reading Comprehension on Narrative Text At The First Semester of the Eleventh Grade of SMA Perintis 1 Bandar Lampung in 2017/2018 Academic Year.' The aim of this study is to know whether there is a significant influence of using LRD strategy towards students' reading comprehension on narrative text. The population was the eleventh grade of SMA Perintis 1 Bandar Lampung. The sample of this study was two classes consisting of 25 students

for experimental class and 25 students for control class. In collecting the data, the researcher used instrument in the form of multiple choice question which had been tried out before the pre-test. The result of this study shows that there is a significant influence of using listen-read-discuss towards students' reading comprehension of narrative text.

Based on all of the research above, the researcher here take a different research focus. In Dian Pariska Research, she is doing a quantitative research, meanwhile me as a researcher in this research doing a qualitative research. In Sri Erma Purwanti research, she is doing a research in junior high school, meanwhile in this research, the researcher doing a research in senior high school. In Elfa Yusanti research, she is doing a research to find out the significant influence of LRD strategy on reading comprehension of narrative text. Although our focus same about "LRD strategy" but the research has a different result.

Besides that, this research is a new title of research in State University for Islamic Studies North Sumatera, LRD (Listen Read Discuss).

C. Conceptual Framework

Teaching-learning English in senior high school demean of the active participant from the students, especially in teaching reading. Reading skill is one of the most important skills in learning language besides listening, speaking, and writing. In reading, all of the readers need to comprehend the text to gain the information from the text.

Reading comprehension is a process that involves many interactions between readers by bringing their prior knowledge to the text as well as the context related to the text itself.

In teaching reading comprehension, many teachers get a difficulty to make the students understand well, so the students also get a difficulty to comprehend the text. To solve this problem, the students should be trained how to read in English reading material and how to comprehend it. The students are trained to read the text properly by using LRD (Listen Read Discuss) strategy. Therefore, in getting reading well the teacher is suggested to use this strategy as approach to the students to read not only naturally but also appropriately as well.

LRD (Listen Read Discuss) strategy is an instructional reading that is used to guide the students to comprehend the text. For the first step, the teacher introduces the topic in general way and the students listen to the teacher instruction. After that the students must read the text and discuss it with their group to get the main idea of the text and to comprehend the text.

By using LRD (Listen Read Discuss) strategy, it is hoped that students can comprehend the text easier and their reading comprehension can be increase. In this case, the researcher measure how LRD strategy can improve the students' ability in mastering reading comprehension and how the significance of the implementation of LRD strategy on the students' ability in mastering reading comprehension by observation, interview, diary note, and after give the reading comprehension test to the students.

To know the test is can measure the students' ability in mastering reading comprehension or not, the researcher used the table of reading comprehension level. If the students' have past the comprehension level, it means LRD strategy is significance to improve the students' ability in mastering reading comprehension.

Therefore, LRD strategy is an effective reading strategy to increase the students' ability in mastering reading comprehension. The relation between LRD strategy and the students' ability in mastering reading comprehension can be seen as follow:

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┌─────────────┐                    ┌──────────────────────┐
│  LRD (Listen │                    │ The Students' Ability in │
│  Read Discuss)│ ─────────────────▶ │  Mastering Reading   │
│   Strategy   │                    │    Comprehension     │
└─────────────┘                    └──────────────────────┘
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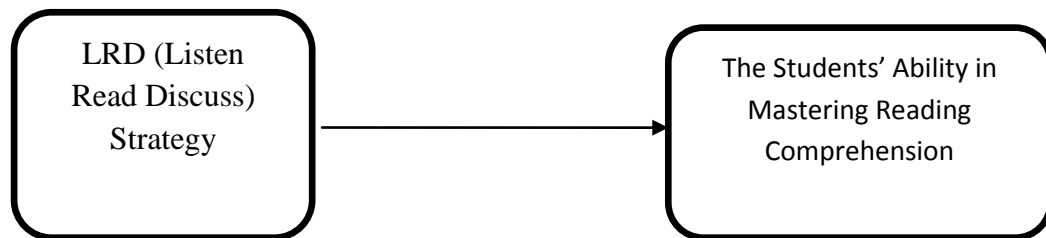
D. Hypothesis

Based on the explanation of the theoretical framework of thought above, the hypothesis of this research is "The students' ability in mastering reading comprehension will be improved by implementing LRD (Listen Read Discuss) strategy."

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research designs of this study have experimental research. The study is to find out how the LRD (Listen Read Discuss) strategy can increase the students' ability in mastering reading comprehension. It study uses experimental group. The group is gives the test. The research has two variables, namely independent variable and dependent variable. Independent variable is LRD (Listen Read Discuss) strategy and dependent variable is reading comprehension.

This research applied Classroom Action Research (CAR). Classroom Action Research was the research in which combination the research procedures with substantive action, an action which going on inquiry discipline, or somebody's effort to comprehend what was happened while join the process of improving and increasing.[31] There are many ways to improve knowledge about teaching. Many teachers practice personals reflection on teaching, others conduct formal empirical studies on teaching and learning.

This research was conducted systematically to the various action performed by a teacher as well as a researcher where is the planning has been neatly until the assessment of real action in classroom that in the form of teaching and learning activity to improve the learning conditions undertaken. Thus, it consists of four steps namely planning, action, observations, and reflection.

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[31] Rochiati Wiriaatmadja, *Metode Penelitian Tindakan Kelas*, (Bandung: PT Remaja Rosdakarya, 2014), p. 11.

The main concept of classroom action research is four concept, they are: planning, acting, observing, and reflecting. The researcher conducted two cycles in this research. These cycles of the classroom action research include: planning, action, observation and reflection. In the end of cycle I, the obstacles that were faced by the students in cycle I was reflected and they were improved in cycle II.

Based on the explanation above, Classroom Action Research is good to be uses in order to see increasing students' ability in mastering reading comprehension through LRD (Listen Read Discuss) strategy. It is expected that by using action research, the improvement students' ability in reading comprehension achieve.

B. Research Setting and Sample

According to Ary, sample is a portion of a population.[32] In this research, the researcher only took one class as the sample that consisting of 37 students. This research was conducted in the 11th grade students at MAS (Madrasah Aliyah Swasta) Raudhatul Akmal Batang Kuis in the academic years of 2018/2019. In choosing the classes, the researcher had a discussion with the English teacher as a collaborator in this research. After the discussion, the researcher and the collaborator agreed to choose class XI IPS as the subject of the research because it had the most complicated problem to be solved.

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[32] Donal Ary, *Introduction to Research in Education*, (8th edition), (Canada: Wardsworth, Cengage Learning, 2002), p.148.

C. Data Collections

1. Technique for Collecting The Data

To collect the data, the researcher used four techniques, they are:

a. Observation

The observation was to record the learning and teaching process. Before the implementation, the researcher conducted the preliminary observation on the teaching learning process to identify the problem. The observation also conducted during the action to note down related to some aspects occurring in the classroom. Those aspects were dealing with the students' attitudes in learning reading comprehension, and the teacher's action in the class including the strengths and weakness.

b. Interview

This technique was used to gather detailed information and from the students and the collaborator about the action. The interviews were recorded and then the researcher made the interview transcript.

c. Diary Note

A diary is a record (originally in handwritten format) with discrate entries arranged by date reporting on what has happened over the course of a day or other period. A personal diary may include a person's experiences, and/or thoughts or feelings, including comments on current events outside the writer's direct experience.

d. Pretest and Posttest

Reading comprehension tests were conducted to gain the information about how successful the actions improve the students' ability in mastering reading comprehension. It consisted of two tests which were administered before and after the actions. The one namely the pre-test was conducted before the actions. The other one namely the post-test was conducted after the actions. The test was aim to measure the students' ability in mastering reading comprehension. In measuring the students' reading comprehension, the test used the language assessment theory. Some specifications commonly used in measuring reading comprehension are: main idea (topic), expression/idiom/phrases in content, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea, and vocabulary in content.[33]

Besides the reading comprehension tests, the researcher also administered the assessment tasks in the end of each cycle. The assessment tasks were used to gain the information about the strengths and the weaknesses of the actions and the improvement of the students reading comprehension in each cycle.

2. The Instrument of Collection The Data

The researcher collected the data of the students' ability in mastering reading comprehension by:

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[33] H. Doughlas Brown, *Language Assessment Principle and Classroom Practices*, (San Fransisco State University: Pearson Eduacation, 2004), p.206

a) Multiple Choices. The students were asked to answer 20 multiple choices, which were related to the text that they read. The time which was given to the students to finish is 45 minutes.

b) Interview Sheets. Interview sheet is used to know the feeling, problem, and other condition of the students in answering the test.

c) Observation Sheets. Observation sheet is used to identify all the condition that happening during the teaching and learning process.

D. Data Analysis

The researcher analyzed the data by using qualitative and quantitative data. Qualitative data was analyzed by used Miles and Huberman technique. There are data reduction, data display and verification.

a. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up field notes or transcript. Data reduction is occurring as the researcher decides (often without full awareness) which conceptual framework, which case, which research question, and which data collection approaches to choose. In the stage, the researcher need separate the researcher focuses on the data that will be analyzed. It can easier the researcher to continuous the collecting the data.

b. Data Display

The second major flow of analysis activity is data display. A display is an organized, compressed assembly of information that permits conclusion, draw, and action. Looking at displays helps us to understand what is happening and to do something-either analyze further or take action based on that understanding. In the stage, the researcher will be present the data into design that will be done in from of short statement, charts, graphs, matrices, and networks.

c. Conclusion Drawing or Verification

Conclusion drawing in our view is only half of a Gemini configuration. Conclusions are also verified as the playlist proceeds. Verification may be as brief as fleeting second thought crossing the analyst's mind during writing, with a short excursing back to the field notes, or it may be through and elaborate, with lengthy argumentation and review among colleagues to develop inter subjective consensus or with extensive efforts to replicate a finding in another data set. In this stage, the researcher will be made a conclusion. The conclusion is a form of thick description. The conclusion is the answer of the researcher problem that has been formulated.

While the quantitative data used for asses the test include of pretest and posttest. There tests were analyzed by comparing the result of the test in each cycle.

In scoring the reading test, it was determinate that the ranging from 0-100 by accounting the correct answer. The correct answer was given 1 while the wrong answer is given 0 and by applying this formula:

$$S = \frac{R}{N} \; x \; 10\%$$

Where:

S   = the score

R   = the number of the correct answer

N   = the number of question

    For the students who pass the test successfully, the researcher applied the following formula:

$$P = \frac{R}{T} x \; 100\%$$

Where:

P   : The percentage of students got score 70

R   : The percentage of students got score above 70

T   : Total number of students who participate in the test

    To know the mean of the students' score for each cycle, the researcher applied the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

$\bar{X}$: Mean

$\sum X$: The total score

N : Total number of students

E. Research Procedure

The procedure of the data collection of the study was conducted by administrating six meeting and two cycles. Each of the cycle consisted of three meetings. Each of the cycle consisted of four steps namely planning, actions, observation, and reflection. The cycle two did if cycle one is not successful. Cycle one and cycle two is same, the different is only topic. In line with the type of the research, figure action research proposed by Kemmis and McTaggart cited in Hopkins there were two steps in conducting the research, namely:[34]

Figure of Research

The Design of Action Research's Cycles
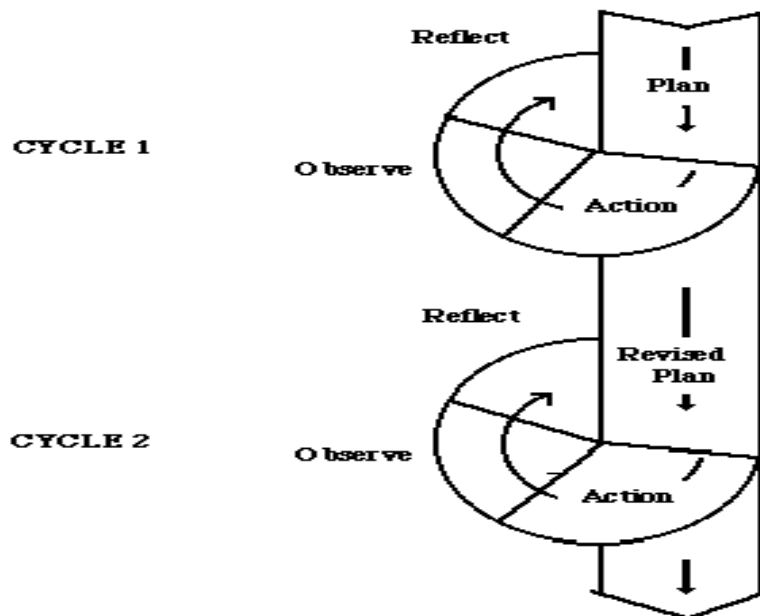
[34] Kemmis, S., & McTaggart, R., *The Action Research Reader*, (Victoria: Deakin University, 1990), p.122.

In the research procedure, the activities of LRD strategy can be seen as follow:

Table 1 The activities in research procedure

LRD (Listen Read Discuss) Strategy	
Teacher:	Students:
a. Preparation	a. Preparation
-Review the reading selection	-Have a copies of reading text
-Prepare a brief organized overview that points out the basic structures of the material, relevant background information and important information	
-Give copies of reading text	
b. Step 1	b. Step 1
-Read the summary orally to the students.	-Listen to the teacher summary
c. Step 2	c. Step 2
-Ask the students to read the text	-Read the text
d. Step 3	d. Step 3
-Lead the classroom discussion	-Discuss the material and find the differences between their reading and teacher presentation.

1. **Cycle I**

   1.1. Planning

   Planning is the arrangement for doing something. Planning is considered everything that is related to the action that was done and prepared everything was

needed in teaching and learning process. There were many activities that were done in planning, they were:

1) Preparing the lesson plan

2) Preparing the test in order to know the basic skill of students toward reading comprehension.

3) Preparing the texts that used during the cycles.

4) Interviewing the English teacher in order to know the students' ability in mastering reading comprehension and students' background.

5) Preparing the multiple choices and observation sheets in order to know the development that existed during the applying LRD (Listen Read Discuss) strategy and also to see the students' reaction and the condition as a process.

6) Interviewing the students to predict their problem in reading comprehension and to gain their comments about the reading comprehension.

7) Determining the collaborator that helped the researcher to reflect the result of teaching learning process.

8) Designing the procedure of LRD (Listen Read Discuss) strategy in teaching reading comprehension.

1.2. Action

Action is the process of doing things. Action is the implementation of planning. The action should be dynamic, need immediately decision for what will be done, and completed simple evaluation. In this phase, the researcher did

everything that had been planned. There were many activities in action as seen in the following:

1) First Meeting:

   a. The teacher set the class rules during teaching-learning process.

   b. The teacher introduce herself and tell what her purpose in the class.

   c. Based on the students' opinion, the teacher explained the definition of LRD (Listen Read Discuss) Strategy and its procedure more early and emphasizes the important of LRD (Listen Read Discuss) Strategy for them.

   d. The teacher presents the information to students about the text that they will be read.

   e. Students divided into some groups.

   f. The teachers give a text to every group.

   g. The group discussion wrote their result discussion in a piece of paper.

   h. Teacher gave opportunity to the students who want to ask about the lesson.

2) Second Meeting:

   a. The teacher explained the definition of reading comprehension and also the element of paragraph, such as main sentence, supporting sentences, and also the conclusion.

   b. The teacher introduced the LRD (Listen Read Discuss) strategy that is used in reading activity, include how the strategy works.

   c. The teachers give a text to every student.

   d. The teachers ask the students to listen to teachers when teachers read a text.

e. The teachers ask the students to read a text selection. The content should be similar to the material presented during the "listen" portion of the lesson.

f. The students divided into some groups for doing discussion.

g. The teacher leads a classroom discussion of the material. Encourage the students to reflect on any differences between their reading of the content and the teacher presentation

h. Every group wrote the discussion result in a piece of paper. They should identify the main sentence in every paragraph of the text.

i. The students answer 20 multiple choice based on the text.

3) Third Meeting:

a. The teacher recalled the students' memory of previous topic by asked question orally.

b. The teacher asked the students the main idea of the text in the second meeting.

c. The teacher concluded the lesson.

1.3. Observation

Observation was done to record the process during teaching-learning process. It was about the behavior, attitude and all activities while giving action and doing their work group by using documentation, they were: photos, and diary notes.

Table 2

Observation Teacher

NO	ACTIVITIES OBSERVED	CYCLE I	
		Yes	No
1.	The teacher come to the class on time	✓	
2.	The teacher greats the students	✓	
3.	The teacher does orientation	✓	
4.	The teacher gives chance to the students to answer the question	✓	
5.	The teacher open the teaching learning process	✓	
6.	The teacher is serious in teaching learning process	✓	
8.	The teacher concludes the material	✓	
9.	The teacher monitor all the groups	✓	

Table 3

Observation Students

NO	ACTIVITIES OBSERVED	CYCLE I	
		Yes	No
1.	The students come to the class on time	✓	
2.	The students answer enthusiastic in teaching learning process		✓
3.	The students are enthusiastic in teaching learning process	✓	
4.	The students make noisy in the class	✓	
5.	The students listen to the teacher's explanation and attentively		✓
6.	The students do all the task cooperatively	✓	

1.4. Reflection

Reflection is the feedback process from the action that has been done before. Reflection is the movement or beyond (the outside) ability, consciousness as something that comes from the outside; muscle movement because something from the outside.[35] By having the reflection, the researcher helped the students to make decision for what to do or to revise. The researcher took feedback on teaching learning process from the observation, the problem that existed and the causes of the problem. If the result does not reach the goal that is determined, there would be the second cycle.

2. **Cycle II**

This cycle was the follow up of the first cycle. This cycle was conducted because the students' score were still low and there were many aspects that should be improved. Based on the reflection in the first cycle, the researcher was able to decide the better way to make the strategy to more effective in teaching learning process and the researcher made the planning to increase the students' ability in mastering reading comprehension. The researcher made a planning based on difficulties and the weakness in the previous cycle in teaching reading comprehension. Therefore, the researcher revised the plan for increasing the students' ability in mastering reading comprehension.

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

2.1. Planning

Based on the reflection in the first cycle, the researcher rearranged the plan based on the students' needs. Many activities that were done in this phase, they were:

1) Preparing and designing the lesson plan.

2) Preparing the texts that used during the cycles and evaluation.

3) Preparing the observation sheet and diary note in order to know the development that exist during the applying of LRD (Listen Read Discuss) Strategy and also to see the students reaction and the condition as a whole.

4) Preparing media that is needed when doing the teaching learning.

5) Giving the motivation to the students to motivate the students in order to be able to cooperate well, share their knowledge each other, and help one to another.

6) Determining the partner who helps the researcher to do the research, to analyze the weakness in learning process and to reflect the result of teaching learning process.

7) Making an evaluation and improvement toward the students' problem.

8) Giving more explanation about the strategy and make sure all of the students understand.

9) Reminding all the students to participate and responsible in their group activity.

2.2. Action

Action in the second cycle was aimed to apply the revising plan of the first cycle. There were some aspects and procedures that were changed in order to improve students' ability in mastering reading comprehension. This phase was conducted in three meeting. The activity in this phase was described in the following:

1) First Meeting:

   a. The teacher set the class rules during teaching-learning process.

   b. The teacher reviewed students' ability in cycle II and gave some comments on students' opinion and motivation in order to do the best in this cycle.

   c. Based on the students' opinion, the teacher explained the definition of LRD (Listen Read Discuss) Strategy and its procedure more early and emphasized the important of LRD (Listen Read Discuss) Strategy for them.

   d. The teacher presents the information to students about the text that they will be read.

   e. Students divided into some groups.

   f. The teachers give a text to every group.

   g. The students translated the passage and identify the main idea in each paragraph.

   h. The group discussion wrote their result discussion in a piece of paper.

   i. Teacher gave opportunity to the students who want to ask about the lesson.

2) Second Meeting:

   a. The teacher announced the best and complete group in the previous meeting.

   b. The teachers give a text to every student.

   c. The teachers ask the students to listen to teachers when teachers read a text.

   d. The teachers ask the students to read a text selection. The content should be similar to the material presented during the "listen" portion of the lesson.

   e. The students divided into some groups for doing discussion.

   f. The teacher leads a classroom discussion of the material. Encourage the students to reflect on any differences between their reading of the content and the teacher presentation

   g. Every group wrote the discussion result in a piece of paper. They should identify the main idea of the text.

   h. The students answer 20 multiple choice based on the text.

3) Third Meeting:

   a. The teacher recalled the students' memory of previous topic by asked question orally.

   b. The teacher asked the students the main idea of the text in the second meeting.

   c. The teacher concluded the lesson.

2.3. Observation

The observation was still done in this cycle. The activities of the students and the teachers were observed and the students showed that most of their ability better than in the cycle I. The students more active in finishing their material and they were look more enthusiasts in learning. The observation was being put on diary notes.

Table 4

Observation Teacher

NO	ACTIVITIES OBSERVED	CYCLE II	
		Yes	No
1.	The teacher come to the class on time	✓	
2.	The teacher greats the students	✓	
3.	The teacher does orientation	✓	
4.	The teacher gives chance to the students to answer the question	✓	
5.	The teacher open the teaching learning process	✓	
6.	The teacher is serious in teaching learning process	✓	
7.	The teacher gives task to the students	✓	
8.	The teacher concludes the material	✓	
9.	The teacher monitor all the groups	✓	

Table 5

Observation Students

NO	ACTIVITIES OBSERVED	CYCLE II	
		Yes	No
1.	The students come to the class on time	✓	
2.	The students answer enthusiastic in teaching learning process	✓	
3.	The students are enthusiastic in teaching learning process	✓	
4.	The students make noisy in the class	✓	
5.	The students listen to the teacher's explanation and attentively	✓	
6.	The students do all the task cooperatively	✓	
7.	The students are brave in giving their opinion.	✓	
8.	The students interaction in the group discussion	✓	
9.	Being active in the group discussion	✓	
10.	Class order in teaching learning process.	✓	

2.4. Reflection

After collecting the answer sheet of the students' test, observation sheets, and field notes of the second cycle, the researcher and the partner evaluated was held to know the surplus and the lack of the application of the revised plan done in the second cycle. In the phase reflection, the students' reading comprehension showed improvement.

F. Trustworthiness

According to Burns cited by Devo Yilmaz in his book, trustworthiness is refers to collection and analysis of data without bias using various qualitative data analysis techniques, and this, in turn, leads to credible accumulation of knowledge based on honest constitution of research findings. In other words, trustworthiness is the re-conceptualization of validity and its appropriation to action research.[36]

In this research, the researcher used triangulation techniques to get the trustworthiness. According to Burns, there are four triangulation techniques namely time triangulation, space triangulation, investigator triangulation and theoretical triangulation. The researcher only uses two triangulation techniques. They are investigator triangulation and theoretical triangulation. Investigator triangulation means more than one observer was involved in the same research setting to avoid the biased interpretation. More than one observer, they were the researcher herself and the English teacher. Moreover, in theoretical triangulation, the researcher analyzed the data from many perspectives which are based on more than one theoretical review.

Talking about validity, the researcher used Process Validity. Process validity is related to reliability and competency of the research. To gain the process validity, the researcher had the data of observation during the action through the observation checklist and field notes.

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[36] Devo Yilmaz Devrim, *Teaching Grammatical Metaphor: Designing Pedagogical Interventions*, (United Kingdom: Cambridge Scholars Publishing, 2015), p. 49.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

A. Data

The data of this research consisted of two kinds; they were qualitative data and quantitative data. The qualitative data were obtained from observation sheet, interview sheet and diary note. The quantitative data were taken from the mean of students score in taking test.

1. **The Quantitative Data**

The quantitative data were taken from the score of reading tests administrated in three times; pre-test (in cycle I), post-test 1 (in cycle I), and post-test 2 (in cycle II).

The score of the students' showed improvement continuously. The improvement of the students' score in reading comprehension by using LRD (Listen Read Discuss) strategy can be seen in table below. And the calculation can be seen in appendix.

Table 6

The Students' Score in the Three Reading Test

No	Students' Initial	Pre-Test	Post-Test I	Post-Test II
1	2	3	4	5
1	AFW	70	75	85
2	ARZ	60	60	75
3	AS	40	55	75
4	AY	65	75	90
5	ANY	55	65	80
6	CRS	60	70	80

1	2	3	4	5
7	DRS	65	70	90
8	DI	45	55	75
9	DK	50	65	75
10	DA	65	70	85
11	ES	40	55	75
12	EW	55	65	80
13	FBY	50	60	80
14	FW	35	50	65
15	IR	50	65	75
16	II	60	70	85
17	IA	55	60	75
18	KNB	60	65	85
19	MSR	65	70	80
20	MA	70	70	85
21	MS	50	60	75
22	MFG	45	55	65
23	MIF	35	50	75
24	PRL	50	60	75
25	RNS	65	70	80
26	RE	60	70	80
27	RR	65	75	85
28	RAH	40	60	75
29	SA	55	65	75
30	SR	45	60	75
31	SRN	50	65	80
32	TH	55	60	70
33	YS	65	65	75
34	ZL	55	65	75
Total		$\sum X = 1850$	$\sum X = 2170$	$\sum X = 2655$
Mean		$\bar{X} = 54,41$	$\bar{X} = 63,82$	$\bar{X} = 78,08$

2. **The Qualitative Data**

   a. **Observation**

   Observation was used to measure the level of the students' activities during teaching learning process. The observation was focused on the situation of teaching learning process in which LRD (listen read discuss) strategy was applied, students' activities and behavior, students' ability in comprehending the text, teacher' ability in teaching and interaction between teacher and students. It can be seen in appendix. From the result of observation sheet that were conducted, it was concluded that LRD (listen read discuss) strategy was implemented could make the students were active and enthusiastic in learning reading comprehension.

   b. **Interview**

   Interview was conducted to get the information about the students' interest in reading. There were two interview sessions was conducted. The first interview was done before conducting the research and the second one was done in the end of second cycle. The research interviewed the English teacher and also the students. In the first session, they were interviewed about their problem in reading. While the second session, they were interviewed about their respond or comments about the implementation of LRD (Listen Read Discuss) strategy. It can be seen in appendix.

   c. **Diary Note**

   Diary note were taken as instrument of data to analyze about the activity of the research, the activity of the students during the research, their behavior, expressing, etc.

B. Data Analysis

1. Quantitative Data

The researcher gave tests in the end of each cycle. There was an improvement on the students' ability in reading comprehension from each cycle. It was showed from pre-test until post-test of the cycle II. It can be see below:

Table 7

The Result of Students' Score for Pre-Test

No	Students' Initial	Pre-Test	
		Score	Got Score Over 70
1	**2**	**3**	**4**
1	AFW	70	**Passed**
2	ARZ	60	Failed
3	AS	40	Failed
4	AY	65	Failed
5	ANY	55	Failed
6	CRS	60	Failed
7	DRS	65	Failed
8	DI	45	Failed
9	DK	50	Failed
10	DA	65	Failed
11	ES	40	Failed
12	EW	55	Failed
13	FBY	50	Failed
14	FW	35	Failed
15	IR	50	Failed
16	II	60	Failed
17	IA	55	Failed
18	KNB	60	Failed
19	MSR	65	Failed

1	2	3	4
20	MA	70	**Passed**
21	MS	50	Failed
22	MFG	45	Failed
23	MIF	35	Failed
24	PRL	50	Failed
25	RNS	65	Failed
26	RE	60	Failed
27	RR	65	Failed
28	RAH	40	Failed
29	SA	55	Failed
30	SR	45	Failed
31	SRN	50	Failed
32	TH	55	Failed
33	YS	65	Failed
34	ZL	55	Failed
Total $\sum X$		1850	
The Mean Score		54,41	

From the table of Pre-Test, the total score of the students was 1850 and the number of the students who took the test was 34 students, so the students' mean was:

Formula, $X = \frac{\sum X}{N}$

$$\bar{X} = \frac{1850}{34} = 54,41$$

From the data analysis above, students' ability in reading comprehension was low. The mean of the students was 54,41. And to look the number of the students' who were competent in reading comprehension test was calculated by applying the following formula:

Formula, $P = \frac{R}{T} x \ 100\%$

$$P_1 = \frac{2}{34} x \ 100\% = 5,8\% \ And$$

$$P_2 = \frac{32}{34} x \ 100\% = 94,1\%$$

Table 8

Distribution of Students' Ability in Reading Comprehension

For Pre-Test

	Criteria	Total Students	Percentage
P_1	Passed	2	5,8%
P_2	Failed	32	94,1%

From the table analysis, the students' ability in mastering reading comprehension still low. The mean of the students was 54,41. From the score who got over 70 were 2 students or it was only 5,88% and 32 students got under score 70 or it was 94,11%. It can be concluded that the students' ability in mastering reading comprehension still low.

From the explanation above, students' ability in mastering reading comprehension was classified low when conducting action research in pre-test. So, post-test 1 continued in cycle I. The analysis in the post-test 1 of the first cycle can be follow below:

Table 9

The Result of Students' Score for Cycle I

No	Students' Initial	Post-Test 1 Cycle I	
		Score	Got Score Over 70
1	2	3	4
1	AFW	75	**Passed**
2	ARZ	60	Failed
3	AS	55	Failed
4	AY	75	**Passed**
5	ANY	65	Failed
6	CRS	70	**Passed**
7	DRS	70	**Passed**
8	DI	55	Failed
9	DK	65	Failed
10	DA	70	**Passed**
11	ES	55	Failed
12	EW	65	Failed
13	FBY	60	Failed
14	FW	50	Failed
15	IR	65	Failed
16	II	70	**Passed**
17	IA	60	Failed
18	KNB	65	Failed
19	MSR	70	**Passed**
20	MA	70	**Passed**
21	MS	60	Failed
22	MFG	55	Failed
23	MIF	50	Failed
24	PRL	60	Failed
25	RNS	70	**Passed**
26	RE	70	**Passed**

1	2	3	4
27	RR	75	**Passed**
28	RAH	60	Failed
29	SA	65	Failed
30	SR	60	Failed
31	SRN	65	Failed
32	TH	60	Failed
33	YS	65	Failed
34	ZL	65	Failed
Total $\sum X$		**2170**	
The Mean Score		**63,82**	

From the table of Pre-Test, the total score of the students was 1850 and the number of the students who took the test was 34 students, so the students' mean was:

Formula, $X = \frac{\sum X}{N}$

$$\bar{X} = \frac{2170}{34} = 63{,}82$$

From the explanation above, students' ability in mastering reading comprehension was classified still not good when conducting action research in cycle I even though there are 11 students passed the test. The mean of students' ability got 63,82. And to took the number of the students' who were competence in reading comprehension, the test was calculated by applying the following formula:

Formula, $P = \frac{R}{T} x\ 100\%$

$$P_1 = \frac{11}{34} x\ 100\% = 32{,}3\% \text{ And}$$

$$P_2 = \frac{23}{34} x \; 100\% = 67,6\%$$

Table 10

Distribution of Students' Ability in Reading Comprehension

For Post-Test 1

	Criteria	Total Students	Percentage
P_1	Passed	11	32,3%
P_2	Failed	23	67,6%

From the table analysis, the students' ability in mastering reading comprehension still low. The mean of the students was 63,82. From the score who got over 70 were 11 students or it was only 32,35% and 23 students got under score 70 or it was 67,64%. It can be concluded that the students' ability in mastering reading comprehension still low. Post-test cycle I is categorized failed. The result of Standard of Criteria Success (SKM) minimum was >70 score. Therefore, the next action continued on cycle II. The analysis in the post-test 2 of the second cycle can be follow below:

Table 11

The Result of Students' Score for Cycle II

No	Students' Initial	Post-Test 1 Cycle I	
		Score	Got Score Over 70
1	2	3	4
1	AFW	85	**Passed**
2	ARZ	75	**Passed**
3	AS	75	**Passed**
4	AY	90	**Passed**
5	ANY	80	**Passed**
6	CRS	80	**Passed**
7	DRS	90	**Passed**

1	2	3	4
8	DI	75	**Passed**
9	DK	75	**Passed**
10	DA	85	**Passed**
11	ES	75	**Passed**
12	EW	80	**Passed**
13	FBY	80	**Passed**
14	FW	65	Failed
15	IR	75	**Passed**
16	II	85	**Passed**
17	IA	75	**Passed**
18	KNB	85	**Passed**
19	MSR	80	**Passed**
20	MA	85	**Passed**
21	MS	75	**Passed**
22	MFG	65	Failed
23	MIF	75	**Passed**
24	PRL	75	**Passed**
25	RNS	80	**Passed**
26	RE	80	**Passed**
27	RR	85	**Passed**
28	RAH	75	**Passed**
29	SA	75	**Passed**
30	SR	75	**Passed**
31	SRN	80	**Passed**
32	TH	70	**Passed**
33	YS	75	**Passed**
34	ZL	75	**Passed**
Total $\sum X$		**2655**	
The Mean Score		**78,08**	

From the table, the students' ability in mastering reading comprehension by LRD (Listen Read Discuss) strategy improved. The standard of criteria maximum was scored by mean 78,08. From the total score of the students was 2655 divided the number of the students who took test was 34 students, so the students' mean was:

Formula, $X = \frac{\Sigma X}{N}$

$$\bar{X} = \frac{2655}{34} = 78,08$$

From the explanation above, students' ability in mastering reading comprehension improved. The mean of students' was 78,08. And to took the number of the students' who were competence in reading comprehension test was calculated by applying the following formula:

Formula, $P = \frac{R}{T} x \ 100\%$

$P_1 = \frac{32}{34} x \ 100\% = 94,1\%$ And

$P_2 = \frac{2}{34} x \ 100\% = 5,8\%$

Table 12

Distribution of Students' Ability in Reading Comprehension

For Post-Test 2

	Criteria	Total Students	Percentage
P_1	Passed	32	94,1%
P_2	Failed	2	5,8%

From the table analysis, the students' ability in mastering reading comprehension was classified very good when doing action research on cycle II.

Based on the findings all of the result analysis above, the researcher concluded that LRD (Listen Read Discuss) strategy can improve the students' ability in mastering reading comprehension.

2. **Qualitative Data**

The qualitative data were taken from the interview, observation, and diary note. Those are gained within cycle II.

2.1. Interview

Interview was conducted to get the information about the students' interest in reading. There were two interview sessions was conducted. The first interview was done before conducting the research and the second one was done in the end of second cycle. The research interviewed the English teacher and also the students. In the first session, they were interviewed about their problem in reading. While the second session, they were interviewed about their respond or comments about the implementation of LRD (Listen Read Discuss) strategy. It can be concluded that the students could determine and finding main idea, comprehending the text, and they can solved problem in reading. Besides, the teacher was not difficult more to teaching reading. They said that this strategy was helpful, effective and enjoyable. By implementing this strategy can improve the students' ability in mastering reading comprehension. It can be seen in appendix.

2.2. Observation

The observation sheets were filled by the English teacher as collaborator of this research. Based on the observation, it was concluded that teaching learning process by implementing LRD (Listen Read Discuss) strategy ran well. The situation of teaching-learning process was comfort, easy, enjoyable and effective.

LRD (Listen Read Discuss) strategy created a good environment in teaching-learning reading which is the students became active in asking question to their friend or the teacher, giving opinion, and giving the respond. It can be seen in appendix.

2.3.Diary Note

Diary note was used to see the activities during the research and teaching-learning process in the first cycle and second cycle. It can be seen in appendix.

a.   The Activity of the First Cycle

The first cycle was conducted in three meeting. The first test was given to the students without giving any treatment or strategy. From the first test, it was found that just two student can get score 70. It means that they felt difficult to comprehend the text, most of them still had low comprehension and also this thing can be proven from the result of their answer for the first interview sheet that showed they didn't like English subject especially in reading and they faced difficult in reading either the English text, the main factor is difficult to interpret the word in the text, less of vocabulary and grammar, and the teacher seldom to use the strategy in learning process was old strategy. After that the researcher gave the treatment directly in cycle I. Before the teaching-learning process goes on, the researcher explained the LRD (Listen Read Discus) strategy, its step and the advantages-disadvantages of the strategy.

After that, the students listen to the teacher when she/he presents the information about the text. This can be in the form of a short lecture on the topic, using a graphic organizer to guide the students. The second one, the teachers ask the students to read a text selection. The content should be similar to the material

presented during the "listen" portion of the lesson that has been read by the teacher. The last one, the teacher leads a classroom discussion of the material. Every group consisted of four/five students. Encourage the students to reflect on any differences between their reading of the content and the teacher presentation by presented their result of discussion in front of the class.

In the next meeting, they could apply this approach better than before because they already known about the procedures of LRD (Listen Read Discuss) strategy. The researcher and the students work together. The purpose was to develop the students' ability in mastering reading comprehension.

b. The Activity of the Second Cycle

Based on the reflection that had been done in the first cycle was found that the second cycle had to be conducted. It was expected that the result in the second cycle would be better than the first cycle. In this cycle, the teacher presents the information to students about the text that they will be read. The students listen to the teacher presentation about the text. Give the students times to read the text version of the same material like the teacher had been read before. After that the students divided into some group. Every group consisted of four/five students, and then the students translated the passage to identify the main idea in each paragraph. The teachers give a question to the students to check their comprehension about the text that have been their listen, read and discuss.

After the end of study, the teacher gave back the interview sheet after applied the strategy to students. So, the result of interview showed that most of them interested to use LRD (Listen Read Discuss) strategy when learning reading

session. Based on the result of the interview with English teacher, she said that LRD (Listen Read Discuss) strategy was an interesting way to do in reading comprehension, the students were able to express what they think based on the topic before they have read it. Moreover, English teacher as a collaborator, she wrote all things happen in the class. It can be seen in appendix.

C. Research Findings and Discussion

1. The result of research indicated that there was improvement on the students' ability in mastering reading comprehension which was taught by LRD (Listen Read Discuss) strategy. It was proved by the data which showed that the mean of the students' score for the first reading test as a pre-test which was 54,41, the second reading test as a post-test 1 which was 63,82, and the third reading test as a post-test 2 which was 78,08. The total percentage of the students who passed the passing grade significantly improve, in the pre-test which was 5,8%, in the post-test 1 which was 32,3%, and in the post-test 2 which was 94,1%.

2. The researcher also analyzed the qualitative data to support the research finding besides the quantitative data. The qualitative data were organized by interview, observation, and diary note. All of these was data indicated that the students give their attitude and response during teaching-learning process. Based on the result of the quantitative and qualitative data, it was indicated that the action and applying the LRD (Listen Read Discuss) as strategy significantly can improved the students' ability in mastering reading comprehension.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

Based on the result of the research it could be concluded that teaching reading by using LRD (Listen Read Discuss) strategy could develop the students' ability in mastering reading comprehension, especially for students at second grade of MAS YP Raudhatul Akmal Batang Kuis. So, the conclusions are drawn as follow:

1. Before the researcher implement LRD (Listen Read Discuss) strategy, many students failed in pre-test. It was showed in previous chapter that only 2 students of 34 students succeed answered pre-test and got high score and 32 students failed. From 2 students the percentage who passed the test 5,8% and 32 students got 94,1%. The total score of the students was 1850 and the number of students' mean 54,41. From the data analysis above, students' ability in mastering reading comprehension was low.

2. There is an improvement of the students' ability in mastering reading comprehension after applied LRD (Listen Read Discuss) strategy. It is proven from the mean of the students' scores in three tests: pre-test (54,41), increased to the mean of the score in post test 1 (63,82), and increased in post-test 2 (78,08). In pre-test only 2 students (5,8%) who passed the test. In post-test 1 increased 11 students (32,3%) who passed the test, and in post-test 2 increased 32 students (94,1%) got high score and passed the reading test.

3. The observation and interview sheet indicate that there is improvement in students' ability in mastering reading comprehension. Furthermore, the result that LRD (Listen Read Discuss) strategy as the strategy makes students can be actively, enthusiastic, and easily to develop their reading comprehension.

B. Suggestion

Because the relation to the conclusion above. The suggestions are stage as the following:

1. For the English teacher suggested to implement LRD (Listen Read Discuss) strategy which has a pleasant learning condition, in order that the students feel more motivated and interested in learning reading comprehension.

2. For the students suggested when they studied English subject especially in reading either at school or at home applied LRD (Listen Read Discuss) strategy.

3. The other researcher, it is suggested to conduct further and deeper research related to the topic of the study.

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LESSON PLAN
(RPP)

Name of School : MAS (Madrasah Aliyah Swasta) YP. Raudhatul

Akmal Batang Kuis

Subject : English

Class/Semester : XI/1

Material : Reading Comprehension

Time Allocation : 4 x 40 minutes

A. Standard of Competence

Reading:

5. Understanding the meaning of written functional texts and essays in the forms of report texts related to surroundings to get knowledge.

B. Basic Competence

5.2. Responding to meaning and rhetoric steps accurately, fluently, and acceptably in essays related to surroundings to get knowledge in the forms of: report text.

C. Indicators

1. Identifying the topic and main idea of a report text.
2. Identifying the meaning of difficult words in the report text.
3. Identifying word reference in the report text.
4. Identifying the detail information of a report text.

D. Purpose of Learning

To make the students comprehend about their reading especially in report text.

E. Material of Learning

Report Text

Text :

Taken from *Peter Haddock Ltd.,* Ref.083

Banking System

A bank is an institution with a twofold function. First, it keeps people's money safe and readily available. In this way it functions as a savings bank.. Secondly, it lends money to people who need it. It is also, therefore, a money lender.

Anyone can go to any bank and deposit money, that is, ask the bank to look after it. He becomes a customer of the bank. When, he deposits money, we say he opens a bank account.There are two types of bank accounts. The first is a current account. When a customer deposits money on a current account, he can make withdrawals by means of a cheque. No interest is paid on this type account. The other type of account is a time deposit. On this type of account the customer can deposits his money for a specified period of time He can withdraw the money only at the maturity date. Interest is paid for this type of account.

A banks receives deposits from customers, as well as lend money to its customers. A person who wants to borrow money has to give the bank something as collateral for instance, a certificate showing ownership of property. When a customer has a bank loan, the bank charges him interest on the money he has borrowed. The bank does not always give the borrower actual' money. It may credit his account with the amount borrowed, exactly as if he had deposited that amount at the bank.

F. Model/Metodh of Learning

   1) Approach : *scientific*

   2) Strategy: *LRD (Listen Read Discuss) Strategy*

   3) Metodh: *Observe-Practice*

G. Teaching and Learning Activity

1) Opening (5')

a. Greeting

Good afternoon everyone? How are you getting on?/ How's life?

b. Checking students' attendance list

Who is absent today?

Checking students' readiness

Is everybody ready to start

Let's get cracking

c. Checking the students' understanding about the previous materials.

2) Core Activity (30')

1. Pre-Reading

a. The teachers explain about LRD (Listen Read Discuss) strategy and steps of the strategy.

b. The teachers explain about the text that will be read by the students, include of the characteristic of the text, format and the purpose of the text.

2. Whilst Reading

a. Listen

The teacher presents the information to students about the text. This can be in the form of a short lecture on the topic, using a graphic organizer to guide the students.

b. Read

The teachers ask the students to read a text selection. The content should be similar to the material presented during the "listen" portion of the lesson that has been read by the teacher.

c. Discuss

The teacher leads a classroom discussion of the material. Encourage the students to reflect on any differences between their reading of the content and the teacher presentation by presented their result of discussion in front of the class.

3. After Reading

Ask the students to do comprehension questions.

3) Closing

a. Discuss the students' difficulties in understanding the materials.

b. Give a conclusion about the materials that have been learned.

H. Media and Source of Learning

1. Media

a. Laptop, CPU

b. Report Text

2. **Source of Learning**

a. English text book eleventh grade.

b. Report text article.

c. Internet

I. Assesment

No	Kinds	Lines	Instument/Activity
1.	Assignment	Activity	Observation and activity
		Activity	Observation and activity
		Activity	Observation and activity
2.	Exercise	Test	Multiple Choices. Exercise will be provided in the form of multiple choice totalling 20 items.

Scoring of the test:

$$S = \frac{R}{N} \ x \ 100\%$$

S   = the score

R   = the number of the correct answer

N   = the number of question

Medan,   July 2018

English Teacher   Researcher

Runi Ervira, S.Pd   Putri Khairunnisa
NIP.   NIM. 34141029

LESSON PLAN
(RPP)

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            Akmal Batang Kuis

Subject   : English

Class/Semester   : XI/1

Material   : Reading Comprehension

Time Allocation   : 4 x 40 minutes

A. Standard of Competence
Reading:

6. Understanding the meaning of written functional texts and essays in the forms of report texts related to surroundings to get knowledge.

B. Basic Competence

6.2. Responding to meaning and rhetoric steps accurately, fluently, and acceptably in essays related to surroundings to get knowledge in the forms of: report text.

C. Indicators

5. Identifying the topic and main idea of a report text.
6. Identifying the meaning of difficult words in the report text.
7. Identifying word reference in the report text.
8. Identifying the detail information of a report text.

D. Purpose of Learning

  To make the students comprehend about their reading especially in report text.

E. Material of Learning

Report Text

Text :

Taken from *Peter Haddock Ltd.,* Ref.083

Healthy Body

The term "A healthy mind in a healthy body" is known well. That is the motto of every athlete in the world. People can be happy only if -they are healthy. There are several important things we must do in order to stay healthy. First, we must get enough regular physical exercise. Second, we must live in a clean house. Third, we must have enough time to rest. Rest is an important physical exercise. And fourth, we must eat adequate quantities of nutritious food.

Good food is very important for keeping our body, healthy. Food which contains a lot of nutriments is always good for our body. Nutriments are used by our body for energy, growth, and for building new body tissues. Nutriments are of five important groups: proteins, carbohydrates, fats, minerals and vitamins.

Our body needs proteins for its growth. Therefore, proteins are the most important nutriments for young people. Proteins also rebuild worn-out body tissues. We can acquire proteins from meat, chicken, peas, beans, coconuts, eggs and milk.

Carbohydrates are as important 35, proteins, because they are the main source of energy. 4fle body needs energy to do its work. Carbohydrates are found in flour, bread, cakes, rice, potatoes, cassava, corn, sugar and sweets.

Fats are another important source of energy. We can find fats in butter, margarine, milk, coconut-milk, eggs, fish, meat and .ice-cream. However, too much fat can make our body fat and this is dangerous for our heart. It can cause heart attacks.

Mineral salts such as calcium, magnesium, phosphorus, and iron are also absolutely necessary for our body. For instance, calcium, magnesium and phosphorus are necessary for the growth of our bones and teeth. Iron is important for our blood.

Vitamins are important for our health. The body cannot make its own vitamins, so it depends on our food for these. We must eat food which contains a.

lot of vitamins, such as vegetables and fruit. They help the body to absorb other nutrients in food. Vitamins control our digestion.

F. Model/Metodh of Learning

4) Approach : *scientific*

5) Strategy: *LRD (Listen Read Discuss) Strategy*

6) Metodh: *Observe-Practice*

G. Teaching and Learning Activity

4) Opening (5')

d. Greeting

Good afternoon everyone? How are you getting on?/ How's life?

e. Checking students' attendance list

Who is absent today?

Checking students' readiness

Is everybody ready to start

Let's get cracking

f. Checking the students' understanding about the previous materials.

5) Core Activity (30')

4. Pre-Reading

c. The teachers explain about LRD (Listen Read Discuss) strategy and steps of the strategy.

d. The teachers explain about the text that will be read by the students, include of the characteristic of the text, format and the purpose of the text.

5. Whilst Reading

d. Listen

The teacher presents the information to students about the text. This can be in the form of a short lecture on the topic, using a graphic organizer to guide the students.

e. Read

The teachers ask the students to read a text selection. The content should be similar to the material presented during the "listen" portion of the lesson that has been read by the teacher.

f. Discuss

The teacher leads a classroom discussion of the material. Encourage the students to reflect on any differences between their reading of the content and the teacher presentation by presented their result of discussion in front of the class.

6. After Reading
Ask the students to do comprehension questions.

6) Closing
   c. Discuss the students' difficulties in understanding the materials.
   d. Give a conclusion about the materials that have been learned.

H. Media and Source of Learning
   3. Media
      c. Laptop, CPU
      d. Report Text
   4. **Source of Learning**
      d. English text book eleventh grade.
      e. Report text article.
      f. Internet

I. Assesment

No	Kinds	Lines	Instument/Activity
1.	Assignment	Activity	Observation and activity
		Activity	Observation and activity
		Activity	Observation and activity
2.	Exercise	Test	Multiple Choices. Exercise will be provided in the form of multiple choice totalling 20 items.

Scoring of the test:

$$S = \frac{R}{N} \; x \; 100\%$$

S   = the score

R   = the number of the correct answer

N   = the number of question

Medan,   July 2018

English Teacher   Researcher

Runi Ervira, S.Pd   Putri Khairunnisa
NIP.   NIM. 34141029

Appendix III

Observation Sheet Teacher in Cycle I

NO	ACTIVITIES OBSERVED	CYCLE I	
		Yes	No
1.	The teacher come to the class on time	✓	
2.	The teacher greats the students	✓	
3.	The teacher does orientation	✓	
4.	The teacher gives chance to the students to answer the question	✓	
5.	The teacher open the teaching learning process	✓	
6.	The teacher is serious in teaching learning process	✓	
8.	The teacher concludes the material	✓	
9.	The teacher monitor all the groups	✓	

Appendix IV

Observation Sheet Teacher in Cycle II

NO	ACTIVITIES OBSERVED	CYCLE II	
		Yes	No
1.	The teacher come to the class on time	✓	
2.	The teacher greats the students	✓	
3.	The teacher does orientation	✓	
4.	The teacher gives chance to the students to answer the question	✓	
5.	The teacher open the teaching learning process	✓	
6.	The teacher is serious in teaching learning process	✓	
7.	The teacher gives task to the students	✓	
8.	The teacher concludes the material	✓	
9.	The teacher monitor all the groups	✓	

Appendix V

Observation Students in Cycle I

NO	ACTIVITIES OBSERVED	CYCLE I	
		Yes	No
1.	The students come to the class on time	✓	
2.	The students answer enthusiastic in teaching learning process		✓
3.	The students are enthusiastic in teaching learning process	✓	
4.	The students make noisy in the class	✓	
5.	The students listen to the teacher's explanation and attentively		✓
6.	The students do all the task cooperatively	✓	

Appendix VI

Observation Students in Cycle II

NO	ACTIVITIES OBSERVED	CYCLE II	
		Yes	No
1.	The students come to the class on time	✓	
2.	The students answer enthusiastic in teaching learning process	✓	
3.	The students are enthusiastic in teaching learning process	✓	
4.	The students make noisy in the class	✓	
5.	The students listen to the teacher's explanation and attentively	✓	
6.	The students do all the task cooperatively	✓	
7.	The students are brave in giving their opinion.	✓	
8.	The students interaction in the group discussion	✓	
9.	Being active in the group discussion	✓	
10.	Class order in teaching learning process.	✓	

Appendix VII:

Interview Sheet

A. Interview with the English teacher in the first time:

Researcher   : Assalamu'alaikum Mam.

Teacher   : Wa'alaikumsalam.

Researcher   : What do you think about this class in learning process

especially in reading comprehension?

Teacher   : The students difficult to read English text especially to find

the main idea.

Researcher   : How is your best way to teach students in reading

comprehension?

Teacher   : I just ask the students to read the text.

Researcher   : are your students to do well when they read?

Teacher   : not all. There are some students can't read the text well.

B. Interview with the students before applying LRD strategy:

Researcher   : What do you think about learning process?

Students 1   : I think this strategy make us become more understand the text.

Students 2   : Yea.. I think it make us better.

Researcher   : What do you know about learning reading comprehension?

Students 1   : I'm not understands about reading comprehension. It so difficult

to catch the meaning of the text especially to find out the main

idea.

Students 2   : I think reading comprehension is the more difficult one in

learning English beside speaking and listening.

C. Interview with the students after applying LRD strategy:

Researcher   : What do you think after we use the LRD strategy in learning

           reading comprehension?

Students 1   : It makes us become usually to use it. I think this strategy is

           suitable for us.

Students 2   : Yea.. it make our reading comprehension improve.

Researcher   : What do you think about LRD strategy?

Students 1   : I think this strategy is unique and nice.

Students 2   : We must use this strategy when learning reading comprehension.

I think this strategy is good for us.

Appendix VIII:

Diary Note

First Meeting (Thursday, 12ᵗʰ July 2018)

In the first meeting, the researcher introduced herself to the students in front of the class. The researcher explained the purposed of her coming. The researcher told that she would be there for five meetings. After that she called the students name based on attendance list. At the first time the researcher felt difficult to handle the class because the class is very noisy, but after that the class can be control well.

Second Meeting (Monday, 16th July 2018)

In the second meeting, the researcher gave the pre-test. Most of the students answered the question. During the test, the students seemed very difficult to do the test because they did not have good preparation based on the students' score result of pre-test still had difficulties at reading comprehension. This statement is also proved when the writer interviewed them in the first session.

Third Meeting (Thursday, 19th July 2018)

In the third meeting, the researcher explained about LRD (Listen Read Discuss) strategy. The students still confused about this strategy. The researchers make it clearly about the strategy and then gave the student the topic of reading comprehension (reading report text). After that the researchers give the post-test 1 to the students. The students tried to answer the question well although some of them still feel difficult to answer the question.

Fourth Meeting (Sunday, 23rd July 2018)

In the fourth meeting, the researcher announced the students score was in proved. Then, explained about the report text clearly. How to find out the main idea in the text and how to get the comprehension when they read the text.

Fifth Meeting (Thursday, 26th July 2018)

In the fifth meeting, we start to practice LRD strategy. The first one is "listen" portion. The teacher will be read the summary of the text while the students listen to the teacher. The second one, the teachers ask the students to read a text selection. The content should be similar to the material when the teacher presented before. The last is "discuss". The teacher leads a classroom discussion and then reflected on any differences between their reading of the content and the teacher presentation by presented their result of discussion in front of the class.

After implemented the LRD strategy, the students seem enthusiastic in reading the text. In this strategy, their sense lead to find out the main idea in every paragraph and it must be match with the teacher presentation.

Sixth Meeting (Sunday, 30 July 2018)

In the last of meeting, the researcher gave the post-test 2. All of the students did it well. They not feel too difficult in answer the question. The situation during the teaching learning process was very well, conductive and enjoyable. The students were very interested and enthusiastic. LRD strategy had been successfully worked in helping the students reading comprehension, it can be proved by their score that increase from the cycle I to cycle II. After conducting the two of cycle, students were interviewed in order to got their opinion, responses and perception about the implementation LRD strategy in learning reading comprehension.

Text 1

For many years people believed that the cleverest animals after man were the chimpanzees. Now, however, there is a proof that dolphins may be even cleverer than these big apes.

Although a dolphin lives in the sea, it is not a fish. It is a mammal. It is in many ways, therefore, like a human being.

Dolphins have a simple language. They are able to talk to one another. It may be possible for man to learn how to talk to dolphins. But, this will not be easy because dolphins cannot hear the kind of sounds man can make. If man wants to talk to dolphins, therefore, he will have to make a third language which both he and the dolphins can understand.

Dolphins are also very friendly toward man. They often follow ships. There are many stories about dolphins guiding ships through difficult and dangerous waters.

1. The text above is in the form of………….

a. Spoof   d. Procedure
b. Report   e. Narration
c. Recount

2. To tell the factual information, the writer mostly uses…………

a. passive voice   d. simple present tense
b. simple past tense   e. present continuous tense
c. present perfect tense

3. What kind of animal is dolphin?

a. Insect   d.Bird
b. Fish   e. Shark
c. Mammal

4. Why talking to dolphin is not easy?

a. Dolphins cannot hear the kind of man's sounds
b. Dolphins cannot think as human
c. Dolphins like playing with man

d. Dolphins feel annoyed by man

e. Dolphins want to be free

5. What is the characteristic of dolphin according to the text?

a. Fierce   d. Shy

b. Friendly   e. Not responsible

c. Naughty

Text 2

Whales are sea-living mammals. They therefore breathe air but cannot survive or land. Some species are very large indeed and the blue whale, which can exceed 30 meter length, is the largest animal which lives on earth. Superficially, the whale looks rather like a fish, but there are important difference in its external structure; its tail consists of a pair of broad, flat horizontal paddles (the tail of a fish is vertical) and it has a single nostril on top of its breadth, broad head. The skin is smooth and shiny and beneath it lies a layer of flat (blubber). This is up to 30 meter in thickness and serves to conserve heat and body fluids.

6. What is the text about?

a. sea-living mammals   d. whales

b. the description of mammals   e. how whales survive themselves

c. the difference between whales and fish

7. The length of a whale is……..

a. is generally more than 30 meter

b. may be more than 30 meter

c. is less than 30 meter

d. ranges from 30 meter to more than 30 meter

e. is 30 meter at the most

8. Sentence 1………….

a. tells an orientation   d. gives a general classification

b. poses a thesis   e. elaborates an explanation

c. shows an abstract

9. What type of text is used by the writer?

a. Narrative   d. news items

b. Report   e. Exposition
c. Recount

10. To tell the factual information, the writer uses…….

a. Passive voice   d. Simple past tense
b. Direct speech   e. Simple present tense
c. Reported speech

Text 3

Giraffe

Giraffe is the highest animal in the world. Its height can reach 4.8 to 5.5 meters and its weight about 1360 pounds. Giraffe has a unique characteristic. They have a very long neck and two small horns on its head. Giraffes have big brown eyes and protected by thick and long eyebrows. Her body is covered with a unique pattern that is attached by brown spots all over their body.

Just like camels, giraffes can survive without drinking for long time because giraffes can rely on the water contained in leaves they eat. Giraffes are very selective in choosing food. They always eat young leaves that grow in the tree tops. Their tongue shaped like a knife help them to cut branches which are very hard.

Female giraffes can start pregnant at the age of five years, with a gestation period of 15 months. Commonly female giraffe bear one baby, but sometimes two babies at once. Giraffes bear its baby with a standing position. When the baby is about to be born, they just drop it to the ground from a 1.5 meter of height. Baby giraffe can stand with about 20 minutes since being born, and begin breastfeeding within an hour of birth.

11. What kind of text above?

a. Report text   d. Spoof
b. Descriptive text   e. News item
c. Narrative text

12. The text tells us about?

a. Giraffe's reproduction   d. Baby giraffe
b. The strange animal   e. The heaviest animal
c. The highest animal

13. The unique characteristic of giraffe is?

a. Two horns on its head
b. Their long neck
c. Brown spot

d. Their food
e. Their life

14. The second paragraph mainly discussed about?

a. Giraffe's food
b. Giraffe's characteristic
c. Giraffe's life

d. Giraffe's reproduction
e. Giraffe's baby

15. The word "it" in third paragraph refers to?

a. Neck
b. Horn
c. Baby giraffe

d. Food
e. Long period of pregnant

Text 4

Antibiotic is kind of compounds both natural and synthetic, which has function to press or stop a process of organism's growth, particularly bacteria. Antibiotic is used to treat bacterial infections and used as a tool for genetic engineering in biotechnology. Antibiotic works as pesticides by pressing or break the chain of bacteria's metabolism. Nevertheless, antibiotic is different with disinfectant in the process to kills bacteria. Disinfectant kills bacteria by creating an unnatural environment for germs to live.

In terms of treatment, antibiotics dubbed as "magic bullet "because antibiotic kills instantly without injuring its sufferers. Although antibiotic is good for medication, it is not effective in handling infection caused by viruses, fungi, or other nonbacterial.

Antibiotic has diverse types based on their effectiveness against bacteria. There are antibiotics that target gram- negative or gram- positive bacteria and some antibiotic has wider spectrum. The effectiveness depends on location of the infection and the ability of antibiotic to reach location of the infection. Based on how to use, antibiotics are divided into two that are oral antibiotics and antibiotic intradermal. An oral antibiotic is used by mouth while antibiotic intradermal used through anus. Intradermal antibiotic is used for serious cases.

16. What is the best title for the text above?

a. How antibiotic is work
b. The invention of antibiotic
c. Antibiotic

d. Kinds of antibiotic
e. Disinfectant

17. Which one is not true?

a. Antibiotic is used to treat bacterial infections
b. Antibiotic is not same with disinfectant
c. Antibiotic kills instantly without injuring its sufferers
d. Antibiotic is effective in handling infection caused by viruses
e. All of statement is true

18. In terms of treatment, antibiotics dubbed as "magic bullet "…. (Paragraph2)
The underline word close in meaning to….

a. Work
b. Seen
c. Say

d. Like
e. Call

19. What is the purpose of the text above?

a. To inform about antibiotic
b. To describe about antibiotic
c. To inform about disinfectant

d. To describe about antibiotic
e. To entertain the reader

20. What is the main idea of the second paragraph?

a. Antibiotic is a compound
b. Antibiotic is good for medication
c. Antibiotic is not good for fungi
d. Antibiotic kill without injuring its suffers
e. Antibiotic is magic bullet

Appendix X: Post-Test 1

Text 1

For many years people believed that the cleverest animals after man were the chimpanzees. Now, however, there is a proof that dolphins may be even cleverer than these big apes.

Although a dolphin lives in the sea, it is not a fish. It is a mammal. It is in many ways, therefore, like a human being.

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Dolphins are also very friendly toward man. They often follow ships. There are many stories about dolphins guiding ships through difficult and dangerous waters.

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Text 2

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6. What is the text about?

   a. sea-living mammals   d. whales
   b. the description of mammals   e. how whales survive themselves
   c. the difference between whales and fish

7. The length of a whale is……..

   a. is generally more than 30 meter
   b. may be more than 30 meter
   c. is less than 30 meter
   d. ranges from 30 meter to more than 30 meter
   e. is 30 meter at the most

8. Sentence 1………….

   a. tells an orientation   d. gives a general classification
   b. poses a thesis   e. elaborates an explanation
   c. shows an abstract

9. What type of text is used by the writer?

   a. Narrative   d. news items

b. Report   e. Exposition

c. Recount

10. To tell the factual information, the writer uses…….

    a. Passive voice   d. Simple past tense

    b. Direct speech   e. Simple present tense

    c. Reported speech

Text 3

Giraffe

Giraffe is the highest animal in the world. Its height can reach 4.8 to 5.5 meters and its weight about 1360 pounds. Giraffe has a unique characteristic. They have a very long neck and two small horns on its head. Giraffes have big brown eyes and protected by thick and long eyebrows. Her body is covered with a unique pattern that is attached by brown spots all over their body.

Just like camels, giraffes can survive without drinking for long time because giraffes can rely on the water contained in leaves they eat. Giraffes are very selective in choosing food. They always eat young leaves that grow in the tree tops. Their tongue shaped like a knife help them to cut branches which are very hard.

Female giraffes can start pregnant at the age of five years, with a gestation period of 15 months. Commonly female giraffe bear one baby, but sometimes two babies at once. Giraffes bear its baby with a standing position. When the baby is about to be born, they just drop it to the ground from a 1.5 meter of height. Baby giraffe can stand with about 20 minutes since being born, and begin breastfeeding within an hour of birth.

11. What kind of text above?

    a. Report text   d. Spoof

    b. Descriptive text   e. News item

    c. Narrative text

12. The text tells us about?

    a. Giraffe's reproduction   d. Baby giraffe

    b. The strange animal   e. The heaviest animal

    c. The highest animal

13. The unique characteristic of giraffe is?

    a. Two horns on its head   d. Their food
    b. Their long neck   e. Their life
    c. Brown spot

14. The second paragraph mainly discussed about?

    a. Giraffe's food   d. Giraffe's reproduction
    b. Giraffe's characteristic   e. Giraffe's baby
    c. Giraffe's life

15. The word "it" in third paragraph refers to?

    a. Neck   d. Food
    b. Horn   e. Long period of pregnant
    c. Baby giraffe

Text 4

Antibiotic is kind of compounds both natural and synthetic, which has function to press or stop a process of organism's growth, particularly bacteria. Antibiotic is used to treat bacterial infections and used as a tool for genetic engineering in biotechnology. Antibiotic works as pesticides by pressing or break the chain of bacteria's metabolism. Nevertheless, antibiotic is different with disinfectant in the process to kills bacteria. Disinfectant kills bacteria by creating an unnatural environment for germs to live.

In terms of treatment, antibiotics dubbed as "magic bullet "because antibiotic kills instantly without injuring its sufferers. Although antibiotic is good for medication, it is not effective in handling infection caused by viruses, fungi, or other nonbacterial.

Antibiotic has diverse types based on their effectiveness against bacteria. There are antibiotics that target gram- negative or gram- positive bacteria and some antibiotic has wider spectrum. The effectiveness depends on location of the infection and the ability of antibiotic to reach location of the infection. Based on how to use, antibiotics are divided into two that are oral antibiotics and antibiotic intradermal. An oral antibiotic is used by mouth while antibiotic intradermal used through anus. Intradermal antibiotic is used for serious cases.

16. What is the best title for the text above?

a. How antibiotic is work
b. The invention of antibiotic
c. Antibiotic

d. Kinds of antibiotic
e. Disinfectant

17. Which one is not true?

a. Antibiotic is used to treat bacterial infections
b. Antibiotic is not same with disinfectant
c. Antibiotic kills instantly without injuring its sufferers
d. Antibiotic is effective in handling infection caused by viruses
e. All of statement is true

18. In terms of treatment, antibiotics dubbed as "magic bullet "…. (Paragraph2)
The underline word close in meaning to….

a. Work
b. Seen
c. Say

d. Like
e. Call

19. What is the purpose of the text above?

a. To inform about antibiotic
b. To describe about antibiotic
c. To inform about disinfectant

d. To describe about antibiotic
e. To entertain the reader

20. What is the main idea of the second paragraph?

a. Antibiotic is a compound
b. Antibiotic is good for medication
c. Antibiotic is not good for fungi
d. Antibiotic kill without injuring its suffers
e. Antibiotic is magic bullet

Text 1

An elephant is the largest and strongest animals. It is a strange looking animal with its thick legs, huge sides and backs, large hanging ears, a small tail, little eyes, long white tusks and above all it has a long nose, the trunk.

The trunk is elephant's peculiar feature, and it has various uses. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath. It can also lift leaves and puts them into its mouth. In fact the trunk serves the elephant as a long arm and hand. An elephant looks very clumsy and heavy and yet it can move very quickly.

The elephant is a very intelligent animal. Its intelligence combined with its great strength make it a very useful servant to man and it can be trained to serve in many ways such as carry heavy loads, hunt for tigers and even fight.

1. What kind of the text above?
   a. Report text   d. Spoof
   b. Descriptive text   e. Procedure text
   c. Narrative text
2. The text tells us about….
   a. The Elephant's peculiar feature   d. An elephant
   b. Useful servant   e. Elephants must be trained
   c. Strange looking animal
3. The third paragraph is mainly about the fact that…
   a. Elephants are strong   d. Elephants are very useful
   b. Elephants can lift logs   e. Elephants are nice
   c. Elephants are servants
4. The most distinguishing characteristic of an elephant is.....
   a. Its clumsiness   d. Its long nose
   b. Its thick legs   e. It nice animal
   c. Its large body
5. Which of the following is NOT part of the elephant described in the first paragraph?
   a. It looks strange   d. It has a trunk
   b. It is heavy   e. It has small tail
   c. It is wild
6. The elephant draws up water by its trunk and can squirt <u>it</u> all over its body like a shower bath (paragraph 2) The underlined word refers to….
   a. a shower bath   d. elephant's trunk
   b. elephant's body   e. elephant's tail

c. shower

7. It is stated in the text that the elephant uses the trunk to do the following, EXCEPT ……
   a. to eat
   b. to push
   c. to drink
   d. to carry things
   e. to squirt water over body

8. "The trunk is elephant's <u>peculiar</u> feature ….." (Paragraph 2)
   The underlined word is close in meaning to …..
   a. Strange
   b. Large
   c. Tough
   d. smooth
   e. long

Text 2

The White Pelican

The white pelican is one of the most successful fish eating birds. The success is largely due to its command hunting behavior. A group, perhaps two dozens birds, will gather in a curved are some distance offshore, beating the water furiously with their wings, driving the fish before them.

When the water is shallow enough for the birds to reach the fish, the formation breaks up as each bird dip its bill into the water to scoop up its meal. As the bird lifts its head, the water drains from its bill leaving the fish which are then swallowed.

Pelicans are among the oldest group of birds. Fossil of this genus have been founded dating back 40 million years.

9. How do they hunt for the fish......? They do it …..
   a. Individually
   b. One by one
   c. In a group
   d. With other mammals
   e. By flying around the lake

10. Why is white pelican called as the most successful fish eating bird........?
    I think it's because…..
    a. Its two dozen birds gather together
    b. Its command hunting behavior
    c. Its curved are
    d. It's beating the water furiously
    e. It's killing many fish

11. How do they beat the sea water......?
    a. Largely
    b. Clearly
    c. Furiously
    d. Quietly
    e. Calmly

12. What's the main idea of the text above......? It's about …..

    a. the death of white pelican

    b. the history of white pelican

    c. the breeding behavior of white pelican

    d. the hunting behavior of white pelican

    e. the killing behavior of white pelican

13. How old was the fossil of the Pelican?

    a. 20 million years   d. 50 million years
    b. 30 million years   e. 60 million years
    c. 40 million years

14. ….., beating the water furiously with their wings, driving the fish before <u>them</u>. (Paragraph 1)
The underlined word refers to……

    a. Fish   d. a group
    b. white pelicans   e. a man
    c. birds

15. When the water is shallow <u>enough</u> for the birds to reach the fish, ….. (Paragraph 2).
The underlined word has the similar meaning with…..

    a. Quite   d. Much
    b. Too   e. So
    c. More

16. The text above is belong to ….. genre.

    a. Narrative Text   d. Report Text
    b. Recount Text   e. News Item
    c. Procedure Text

Text 3

Spiders are not insects. They are arachnids. Arachnids have four pairs of legs but only two body parts. Insects have three pairs of legs and three body parts. Spiders have two to four pairs of eyes. They can see extremely well.

Spiders eat small insects such as flies and mosquitoes, and sometime bit people. When a spider bites insect, it does not kill the insect immediately. Instead a special poison passes through its fangs, and this poison paralyzed the body to the unlucky insects.

Most spiders make their own homes. They do this with a special substance produced by their bodies. In the corner of some rooms it is possible to find a spider's web where the spider is waiting for its next dinner guest.

17. The spider has special teeth called …..

    a. poison   d. quest

    b. fangs   e. substance

    c. arachnids

18. The statement that is TRUE according to the text is…..

    a. Spiders are special insects that have three pair of legs

    b. Arachnids have three pairs of legs and two body parts

    c. Spiders are not insects but arachnids that can see quite well

    d. Spiders do not like other small insects as their food

    e. Spiders are not in their web to wait for the small insects to eat

19. What is NOT the difference between spider and insect?

    a. Insects have three pairs of legs   d. Insects have three body parts

    b. Spiders have four pairs of legs   e. Spiders have two body parts

    c. Insects' home are like spiders'

20. This word "web" in paragraph three means….

    a. a spider's poison   d. spider's dinner

    b. spider's eyes   e. a spider's house

    c. a spider's leg

Appendix XII: Keywords

Keywords Pre-Test & Post-Test 1   Keywords Post-Test 2

1. B	11. A		1.A	11.C
2. D	12. C		2.D	12.B
3. C	13. B		3.D	13.C
4. A	14. A		4.D	14.A
5. B	15. C		5.C	15.A
6. D	16. C		6.D	16.D
7. B	17. C		7.B	17.B
8. D	18. E		8.A	18.C
9. B	19. A		9.C	19.C
10. E	20. B		10.B	20.E