

SKRIPSI

**THE APPLICATION OF LISTEN-READ-DISCUSS STRATEGY  
TO INCREASE READING COMPREHENSION OF THE  
SECOND YEAR STUDENTS AT SMPN 5 PAREPARE**



By

**WIDYA APRIANTI**  
**Reg. Num. 14.1300.068**

**ENGLISH PROGRAM  
TARBIYAH AND ADAB DEPARTMENT  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2018**

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**Submitted to the English Program of Tarbiyah and Adab  
Department of State Islamic Institute of Parepare in  
Partial Fulfillment of the Requirements for  
the Degree of Sarjana Pendidikan (S.Pd.)**

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Sarjana Pendidikan (S.Pd.)**

**English Program**

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Reg. Num 14.1300.068**

**to**

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## ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of the Student : Widya Aprianti  
The Title of Skripsi : The Application of Listen Read Discuss  
Strategy to Increase Reading Comprehension  
of the Second Year Students at SMPN 5  
Parepare.  
Student Reg.Number : 14.1300.068  
Department : Tarbiyah and Adab  
Study Program : English  
By Virtue of Consultant Degree : SK. The Chairman of Tarbiyah and Adab  
Sti. 08/PP.00.9/2745/2017


Has been legalized by

Consultants

Consultant : Dr. H. Saepudin, S.Ag., M.Pd. (.....  
NIP : 19721216 199903 1 001  
Co-Consultant : Dr. Abdul Haris Sunubi, SS, M.Pd. (.....  
NIP : 19750308 200604 1 001

Approved by:

Pt. The Chairman of Tarbiyah and Adab Department

  
Bahitah, S.Ag., M. A.  
NIP: 19770505 199803 1 004

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Submitted by

**WIDYA APRIANTI**  
Reg.Num 14.1300.068

Had been examined on December 31<sup>st</sup>, 2018 and had been declared that it  
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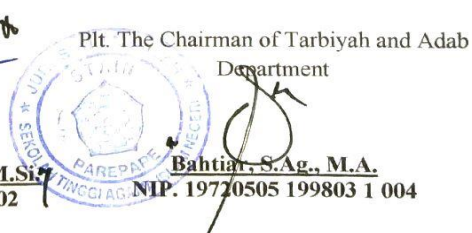
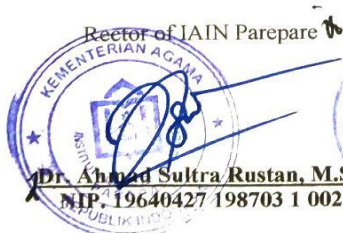
Approved by  
Consultant Commissions

Consultant : Dr. H. Saepudin, S.Ag., M.Pd. ( *Saepudin* )

NIP : 19721216 199903 1 001

Co-Consultant : Dr. Abdul Haris Sunubi, SS, M.Pd.( *hs* )

NIP : 19750308 200604 1 001

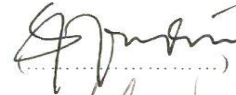


## ENDORSEMENT OF EXAMINER COMMISSIONS

Name of the Student : Widya Aprianti  
The Title of Skripsi : The Application of Listen-Read-Discuss  
Strategy to Increase Reading Comprehension  
of the Second Year Students at SMPN 5  
Parepare.  
Student Reg.Number : 14.1300.068  
Department : Tarbiyah and Adab  
Study Program : English  
By Virtue of Consultant Degree : SK. The Chairman of Tarbiyah and Adab  
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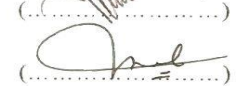
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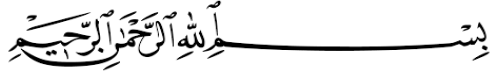


Dr. Magdahalena, M.Hum. (Member)



Cognizant of:  
Rector of IAIN Parepare  
  
**Dr. Ahmad Sultra Rustan, M.Si.**  
Nip: 1.640427 198703 1 002

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Parepare, November 7<sup>th</sup> 2018

The Writer



**WIDYA APRIANTI**  
**RegNum. 14.1300.068**



## **DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI**

The writer who signed the declaration below:

Name : Widya Aprianti  
Student Reg. Number : 14.1300.068  
Place and Date of birth : Parepare, 11<sup>st</sup> April 1996  
Study Program : English  
Department : Tarbiyah and Adab  
Tittle ofSkripsi : The Application of Listen-Read-Discuss Strategy  
to Increase Reading Comprehension of the Second  
Year Students at SMPN 5 Parepare.

Stated this skripsi is her own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 07 November 2018

The Writer



**WIDYA APRIANTI**  
**Reg Num. 14.1300.068**

## ABSTRACT

**Widya Aprianti.** *The Application of Listen-Read-Discuss (LRD) strategy to Increase Reading Comprehension of the Second Year Students at SMPN 5 Parepare* (Supervised by H. Saepudin and Abdul Haris Sunubi).

Reading as receptive skill has important part in English. Reading is a set of skill that involves making sense and deriving meaning from the printed word. It does not only produce the sounds of the word but at the same time be able to understand the contents of the reading text. It also helps students to build their vocabulary, improves students for understand the written text. Through reading, the reader can get many information and knowledge because reading has a deriving process that make the reader easy to get the idea. Without reading, there is very impossible for the people can got many information and knowledge.

The research belongs to Pre-Experimental design with one group pre-test and post-test. The instrument of the research was reading test consist of 20 numbers. The population of the research was the students of the Second year at SMPN 5 Parepare. The research was conducted in five meetings where one meeting for pre-test, three metings for treatment, and one meeting for post-test. The sample of the research was took by using purposive sampling technique at class VIII<sub>1</sub> of SMPN 5Parepare which consists of 18 students. The researcher used descriptive quantitative technique to analyze the result of pre-test and post-test.

Based on statistical analysis showed that the students mean score of pre-test was 63,33 and their score of post-test was 72,77, in which the gain amounted 9,44. It means that the students reading comprehension was improved before and after taught by the use of Listen-Read-Discuss (LRD) strategy. Then the rage percentage in post-test was higher than the rate percentage in pre-test in teaching reading, and t-test was greater than value of t-table ( $3,01 > 1,740$ ). The result of the research proved that by the application of Listen-Read-Discuss (LRD) strategy were effective to be used in teaching the students reading comprehension and it means that null hypothesis is rejected and alternative hypothesis is accepted. It can be concluded that Listen-Read-Discuss (LRD) strategy be used to improve students reading comprehension significantly.

**Keywords :** Reading Comprehension, Listen-Read-Discuss (LRD).

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# CHAPTER I

## INTRODUCTION

### 1.1 Background

Language is important part in human life, because people show their mind, feeling, expression and communicate them to another by using language. Moreover, Brown states that language is a system of arbitrary, vocal symbols which permit all people in a given culture, other people who learned the system of the culture to communicate or interact.<sup>1</sup> It means that language is not only as tool to express identity but also people can identify the nation of the other people, what their culture by their accent and what their social class by their way to interact in using language. Without language, human will be difficult to communicate for transferring and getting information each other. Then, the researcher concludes that language has a great deal in human communication, for transferring and getting information.

In Indonesian, English is taught as a foreign language and is a compulsory subject that focuses from the junior to the university level. Although English is a foreign language and many learners are difficult to learn, but many also have an interest to learn English.

There are four skills in English: listening, speaking, reading and writing that must be mastered by the students. The students are expected to have an ability in those language skills, which cover receptive and productive language use. Teaching English is not easy, English teachers should not only master the language, but they

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<sup>1</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*, (New Jersey: PracticeHall Regents, 1994), p. 5.

should also be able to make their students learn. Reading, one of language skills, should be mastered well by the students because reading is an essential factor that influences one's activity in communication.

Reading as receptive skill has important part in English. Reading is a set of skill that involves making sense and deriving meaning from the printed word. In order to read, the people must be able to decode (sound out) the printed words and also comprehend what the people read.<sup>2</sup> It means that reading does not only produce the sounds but also at the same time be able to understand the contents of the reading text. Reading helps students to build their vocabulary, improves students for understanding on written text. Moreover, by reading, students can discover new things. Even in now days book, magazine, journal and internet are great learning tools which require the ability to read and understand what they read in English. Through reading the reader can get information and knowledge because reading has a deriving process that make the reader easy to get the researcher's idea. Without reading, there is very impossible for the reader can got new information and knowledge.

In fact, based on the preliminary observation when the researcher saw in teaching and learning English in SMP N 5 Parepare in Academic year of 2017/2018, the researcher has found the problem there. The problem is the students have difficulties to comprehend text in their English school books, while they have to read their compulsory books or other materials related to their lesson. Learners still got confused to answer the question of the comprehension in reading text. There are

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<sup>2</sup>David Nunan, *Practical English Language Teaching: Young Learner*, (New York: McGraw Hill Companies, 2005), p. 69.



many possible reasons that might it happens. One of the reasons could be the teacher teaches the learners monotonously and ineffectively. Teacher does not use various strategy and material in teaching reading to stimulate learners' motivation on learning reading. Teacher teaches the learners with techniques or strategies which is difficult to be understood by students, so students become bored and lost attention to learn, even lazy to read the text. The impacts are learners will feel bored and lazy to read the text, cannot understand the text and cannot comprehend the text well.

Hence, the teacher should consider appropriate strategy for developing mastery in the learning activity which can encourage learners' interest, their focus on learning reading comprehension and strategy which can be understood by learners easily. It is supported by Burner, that effective learning, including learning how to be an effective teacher, needs something to get it started, something to keep it going, and something to keep it from becoming random or misguided (cited in Manzo & Casale, 1985). To comply what Burner says about what is needed to make an effective learning, the teacher can use one strategy which was introduced by Manzo & Casale-Manzo, Listen-Read-Discuss.<sup>3</sup>

LRD had been proven by Reniwati Putri in his thesis that LRD (Listen, Read, Discuss) strategy is a strategy which is used in this research. After the writer collected the data and analyzed the data, the result of the score shows that the students' reading comprehension taught by using LRD (Listen, Read, Discuss) strategy in good category. It can be compared with the students' reading

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<sup>3</sup>Anthony V. Manzo and Ula Casale Manzo, *Content Area Reading: A Heuristic Approach*, (United States: Merrill Publishing Company, 1990), p.10.

comprehension taught without using LRD (Listen, Read, Discuss) strategy that it is in enough category.<sup>4</sup>

Based on explanation and the problem above, the researcher is interested in conducting a research entitled: “The Application of L-R-D (Listen-Read-Discuss) to increase reading comprehension of the second year students at state junior high school 5 Parepare”.

### **1.2 Problem Statements**

Based on the background above, the researcher can formulate the problem statement as follow:

“Is the application of listen-read-discuss of the second year at SMPN 5 Parepare able to increase students’ reading comprehension?”

### **1.3 Objectives of the Research**

Relating of the problem statement, the researcher decided the objectives of the research is to examine:

“To find out whether or not the teaching reading which apply listen-read-discuss be able to increase reading comprehension of the second year students at SMPN 5 Parepare.

### **1.4 Significances of the Research**

The results of this research are expected to give the theoretical and practical contribution:

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<sup>4</sup>Reniwati Putri, “The Effect of Listen-Read-Discuss (LRD) Strategy Toward Reading Comprehension State Junior High School 9 Tapung Kampar Regency,” (Unpublished English Journal: *UIN SUSKA RIAU*, 2103), p. 51.

1. For the theoretical contribution, the result of this research are expected to give information for the readers in enriching references related to techniques for English reading classroom and comprehend the English text.
2. For the practical contribution, the results of this research are expected to give motivation for the learners in learning English especially in reading comprehension, and for the English teacher of SMPN 5 Parepare can apply this strategy in the frame work of improving teaching ability and increasing the students' reading comprehension.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This part describes about the description of Some pertinent ideas, The previous related research finding, Conceptual framework, Hypothesis, Variable and Operational definition of item.

#### **2.1 Some Pertinent Ideas**

##### **2.1.1 The Concept of Reading Comprehension**

###### **2.1.1.1 Definition of Reading**

Reading is the process that involves the text, the reader, and interaction between two. From the interaction both of the reader and text produced the sounds of the words, at the same time be able to understand the meaning of the text as well as delivered some information and knowledge of the reading text.

Reading is a developmental process. The first stage is learning sound-symbol correspondence, either directly or by reading aloud sentences and words that have been mastered orally. Then the student learns to read these same words and sentence patterns in new combination.<sup>5</sup>

From the reading of sentences, the student progresses to the reading of paragraphs and short passages. The teacher helps the student develop techniques for inferring the meanings of new words, reading for information, and increasing comprehension of structural signals. There are so many experts that have different

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<sup>5</sup>Edward David Allen and Rebecca M. Valette, *Classroom Techniques Foreign Languages and English as a Second Language*, (United States of America: Harcourt Brace Jovanovich, 1972), p. 249.

definitions for reading but the researcher will take several definitions according to the experts as follows:

Smith states that reading is no different from any other kind of thought. In this case, reading is one of the thought activities that triggered the written text.<sup>6</sup> It means that reading and thought interconnected each other, when the people reads the text automatically the people will thought to understood the text, then give assumptions about the written text.

The definition advanced by Grellet and Urquhart and Weir in John S. Hedgcock and Dana R. Ferris' book is *Teaching Readers of English* straightforwardly assert that reading entails constructing meaning from written text.<sup>7</sup> It means that reading does not only involve the eyes, but rather to process of building understanding the meaning of written text.

The definition advanced by Carrol in John. S. Hedgcock and Dana R. Ferris book is *Teaching Readers of English* explicitly associates reading with the reconstruction of a spoken message.<sup>8</sup> It means that reading not only pronounce or mentions the words, sentences, or text, but the reader needs to understood and reconstruct the contents of the text in order to interpret the meaning of the text.

Based on the definition of some expert above, the researcher concludes that reading is a complex process in which the recognition and comprehension of written symbols are influenced by readers' perceptual skills, decoding skills, experiences,

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<sup>6</sup>John S. Hedgcock and Dana R. Ferris, *Teaching Readers of English: Students, Texts, and Contexts*, (New York: Routledge, 2009), p. 15.

<sup>7</sup>John S. Hedgcock and Dana R. Ferris, *Teaching Readers of English: Students, Texts, and Contexts*, p. 16.

<sup>8</sup>John S. Hedgcock and Dana R. Ferris, *Teaching Readers of English: Students, Texts, and Contexts*, p. 16.

language backgrounds, mindsets, and reasoning abilities as they anticipate meaning on the basis of what has been read.

### **2.1.1.2 The Types of Reading**

There are some types of reading, these are:

#### 2.1.1.2.1 Perceptive

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 graphemic symbols. Bottom-up processing is implied.

#### 2.1.1.2.2 Selective

This category is largely an artifact of assessment format. 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 tasks, matching, true/false, multiple choice, etc. Stimuly include 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.

#### 2.1.1.2.3 Interactive

Including among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistics sense, interact with the text. That is, reading is a process of negotiating meaning, 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 task 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 instance of bottom-up performance may be necessary.

#### 2.1.1.2.4 Extensive

Extensive reading, as discussed in this book, applies to texts of more than a page, up to and including professional article, essays, technical reports, short stories, and books. (It should be noted that reading research commonly refers to “extensive reading” as longer stretches of discourse, such as long article and books that are usually read outside a classroom hour. Here that definition is massaged a little in order to encompass any text longer than a page). The purposes of assessment usually are to tap into a learner’s global understanding of a text, as opposed to asking test-takers to “zoom in” on small details. Top-down processing is assumed for most extensive tasks.<sup>9</sup>

#### **2.1.1.3 Definition of Reading Comprehension**

Reading comprehension is not just reading with a loud voice but reading is established to understand the meaning of word, sentences, and paragraph sense relationship among ideas as it is. If the students just read loudly but cannot understand the content of the text, it means that they fail in comprehending the passage.

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<sup>9</sup>H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (New York: Pearson Education, 2004), p. 189.

The aim of reading is comprehension according to Anderson in David Nunan book is *Practical English Language Teaching Young Learners*. Some individuals equate decoding with reading. Just because a learner knows how to pronounce written words correctly, doesn't mean that he can read.<sup>10</sup> It means that except to have a good pronunciation, reading also requires a good comprehending in order to obtain the meaning of written text of what they have read.

Reading is the meaningful interpretation of printed or written verbal symbols. Reading (comprehending) is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skills and knowledge of the world. In this process the reader tries to create the meanings intended by the writer.

It cannot be overemphasized that meaningful response is at the heart of the reading process. "It can and should embrace all types of thinking, evaluating, judging, imagining, reasoning, and problem solving" according to Gates in Albert J. Haris and Edward R. Sipay' book is *How to A guide to Developmental and Remedial Methods Increase Reading Ablity*.<sup>11</sup> Not only intellectual meaning may be involved, feelings of considerable intensity may be aroused and emotional attitudes may be profoundly altered through reading.

Reading comprehension is believed to be an automatic outcome of accurate word recognition according to Jenkins and Larson in Albert J. Haris and Edward R. Sipay book is *How to A Guide to Developmental and Remedial Methods Increase*

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<sup>10</sup>David Nunan, *Practical English Language Teaching Young Learners*, (New York: McGrawHill Companies, 2005), p. 71.

<sup>11</sup>Albert J. Haris and Edward R. Sipay, *How to A Guide to Developmental and Remedial Methods Increase Reading Ability*, (New York & London: Longman, 1940), p. 8.



Reading Ability.<sup>12</sup> Reading comprehension refers to reading for meaning, understanding, and entertainment.<sup>13</sup>

Grellet stated that reading comprehension is understanding a written text means to find the facts, ideas and information that are structured efficiently as possible.<sup>14</sup> It means that by reading, the people can understand, analyzed and interpret the information obtained from the text.

According to Brown that reading comprehension is primarily a matter of developing appropriate, effective comprehension strategies.<sup>15</sup> It means that the reader must be able to have and master appropriate and effective strategies in understanding the text.

Janet and Sharon stated that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word, word and word knowledge, and fluency.<sup>16</sup>

Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, highly complex process that involves the reader interacts with reading text. It is not only giving responses to reading text, but readers must also bring some things into reading, such as previous knowledge,

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<sup>12</sup>Albert J. Haris and Edward R. Sipay, *How to A Guide to Developmental and Remedial Methods Increase Reading Ability*, p. 6.

<sup>13</sup>David Nunan, *Practical English Language Teaching Young Learners*, p. 71.

<sup>14</sup>F. Grellet, *Developing Reading Skills*, (Cambridge University Press, 1999), p. 3.

<sup>15</sup>H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (New York: Pearson Education, 2004), p. 291.

<sup>16</sup>Janette K. Klinger and Sharon, *Teaching Reading Comprehension to Students With Learning Difficulties*, (New York: Guilford Press, 2007), p. 2.

strategy use as well as variables related to the text itself (interest in text, understanding of text types).<sup>17</sup>

Mikulecky and Jeffries stated that comprehension is making sense of what someone reads and connecting the ideas in the text to what he already knows.<sup>18</sup> It means that the readers can answer the question or explaining texts because they have comprehension with connecting each idea in the text.

Based on the explanation above, it can be concluded that reading comprehension is an interactive process while intentional thinking of constructing the meaning of text that have the people read.

#### **2.1.1.4 Models of Reading Comprehension**

There are three models of reading comprehension, these are:

##### 2.1.1.4.1 Bottom-Up Models

Bottom-up models define reading is basically a translating, decoding, or encoding process. The readers starts with perception and recognition first of letters, then of phonetic elements, then of words, then of word groups, and ultimately of sentence meaning and passage meaning. The role of reader is to process these units accurately and rapidly. It means that the reader building meaning from the smaller to the larger units that is from the bottom-up models.

##### 2.1.1.4.2 Top-Down Models

Top-down models describe reading as a meaning-driven process. The reader starts with prior knowledge, which the reader actively applies and compares to the

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<sup>17</sup>Janette K. Klinger, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students With Learning Difficulties*, (New York: Guilford Press, 2015), p. 9.

<sup>18</sup>Mikulecky and Jeffries, *Reading Power*, (United States: Pearson Education, 2007), p. 74.

material being read. It means that the experiences of the reader will help to read, decode, and make sense of the text.

#### 2.1.1.4.3 Interactive Models

Theorists like Rumelhart in Albert J. Haris and Edward R. Sipay book is *How to A Guide to Developmental and Remedial Methods Increase Reading Ability* stated that interactive model is the interaction both of bottom-up and top-down model simultaneously. The interactive model views reading as an active, strategic process of questioning, predicting, confirming, and self-correcting. It means that the reader more active to collect any information that has been read to help obtain further information.<sup>19</sup>

#### 2.1.1.5 Level of Reading Comprehension

There are four levels of reading comprehension, these are:

##### 2.1.1.5.1 Literal comprehension

Literal comprehension refers to the idea and fact that are directly stated at the printed pages. It is because the reader firstly must understand what the author said before they can draw inference or make evaluation.

##### 2.1.1.5.2 Interpretation

Interpretation is considered to be a higher level of thinking ability. In the category of interpretation of the language with answer are not directly stated in the are implied.

##### 2.1.1.5.3 Critical reading

Critical reading has a higher level than two level before. In involves evolution, the making of personal judgment of the accuracy value, the truth of what

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<sup>19</sup>Albert J. Haris and Edward R. Sipay, *How to A Guide to Developmental and Remedial Methods Increase Reading Ability*, (New York & London: Longman, 1940), p. 8.

is read. Critical evaluation occurs only after the students have understood the ideas and information the writer presented. At this level, the students can be tested on the following skill namely; the ability to recognize persuasive statement and ability to judge the accuracy of the information given in the text.

#### 2.1.1.5.4 Creative reading

Creative reading use different thinking skill beyond the literal comprehension, interpretation, and the reader tries to come up with a new alternative solution to the message presented by the writer.<sup>20</sup>

The lowest level of reading comprehension is literal comprehension. It is getting the primary, direct, literal meaning of an idea in the context. The readers are able to answer such a question that simply, demand them to recall from memory what the exact words given in the book. Although it only needs little or no thinking on the part of the readers, it gives them opportunity to practice in recalling and reproducing statements of facts and have a place in detailed factual reading. The next level is interpretation. In interpretation readers read between the lines, make connection among individual stated idea, make inferences, draw conclusions, or experience emotional reaction. Readers must have problem-solving ability and be able to work at various levels of abstraction to answer the question at the interpretive level. Obviously, children who are slow learners will have difficulty working at this level as well as in the next two categories.

Critical reading is a higher level than the other two categories above because it involves evaluation. The readers must be able to collect, interpret, apply, analyze,

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<sup>20</sup>Smith J. Richard and Johnson, *Reading Instruction for Today's Children* (United States of America: Prentice Hall Inc, 1980), p. 23.

and synthesize the information in order to be able make judgments. Critical reading includes such skills as the ability to differentiate between fantasy and reality, and the ability to discern propaganda techniques. Critical reading is related to critical listening because both of them require critical thinking.<sup>21</sup>

The highest level of comprehension is creative reading. It uses divergent thinking skills to go beyond the literal comprehension, interpretation, and critical reading levels. In creative reading, the reader tries to come up with new or alternative solutions to those presented by the writer. Creative reading involves the imaginative treatment of ideas in both inductive and deductive thinking, resulting in new insight, fresh ideas and new organization or pattern of thought.<sup>22</sup>

In order to be able acquire the four levels of reading comprehension needed by the students to cope with the reading text they must be helped to develop and expand their comprehension level. By using the appropriate teaching techniques, a teacher can increase students' reading comprehension level.

#### **2.1.1.6 Techniques of Improving Reading Comprehension**

There are some techniques that able to help the students to improving reading comprehension as follows:

##### **2.1.1.6.1 Think Aloud**

To use the think-aloud in reading comprehension, the students have to practice to read, first as a class, then in pairs, and finally individually. It began by telling the students that a reader should be thinking all the time while reading. During

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<sup>21</sup>Dorothy Rubin, *Diagnosis and Correction in Reading Instruction*, (Boston. MA: Allyn and Bacon, 1997), p. 11.

<sup>22</sup>Robinson, *Reading Instruction for Today's Children*, (Englewood. Cliffs, NJ: Prentice-Hall Inc, 1980), p. 225.

reading, the students have to notice information that they think might be important, facts or possible facts about the character or the story things they are figuring out, prediction of what might happen next, and how they feel about the character did or what happen in the story.<sup>23</sup>

#### 2.1.1.6.2 Reading buddies

To use the reading buddies in reading comprehension is the cooperation between the students with the buddy. In the most common two, the student may bring picture books to read with the buddy, or the buddy can practice reading as their counterparts listen to them. Such partnerships allow rich possibilities for literacy development and community building. It gives the students a chance to feel a sense of mastery of the book they prepare to read to the buddy, and they enjoy the admiration buddy naturally feel toward their partner peers. It gives the buddy enjoyment to experience the attention and mentorship of a partner student.<sup>24</sup>

#### 2.1.1.6.3 Skimming

Skimming is a high technique of reading which needed a special skill. It is done when a reader wishes to cover only the most important information or the main idea of the meaning material in a hurry or short time. The reader does not need speed to spend much time to read every word, phrase, sentence or paragraph, they just quickly across and down a page to find the specific information.<sup>25</sup>

#### 2.1.1.6.4 Scanning

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<sup>23</sup>Leslie Oster, *The Reading Teacher*, (United States of America, The H.W. Wilson Company, 2001), p. 65.

<sup>24</sup>Kristin Lems, Deah D. Miller, and Tenena M. Soro, *Teaching Reading to English Language Learners*, (New York: The Guildford Press, 2010). p. 184.

<sup>25</sup>Simon Miles, *Developing Reading Skill*, (New York: Rondon House, 1985), p. 37.

Many students try to read every word when they read. So they read very slowly. In scanning, the reader is looking for anything in particular. It is one skill in effective reading means to look for read quickly to find out the answer to certain what have been determined. Scanning is very past reading. When we scan, we skip over many words. We look someone information quick as we can.

There are some people very bad in scanning, because they refuse to try and concentrate. They let their attention wander and they start reading interacting paragraph entirely forgetting their original purpose, so if the reader finds that their scanning is poor, turn back to concentrate about an attention and interesting at try to searching something specific.

#### 2.1.1.6.5 Silent Reading

Silent reading is very important in teaching of English. This reading should be employed to increase reading comprehension among the students. Silent reading is the students read the text without any audible whisper. During silent reading, teachers also model the technique by reading and refraining from circulating or grading papers. When a teacher reads and values reading, it is contagious. After silent reading, the students can share what they have just read with a friend.<sup>26</sup>

#### 2.1.1.6.6 Concentration

In order to be able to understand the reading text, concentration is extremely required. Concentration is mental condition that can direct attention to a certain object. It is too difficult to comprehend a piece of writing without concentration.

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<sup>26</sup>Dr. M.F. Patel and Praveen M. Jain, *English Language Teaching*, (Jaipur, Sunrise Publishers and Distributors, 2008), p.122.

That is why the reader who wishes to improve their reading ability should have concentration in reading.<sup>27</sup>

## **2.1.2 The Concept of LRD (Listen, Read, Discuss) strategy**

### **2.1.2.1 Definition of LRD (Listen, Read, Discuss) strategy**

There are many strategies that can be used in teaching and learning reading, one of them is L-R-D strategy. LRD strategy is a simple reading strategy. It is a good strategy to increase the students' reading comprehension because there are three steps in this strategy such as listen-read-discuss. This strategy helps the students to exchange ideas with the other friends.

LRD strategy was introduced by Manzo and Casale. According to Manzo, LRD is a good transfer strategy for teachers as well as learners. It is recommended as a heuristic for helping content teachers become involved in an instructional conversation that tends to more naturally infuse reading instruction into content based classroom instruction.<sup>28</sup> It means that LRD strategy is recommended for teachers to using it to the classroom, because this strategy is good to helps the learners that difficult in comprehending the text.

Then, McKenna states that LRD strategy is a reading lesson format especially designed for struggling readers. Its three processing represents before, during, and after stages of all reading lesson format. It means that there are three steps that can be do when applying LRD strategy. As the first namely listen, the teacher present information to students about the text. The second namely read, the teacher ask to

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<sup>27</sup>R. Freeman, *Mastering Study Skills*, (London: Micmilan Master Series, 1982), p. 25.

<sup>28</sup>Anthony V. Manzo and Ula C. Manzo, *Literacy Disorders Holistic Diagnosis and Remediation*, (American, Holt, Rinehart and Winston, 1993), p. 323.



students to read the text, and the third is discuss, encourage the learners to reflect on any differences between their reading of the content and your presentation.

Based on the explanation above, it can be concluded that Listen-Read-Discuss is the strategy that design to expose the learners, helps learners comprehend material presented orally, and also it engages struggling readers in classroom discussion.

### **2.1.2.2 The Procedures of LRD strategy**

There are some procedures of listen-read-discuss to make it successful in applying, follow as:

2.1.2.2.1 Listen: Firstly, the teacher presents the theme or the title of the written text.

Then explains the content of the passage. When the teacher explains the content of the text, the students pay attention and listen carefully and notes the key points based on what has been listened from the teacher's explanation.

2.1.2.2.2 Read: Secondly, students are formed into groups of 4-5 students and the teacher explains the rules. Each member has a role in the group. There is a duty to read, translate, make some question on a piece of paper that will be given randomly to another groups. For the first five minutes, the teacher asks students to read the text simultaneously. After that, the representative member of the group was asked to read individually. In addition, the other member of groups carries out their respective duties.

2.1.2.2.3 Discuss: Finally, after all groups have finishing reading, each question is given randomly for each group. Then the students are given a few minutes to discuss again to answer the question. After that, the representative

member of each group alternately stands to read the question as well as their answers, while the other groups listen carefully and then give correction.<sup>29</sup>

Based on the explanations above, it can be concluded that the procedures of LRD strategy are simple but suitable to be used in the classroom to increase reading comprehension of the students. The teacher can apply this strategy through three phases. First, listening phase is teacher provides background information about the text. Then, explain the content of the text. Second, reading phase is the students read the text as well as translated. Finally, discussion phase is each group asked to discuss with the member of group to answer the question from the other group. The result of their discussion will be read by the representative member of the group.

### **2.1.2.3 The Advantages of LRD strategy**

The advantages of using LRD strategy is to help students to understanding the meaning of the text easily, then it strategy make the students more active participate in the classroom, they interacted with other friends to discuss about the text. In this strategy, the students motivated to gain the meaning of the text.

One important of nested value of the LRD begins to emerge in the lesson-planning stage. When teacher select textual material for use in an LRD lesson, they find themselves looking at the textbook more carefully and from more points of view than they might otherwise.<sup>30</sup> They begin, quite naturally, to sense where students' comprehension is likely to falter and to better align the phrasing, facts, and

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<sup>29</sup>William E. Lewis, Sharon Walpole, and Michael C. McKenna, *Cracking The Common Core*, (New York, The Guilford Press, 2014), p. 74.

<sup>30</sup>Anthony Manzo and Ula Manzo, *Content Area Reading A Heuristic Approach*, (Columbus, Merril Publishing Company, 1990), p. 11.

organization of the material they are preparing with the textbook material that students will read. Careful preparation of the type raises students' ability to read a particular piece beyond their normal reading and thinking performance levels. This can be a positive "enabling experience" that can become a new benchmark to strive for both teaching and learning from text.<sup>31</sup>

Based on explanation above, it can be concludes that LRD strategy has many benefits. In addition, it can be help students will be engage in their learning, understand a lot of material quickly, share information with other group, and then the students will be individually accountable in their learning.

## **2.2 Previous Research Finding**

There are some previous studies underlie in this study. They are:

The first study was conducted by Umi Latifah Nur Rohmah. Her title was about "Improving the Students' Reading Comprehension by Using Listen-Read-Discussion (LRD) Strategy at Tenth Grade Students of SMK Teuku Umar Semarang". According to the result of pre-test and post-test before and after learning through Listen-Read-Discuss (LRD) strategy, the first was the students' result before they were though used Listen-Read-Discussion (LRD) from 29 samples in the research was fair achievement. The second was the student's result after they were through used Listen-Read-Discussion (LRD) from 29 samples was good achievement.<sup>32</sup>

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<sup>31</sup>Anthony Manzo and Ula Manzo, *Content Area Reading A Heuristic Approach*, p. 11.

<sup>32</sup>Umi Latifah Nurrohmah, "Improving the Students' Reading Comprehension by Using Listen-Read-Discussion (LRD) at Tenth Grade Students of SMK Teuku Umar Semarang," (Unpublished: University of PGRI: Semarang, 2016), p. 46.

The second study was conducted by Wahyuningsih. Her title was about “The Influence of Listen-Read-Discuss (LRD) Strategy on the Students’ reading Comprehension Ability at the Eighth Grade of SMP N 3 Batanghari East Lampung”. After implemented quantitative research at the eighth grade of SMP N 3 Batanghari and according to the result of pre-test and post-test, it could be summarized that there was a positive and significant influence before and after implemented Listen-Read-Discuss strategy in teaching recount text. It means that used LRD strategy in teaching reading is helpful. It can be shown from the result of pre-test and post-test.<sup>33</sup>

The third study was conducted by Reniwati Putri. Her title was about “The Effect of Using Listen-Read-Discuss (LRD) Strategy toward Reading Comprehension of the Second Year Students at State Junior High School 9 Tapung Kampar Regency”. Based on the results of this study, it could be concluded that the result of the score shows that students reading comprehension taught by used LRD strategy was good category. It can be compared with the students’ reading comprehension taught without used LRD strategy was enough category.<sup>34</sup>

Based on the three results of research that was been done before, the research relationships conducted by the three previous researchers was equally discussed about the LRD strategy that was able to improve students’ reading comprehension, but in this study there are differences with the three previous researchers, namely Umi Latifah Nurrohmah used the convenience sampling technique, while

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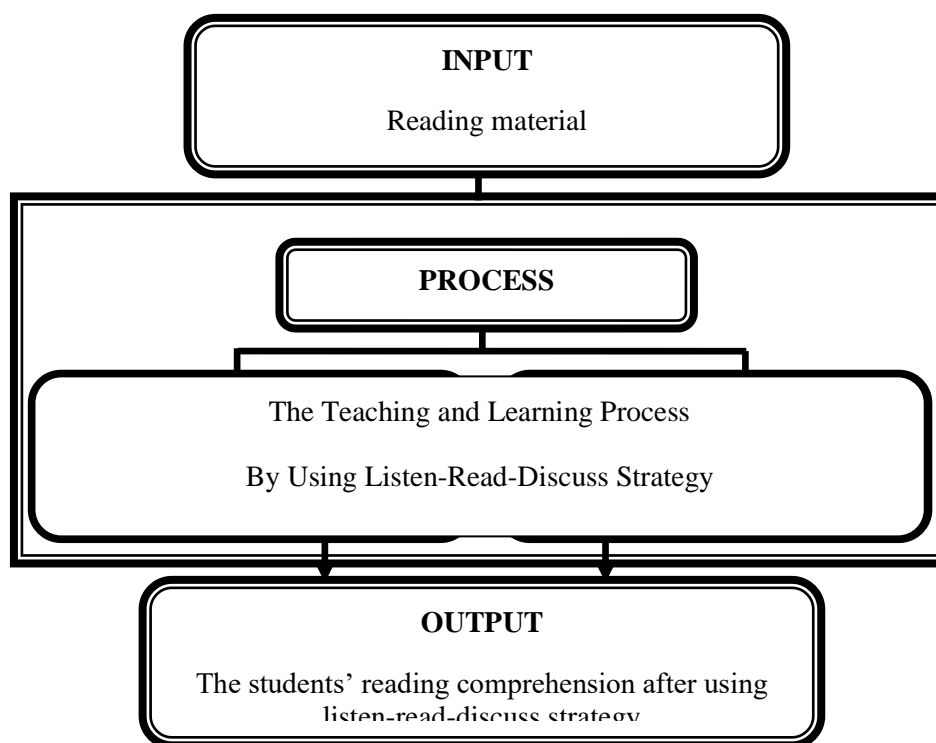
<sup>33</sup>Wahyuningsih, “The Influence of Listen-Read-Discuss (LRD) Strategy on the Students’ Reading Comprehension Ability at the Eight Grade of SMPN 3 Batanghari East Lampung,” (Unpublished: IAIN Metro: Lampung, 2017), p. 60.

<sup>34</sup>Reniwati Putri, “The Effect of Using LRD (Listen-Read-Discuss) Strategy Toward Reading Comprehension of the Second Year Students at State Junior High School 9 Tapung Kampar Regency,” (Unpublished: UIN SUSKA RIAU: Pekanbaru, 2013), p. 51.

Wahyuningsih used purposive cluster sampling technique, and Reniwati Putri used total sampling technique, but in this study the researcher is using purposive sampling technique.

### 2.3 Conceptual Framework

The conceptual framework of this research is presented the following diagram:



In the diagram above, the input refers to the material that was present in the classroom such as reading material. In the process refers to the application of the listen-read-discuss (LRD) strategy as the treatment that was applied in the classroom. The last is output refers to the result of students' reading comprehension after applied listen-read-discuss (LRD) strategy.

## **2.4 Hypothesis**

The researcher formulates the hypothesis as follows:

### 2.4.1 Alternative hypothesis (Ha)

Ha: Applying LRD strategy is able to increase the students' reading comprehension of the second year at SMPN 5 Parepare.

### 2.4.2 Null hypothesis (Ho)

Ho: Applying LRD strategy is unable to increase the students' reading comprehension of the second year at SMPN 5 Parepare.

## **2.5 Variables and Operational Definition of Items**

### 2.5.1 Variables

There are two variables of this research; these are independent and dependent variable. Independent Variable of this research is the application of listen-read-discuss strategy. Dependent Variable of this research is reading comprehension of the second year students at state junior high school 5 Parepare.

### 2.5.2 Operational Definition of Items

2.5.2.1 Listen-Read-Discuss strategy is a strategy that can be used to improve the reading comprehension of students. This strategy can help the students to comprehend about the text, the students exchange ideas to his friends in small group by discuss the text. In other word, listen-read-discuss strategy to help students to comprehend the text before and during reading in small group discussion.

2.5.2.2 Reading comprehension is the ability of the students to comprehend the reading text after treatment as the result of listen-read-discuss strategy.

## CHAPTER III

### METHODOLOGY OF THE RESEARCH

#### 3.1 Research Design

Research is a process in which the researchers engage in a small set of logical steps.<sup>35</sup> In this research, the researcher would like to collect, process, analyze data to get conclusion of the research. This research is called quantitative research because it used numbers of statistics. Allaga and Gunderson stated that Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).<sup>36</sup>

Based on explanation above, the researcher can conclude that quantitative research is the research that is using numerical data to explain a particular phenomenon.

In this study, the researcher used the form of pre-experimental design by using one group pre-test and post-test design. This research was presented as follows:

$$E = O_1 \quad X \quad O_2$$

- Where:
- E: Experimental Group
  - O<sub>1</sub>: Pre-test for the experiment group
  - X: Treatment in applying Listen-Read-Discuss Strategy
  - O<sub>2</sub>: Post-test for the experiment group

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<sup>35</sup>John W. Creswell, *Educational Research (Planning, Conducting, and Evaluating Quantitative and Qualitative Research)*, (United States of America, Pearson Education, 2012), p. 2.

<sup>36</sup>Daniel Muijs, *Doing Quantitative Research in Education*, (London, Sage Publications Ltd, 2004), p. 1.

### 3.2 Location and Duration

The research was conducted in SMPN 5 Parepare JL. Bau Massepe No. 24 Parepare, South Sulawesi and its duration is about less than two months.

### 3.3 Population and Sample

#### 3.3.1 Population

The population of this research is the second year of SMPN 5 Parepare. It consists of seven classes, starting with VIII.1 to VIII.7 totaling 118 students.

Table 3.4.1 The total of second year students of SMPN 5 Parepare.

No.	Class	Male	Female	Total
1	VIII.1	4	13	18
2	VIII.2	8	10	18
3	VIII.3	11	9	20
4	VIII.4	9	6	15
5	VIII.5	11	4	15
6	VIII.6	9	4	13
7	VIII.7	9	11	20
Total		61	57	118

*(Source of SMPN 5 Parepare)*

#### 3.3.2 Sample

Based on population, the researcher took one class from the population. The sample of this research was class VIII.1 consisting of 18 students by using purposive sampling. The researcher used this sampling because the class consists of students who are considered representative so that facilitated the researcher to obtain the representative data.



### **3.4 Instrument of the Research**

In collecting data, the researcher used test as the instrument of the research. The students answered the reading test based on the reading provided by the teacher. Reading test included multiple choices. The kind of this test was objective test which consisted of items that the students answered by choosing one of the correct answer.

### **3.5 Procedures of Collecting Data**

In this research, data was collected from all information that directly gathers from the research's subjects. The procedures of collected data as below:

#### **3.5.1 Pre-Test**

Pre-test was given before the researcher used listen-read-discuss strategy (treatment) to know or to measure their reading mastery.

#### **3.5.2 Post-Test**

Post-test was given in order to finding out the significant result after implemented the treatment by used listen-read-discuss strategy. Post-test was given at the last activities and the steps were same with the steps in pre-test. Finally, the score was obtained from the post-test was analyzed.

### **3.6 Treatment**

After the pre-test was given to the students, the treatment started. In this stage, the researcher used listen-read-discuss strategy to treat the students.

The first meeting, the researcher greeted the students and introduced herself. After that, the research gave one topic and the title of the topic in this meeting was about "Jompie Botanical Garden". Then, the researcher explained the content of the material while the students listened carefully and notice the key points based on what has been listened from the researcher' explanation. Next, students were formed into

groups consists of 4-5 students and the teacher explained the rules. Each member has a role in the group. There is a duty to read, translate, made some question on a piece of paper gave randomly to another groups. For the first five minutes, the teacher asked students to read the text simultaneously. After that, the representative member of the group was asked to read individually. In addition, the other member of groups carried out their respective duties. Finally, after all groups finished reading, each question gave randomly for each group. Then the students were given a few minutes to discussed again to answered the question. After that, the representative member of each group alternately stood to read the question as well as their answers, while the other group listened carefully and then gave correction. At the end of this process, the researcher gave a punishment for the looser group which was wrong answer of some questions.

The second meeting, the researcher gave one topic with the title was “Monas National Monument”. Before started the learning process, firstly the researcher gave a game for the students in order to make them relax and enjoyable to active participated in the classroom. Then the researcher explained the topic of the material while the students listened carefully and notice the key points based on what has been listened from the researcher explanation. Next, the students were formed into group consists 4-5 students and the researcher explain the rules. Each member has a role in the group. There were a duty to read, translate, make some question on a piece of paper that was given randomly to another groups. For the first five minutes, the teacher asked students to read the text simultaneously. After that, the representative member of the group was asked to read individually. In addition, the other member of groups carried out their respective duties. Finally, after all groups finished reading,

each question was given randomly for each group. Then the students were given a few minutes to discuss again to answer the question. After that, the representative member of each group alternately stood to read the question as well as their answers, while the other group listened carefully and then gave correction. At the end of this meeting, the researcher gave a punishment for the loser group that was wrong answer of the questions.

The third meeting, the researcher gave one topic with the title is “The Eiffel Tower”. Almost same with the previous meeting, before started the learning process, the researcher gave a game in order to make them feel relax and enjoy to join and more active in the classroom. Then the researcher explained the topic of the material while the students listened carefully and notice the key points based on what has been listened from the researcher explanation. Next, the students were formed into group consists 4-5 students and the researcher explain the rules. Each member has a role in the group. There was a duty to read, translate, make some question on a piece of paper that was given randomly to another groups. For the first five minutes, the teacher asked students to read the text simultaneously. After that, the representative member of the group was asked to read individually. In addition, the other member of groups carried out their respective duties. Finally, after all groups finished reading, each question was given randomly for each group. Then the students were given a few minutes to discussed again to answer the question. After that, the representative member of each group alternately stood to read the question as well as their answers, while the other group listened carefully and then gave correction. At end of this meeting, the researcher gave a punishment for the loser group which was wrong answer of the questions.

### 3.7 Technique of Data Analysis

3.7.1 Scoring the result of the test as follow:

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{The total number of items}} \times 100\%$$

3.7.2 The data was collected from of the both of the test, pre-test and post-test classified based on the following classification:

Scores	Classification
86-100	Excellent
71-85	Good
56-70	Fair
41-55	Poor
0-40	Very poor <sup>37</sup>

3.7.3 Calculating the rate percentage of the students score:

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : Frequency

N : Total number of sample<sup>38</sup>

3.7.4 Finding out the mean score by used the following formula:

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

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<sup>37</sup>Suharsimi Arikunto, *Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2009), p.245.

<sup>38</sup>Gay L.R, *Educational Research: Competence for Analysis and Application*, (United States: Charles E. merill Publishing Company, 1981), p.267.

Where:

$\bar{X}$  : Mean

$\sum X$  : Total score

$N$  : The total number of items<sup>39</sup>

3.7.5 Finding out the significance between mean score of pre-test and mean score of post-test by calculated the value of test, used the following formula:

$$D = \frac{\sum D}{N}$$

Where:

$D$  : The mean score deviating

$\sum D$  : The total score difference

$N$  : The total number of the students<sup>40</sup>

3.7.6 Calculating standard deviation of pre-test and post-test

$$SD = \frac{\sqrt{SS}}{N}, \text{ where } SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

Where:

$SD$  : Standard Deviation

$(\sum x)$  : The Square of score

$SS$  : The sum of square

$\sum X^2$  : The sum of score

$N$  : Number of students

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<sup>39</sup>Gay L. R, *Educational Research: Competence for Analysis and Application*, p.357.

<sup>40</sup>Gay L. R, *Educational Research: Competence for Analysis and Application*, p.298.

3.7.7 Finding the significant difference of the mean score between the pre-test and post-test by calculating the value of t-test, the formula is follows:

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

Where:

t = Test of significant

$\sum D$  = Difference between pre-test and post-test

D = Mean of the different score

$\sum D^2$  = The sum of D score

$(\sum D)^2$  = The square of  $\sum D$

N = The Total of sample

3.7.8 Criteria of testing hypothesis

The statistical hypothesis in this research is as follows:

$$h_0 = \mu_1 = \mu_2$$

$$h_a = \mu_1 > \mu_2$$

To test the hypothesis, the researcher used one-tailed test, with 0,05 level of significance.

3.7.8.1 If  $t\text{-table} < t\text{-test}$ ,  $H_a$  is accepted and  $H_0$  is rejected. It means that the application of Listen-Read-Discuss strategy is able to increase the students' reading comprehension.

3.7.8.2 If  $t\text{-table} > t\text{-test}$ ,  $H_0$  is accepted and  $H_a$  is rejected. It means that the application of Listen-Read-Discuss strategy is unable to increase the students' reading comprehension.

## CHAPTER IV

### FINDING AND DISCUSSION

This part consists of two parts namely the finding of research and the discussion of research that can be discussed in the part below:

#### 4.1 Findings

The findings of this research deal with classification of the students' pre-test and post-test. To find out the question in the previous chapter, the researcher gave the test that was given twice. The pre-test was given before treatment to know the students reading comprehension, while post-test was given after treatment through listen-read-discuss strategy. The result of post-test of this research can answer the question of this research that aims to find out whether or not the application of listen-read-discuss strategy be able to increase the students' reading comprehension of SMPN 5 Parepare.

##### 4.1.1 The Pre-test scores

The researcher conducted pre-test in order to know students' ability before the treatment. The pre-test was administrated on October 11<sup>th</sup>, 2018. The data of pre-test scores can be seen in the table below:

Table 4.1 The students' scores of pre-test

<b>Students</b>	<b>Pre-test (X)</b>	<b>X<sup>2</sup></b>
Student 1	65	4225
Student 2	55	3025
Student 3	70	4900
Student 4	65	4225
Student 5	70	4900
Student 6	75	5625

Student 7	30	900
Student 8	35	1225
Student 9	60	3600
Student 10	65	4225
Student 11	75	5625
Student 12	70	4900
Student 13	80	6400
Student 14	65	4225
Student 15	65	4225
Student 16	60	3600
Student 17	65	4225
Student 18	70	4900
$\Sigma$	<b>1140</b>	<b>74950</b>

$$\begin{aligned} X &= \frac{\Sigma X}{n} \\ &= \frac{1140}{18} \\ &= 63,33 \end{aligned}$$

Thus, the mean score of pre-test was 63,33.

Then, the researcher used the formula below to found the score of standard deviation. So, the standard deviation of pre-test can be seen below:

$$\begin{aligned} SD &= \sqrt{\frac{\Sigma X^2 - \frac{(\Sigma X)^2}{N}}{N-1}} \\ SD &= \sqrt{\frac{74950 - \frac{(1140)^2}{18}}{18-1}} \\ SD &= \sqrt{\frac{74950 - \frac{1299600}{18}}{17}} \\ SD &= \sqrt{\frac{74950 - 72200}{17}} \end{aligned}$$



$$SD = \sqrt{\frac{2750}{17}}$$

$$SD = \sqrt{161,76}$$

$$SD = 12,71$$

Thus, the result of standard deviation of pre-test is 12,71

Based on the result of analyzed in the table 4.1, the researcher found that the total mean score of pre-test was 63,33, while the highest score was 80 and the lowest score was 30. However, the overall students achieved 63,33 as the average and standard deviation was 12,71 for students' reading comprehension before learning by used listen-read-discuss (LRD) strategy. To know more the students' score percentage of pre-test, there were descriptive table below:

Table 4.2 The scores percentage of Pre-test

No	Qualifications	Scores	Frequency	Percentage (%)
1	Excellent	86 – 100	0	0 %
2	Good	71 – 85	3	16,66%
3	Fair	56 – 70	12	66,66 %
4	Poor	41 – 55	1	5,55 %
5	Very Poor	0 – 40	2	11,11 %
	<b>Total</b>		18	100 %

Based on the result of data in the table 4.2, the researcher found that from 18 students there are many students were fair qualification than good qualification, even no one student was excellent qualification. It means that the students' reading comprehension before applied the treatment still low category.

#### 4.1.2 The Post-test scores

The researcher also gave post-test to know students' reading comprehension after the treatment. It was administrated on October 22<sup>th</sup>, 2018. The data of post-test scores can be seen in the table below:

Table 4.3 The Students' score of post-test

Students	Post-test (X)	X <sup>2</sup>
Student 1	75	5625
Student 2	65	4225
Student 3	75	5625
Student 4	70	4900
Student 5	75	5625
Student 6	75	5625
Student 7	35	1225
Student 8	55	3025
Student 9	75	5625
Student 10	80	6400
Student 11	80	6400
Student 12	80	6400
Student 13	85	7225
Student 14	80	6400
Student 15	75	5625
Student 16	85	7225
Student 17	50	2500
Student 18	95	9025
$\Sigma$	1310	<b>98700</b>

$$\begin{aligned}
 X &= \frac{\Sigma X}{n} \\
 &= \frac{1310}{18} \\
 &= 72,77
 \end{aligned}$$

Thus, the result of mean score of post-test was 72,77.

Then, the researcher used the formula below to found the score of standard deviation. The standard of post-test can be seen below:

$$SD = \sqrt{\frac{X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{98700 - \frac{(1310)^2}{18}}{18 - 1}}$$

$$SD = \sqrt{\frac{98700 - \frac{1716100}{18}}{17}}$$

$$SD = \sqrt{\frac{98700 - 95338,8}{17}}$$

$$SD = \sqrt{\frac{3361,2}{17}}$$

$$SD = \sqrt{197,71}$$

$$SD = 14,06$$

Thus, the result of standard deviation of post-test was 14,06.

Based on the result of post-test analyzed in the table 4.3, it shows that the highest total score was achieved by student 18 with 95 total score. On the other hand, the student 07 achieved 35 as the lowest total score. However, the overall students achieved 72,22 as the average score and standard deviation was 14,06 for the their students' reading comprehension after the treatment by used listen-read-discuss

(LRD) strategy. To know more the score percentage of post-test, there were descriptive table below that showed the score percentage of post-test:

Table 4.4 The Score percentage of post-test

No	Qualifications	Scores	Frequency	Percentage (%)
1	Excellent	86 – 100	1	5,55 %
2	Good	71 – 85	12	66,66%
3	Fair	56 – 70	2	11,11 %
4	Poor	41 – 55	2	11,11%
5	Very Poor	0 – 40	1	5,55 %
<b>Total</b>			18	100 %

Based on the result of data in the table 4.4, the researcher found that there are many students were good qualification than other qualification. It means that the students' reading comprehension after applied the treatment and given post-test was got high category.

#### 4.1.3 The Mean score of the students on pre-test and post-test

To know more the mean score of the students on pre-test and post-test, there were descriptive table below:

Table 4.5 The Mean score of pre-test and post-test

Test	Mean Score	Standard Deviation
Pre-test	63,33	12,71
Post-test	72,77	14,06

Based on the table above, before the treatment in pre-test, the students' reading comprehension got the mean score 63,33 and standard deviation 12,71, while after the treatment in post-test the students' reading comprehension got the mean

score 72,77 and standard deviation 14,06. It proved that there was an improvement to the students' reading comprehension by using listen-read-discuss (LRD) strategy.

#### 4.1.4 The Overall result of pre-test and post-test

To know more the overall result of pre-test and post-test, there were descriptive table below:

Table 4.6 The Overall result of pre-test and post-test

Students	Experiment Class	
	Pre-test	Post-test
Student 1	65	75
Student 2	55	65
Student 3	70	75
Student 4	65	70
Student 5	70	75
Student 6	75	75
Student 7	30	35
Student 8	35	55
Student 9	60	75
Student 10	65	80
Student 11	75	80
Student 12	70	80
Student 13	80	85
Student 14	65	80
Student 15	65	75
Student 16	60	85
Student 17	65	50
Student 18	70	95
$\Sigma$	<b>1140</b>	<b>1310</b>

The table shows that there were differences between the pre-test and post-test result. The students got an improvement by gaining score before and after the treatment. It means that the students got improvement in their ability test after

learning English by using listen-read-discuss (LRD) strategy. The improvement could be measured by taking a look the total score in the pre-test and post-test. The score of pre-test is 1140, it is included “fair category” and the total score of post-test after the treatment is 1310, it is included “good category”.

#### 4.1.5 The t-test analysis

To know more the t-test analysis, there were the descriptive table of the worksheet of calculated of the score pre-test and post-test below:

Table 4.7 The Worksheet of calculated of the score pre-test and post-test

<b>Students</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>D</b>	<b>D<sup>2</sup></b>
Student 1	65	75	10	100
Student 2	55	65	10	100
Student 3	70	75	5	25
Student 4	65	70	5	25
Student 5	70	75	5	25
Student 6	75	75	0	0
Student 7	30	35	5	25
Student 8	35	55	20	400
Student 9	60	75	15	225
Student 10	65	80	15	225
Student 11	75	80	5	25
Student 12	70	80	10	100
Student 13	80	85	5	25
Student 14	65	80	15	225
Student 15	65	75	10	100

Student 16	60	85	25	625
Student 17	65	50	-15	225
Student 18	70	95	25	625
<b>Score (<math>\Sigma</math>)</b>			170	3100

$$\bar{D} = \frac{\Sigma D}{N}$$

$$\bar{D} = \frac{170}{18}$$

$$\bar{D} = 9,44$$

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

$$t = \frac{9,44}{\sqrt{\frac{3100 - \left(\frac{170}{18}\right)^2}{18(18-1)}}$$

$$t = \frac{9,44}{\sqrt{\frac{3100 - \frac{28900}{324}}{18(18-1)}}$$

$$t = \frac{9,44}{\sqrt{\frac{3100 - 89,19}{18(18-1)}}$$

$$t = \frac{9,44}{\sqrt{\frac{3010}{18(17)}}$$

$$t = \frac{9,44}{\sqrt{\frac{3010}{306}}}$$

$$t = \frac{9,44}{\sqrt{9,83}}$$

$$t = \frac{9,44}{3,13}$$

$$t = 3,01$$

Having analyzed the data of pre-test and post-test by using t-test formula, the result showed that the t-test value (3,01) was higher than t-table value (1,740) with significance 5%. It means that there was an improvement in teaching reading comprehension by using listen-read-discuss (LRD) strategy.

#### 4.1.6 Hypothesis Testing

To find out degree of freedom (df), the researcher used the following formula:

$$Df = N-1$$

$$= 18-1$$

$$= 17$$

For the level of significant ( $p$ ) = 5% and  $df = 17$ . The value of table is 1,740, while the value of t-test is 3,01. It means that the t-test value was higher than t-table value. Thus, it can be concluded that there was an improvement in learning reading comprehension by using listen-read-discuss (LRD) strategy. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted.



## 4.2 Discussion

To find out the answer of the research question in the previous chapter, the researcher administered the test. The test was a reading tests were given before and after the treatments, which aim to know the answer of the problem statement. At the beginning of the research, the researcher decided there were five meetings for doing this research, two meetings for doing test such as pre-test and post-test and then three meetings for implemented the treatment by using listen-read-discuss strategy. To make it prove that teaching reading by using listen-read-discuss strategy in learning was got improvement in students' reading comprehension.

Based on the preliminary observation when the researcher saw in learning process in SMPN 5 Parepare in Academic year of 2017/2018, the researcher found the problem there, such as the students still difficulties to comprehend the English text, while they have to read their compulsory books or other materials related to their lesson and still confused to answer the question in reading text. They were only know how to produce the sounds of the words but at the same time unable to understood the meaning of the text, such as Anderson stated that the aim of reading is comprehension. Some individuals equate decoding with reading. Just because the students know how to pronounce written words correctly, does not mean they can read. It means that except to have a good pronunciation, reading also requires a good comprehending in order to obtain the meaning of the text of what they have read. As we know that reading is a tool of communication between text and the reader, while comprehension is an important in reading because without comprehension in reading, the reader cannot get the structure and point from the reading text.

From the problems were faced the students above, there are many possible reasons that might it happened, such as the teacher taught monotonously and ineffectively. The teacher did not use various strategy and material in teaching reading to stimulate the students' motivation on learning process. To solve these problems, the researcher used the suitable strategy in learning process that is listen-read-discuss (LRD) strategy.

Listen-read-discuss (LRD) strategy that have been taught to make the students be engage in their learning, understood a lot of material quickly, share information with other group, and then the students be individually accountable in their learning. It is also improve knowledge the students' reading comprehension in long text. The application of listen-read-discuss (LRD) strategy can helps the students more active in reading, the students will be easier to comprehend the text and learning process run successfully, such as Manzo stated that Listen-Read-Discuss strategy is a good transfer strategy for teachers as well as the students. It means that the teacher explained and the students comprehended.

For the first meeting, the researcher gave pre-test to the students to answer the test of reading by their own comprehension. Before the students started to answer the question of pre-test, the researcher greeting for the students, and also gave information about her aim with the students. It was administered to know students' achievement in reading comprehension before they were given the treatment by the researcher. After that, the researcher explained about how to do the pre-test and guide the students to discipline during the process. Then the researcher gave students a chance to ask the researcher if they did not understand about the process. If there is

no question from the students, well the researcher gave students chance to started answer the pre-test.

In the pre-test, from 18 students no one got “excellent” (0%), 3 students got “good” (16,66%), 12 students got “fair” (66,66%), 1 student got “poor” (5,55%), and 2 students got “very poor” (11,11%). The mean score of pre-test is 63,33. It means that the mean score of pre-test showed the students’ standard ability were “fair”. Based on the data, the researcher found that from 18 students, there are many students got fair qualification than good qualification, even no one student got excellent qualification. From this result, the researcher can concluded that the students’ reading comprehension still low before gave the treatment by used listen-read-discuss (LRD) strategy. The students faced some problems in reading comprehension, such as they are lazy to read a long text, difficulties to comprehend the text because they are lack of vocabulary to translate the English text, and also still confused to answer the question because they did not understand the meaning of the text.

For the second meeting, the students were given treatment. The students were taught by used listen-read-discuss (LRD) strategy. The materials were three topics for three meetings. There was one reading text was given each meeting with different tittles. The material of this meeting with the tittle “Jompie Botanical Garden”, before applied the treatment, firstly the researcher gave the material for the students, then the researcher explained the content of the material while the students listened carefully and notice the key points based on what has been listened from the researcher’ explanation. Next, the students were formed into groups consists of 4-5 students and then the teacher explained the rules of treatment. Each member has a

role in the group. There was a duty to read, translate, made some questions on a piece of paper that was given randomly to another group. For the first five minutes, the researcher asked students to read the text simultaneously. After that, the representative member of the group was asked to read individually. In addition, the other member of group carried out their respective duties. Finally, after all groups finished reading, each question was given randomly for each group. Then the students were given a few minutes to discuss again to answer the question. After that, the representative member of each group alternately stood to read the question as well as their answers, while the other group listened carefully and then gave correction. During the treatment, the researcher monitored the students' activities. At the end of this meeting, the researcher gave a punishment for the looser group that was wrong answer of the questions. In this meeting, the students was unfamiliar with the treatment, it made them still confused and awkward during the treatment.

For the third meeting was the same with the second meeting when the students were taught by used listen-read-discuss (LRD) strategy but in different topic. The material in this meeting with title is "Monas National Moument". Before applied the strategy, firstly the researcher gave a game for the students in order to make them feel relax and enjoyable to join and more active participate in the classroom. Then the researcher explained the content of the material while the students listened carefully and notice of the key points based on what has been listened from the researcher' explanation. Next, the students were formed into groups consists of 4-5 students and then the teacher explains the rules of treatment. Each member has a role in the group. There was a duty to read, translate, made some questions on a piece of paper that was given randomly to another group. For the first

five minutes, the researcher asked students to read the text simultaneously. After that, the representative member of the group was asked to read individually. In addition, the other member of group carried out their respective duties. Finally, after all groups finished reading, each question was given randomly for each group. Then the students were given a few minutes to discuss again to answer the question. After that, the representative member of each group wrote the question as well as their answers on the whiteboard, while the other group gave correction. During the treatment, the researcher monitored the students' activities. At the end of this meeting, the researcher gave a punishment for the looser group that was wrong answer of the questions. In this meeting was different with the second meeting because this time the students feel relax and enjoyable, it made the class was run successfully.

For the forth meeting was same with the previous meeting but in different topic. The material of this meeting is "The Eiffel Tower". Firstly, the researcher gave a game in order to made them enjoyable and feel relax, so the students not bored. In this meeting was the most successful than the previous meetings, because the students were familiar with this strategy and the class was run successfully.

At the end of the research, after doing third times of treatments, the researcher gave the post-test to the students to measure the improvement of the students' reading comprehension after the treatment was done. Before the students started to answer the question of post-test, firstly the researcher gave information about how to do the post-test and guide them to discipline during the process. In the post-test, there were 1 student got "excellent" (5,55%), 12 students got "good" (66,66%), 2 students got "fair" (11,11%), 2 students got "poor" (11,11%), and 1 students got "very poor" (5,55%). The mean score of post-test is 72,77. It means that

the mean score of post-test showed the students' standard ability was "good". Based on the data of post-test' scores, the researcher found that there are many students got good qualification than the other qualification. It means that from the result of post-test showed that there was an improvement in students' reading comprehension before and after taught by used listen-read-discuss (LRD) strategy. After gave the treatment, the students also interested to read the English text, easy to translate the text, understand the meaning of the long text, and then they were individually accountable in their learning.

From the result, we can see that the score of pre-test was 63,33 while the score of post-test was 72,77. It means that the score of post-test was higher than the score of pre-test. From the t-test analysis, it can be concluded that the t-test value was higher than t-table ( $3,01 > 1,740$ ) for the degree of freedom is 0,5. It means that there was an improvement of the students' reading comprehension after being taught used listen-read-discuss strategy.

During the research at SMPN 5 Parepare, the researcher does not face difficulty because the teachers and all of the staff at school are very welcome, and also the students were very happy with the researcher. It made the researcher feel comfortable, so the research was run successfully. It proved that began the first meeting until the last meeting the students always happy and enjoy in the classroom.

Based on the explanation above, the researcher concluded that before applied listen-read-discuss (LRD) strategy the students' reading comprehension still low, even they are faced some problems in reading comprehension. To solve their problems, the researcher decided to apply the suitable strategy that is listen-read-discuss strategy. The researcher used pre-test and post-test as the instrument to

measured an improvement of the students' reading comprehension. The result of post-test was higher than pre-test. It means that there was an improvement in reading comprehension after applied listen-read-discuss strategy. It concluded that the application of listen-read-discuss strategy be able to increase the students' reading comprehension.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on the finding and discussion in the previous chapter, the researcher proposed conclusions related to the result of the research namely the students' reading comprehension before being taught by listen-read-discuss (LRD) strategy. This study was categorized pre-experimental research and the objective of the research in this study is to find out whether or not the teaching reading which apply listen-read-discuss (LRD) strategy able to increase the students' reading comprehension. Therefore, the researcher concluded that:

The application of listen-read-discus (LRD) strategy was able to increase the students' reading comprehension of the second year at SMPN 5 Parepare. It was proved by the result of data analysis such as the mean score of pre-test was 63,33 and the mean score of post-test was 72,77. It means that the score of post-test was higher than the score of pre-test. It was supported by the result of t-test analysis where the t-test value (3,01) was higher than t-table value (1,740) of degree freedom (0,5). It means that the alternative hypothesis ( $H_a$ ) was accepted, while the null hypothesis ( $H_0$ ) was rejected.

#### 5.2 Suggestion

Based on the conclusion above, the researcher would like to give some suggestions from this research. The suggestions are proposed to:

5.2.1 For English teachers

5.2.1.1 The teacher should be read more books about strategy in teaching reading



5.2.1.2 The teacher can apply listen-read-discuss (LRD) strategy as one of the alternative teaching reading in learning process.

5.2.2 For The students

5.2.2.1 The students have to improve their reading comprehension by using listen-read-discuss (LRD) strategy in learning process.

5.2.2.2 The students should have more time to read English books at home.

5.2.3 The future researcher

5.2.3.1 The researcher would like to suggest other researcher to develop this research with the new innovation such as the use of LRD strategy with different material to increase students' reading comprehension. Moreover, hopefully the result of this research can be a reference.

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## Appendix 1. Learning Scenario 1

**RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

SMP	: SMP NEGERI 5 PAREPARE
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan) / 1 (Ganjil)
Alokasi Waktu	: 2x40 menit

## Pertemuan ke-1

Standar Kompetensi : 2. Memahami makna dalam esai pendek sederhana berbentuk *descriptive* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : 2.2. Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk *descriptive* dengan ucapan, tekanan dan intonasi yang berterima dan berkaitan dengan lingkungan sekitar.

Indikator : Mengidentifikasi informasi / makna yang terdapat dalam teks berbentuk *descriptive* dan mengidentifikasi fungsional dan langkah retorika *descriptive text*.

Jenis Teks : Descriptive Text

Aspek / Skill : Reading / Membaca

**1. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat:

- Mengidentifikasi informasi yang terdapat dalam teks berbentuk *descriptive*.
- Mengidentifikasi ciri kebahasaan dalam teks berbentuk *descriptive*.
- Menjawab pertanyaan teks yang berbentuk *descriptive*.

☞ **Karakter siswa yang diharapkan:** Dapat dipercaya (Trustworthines)

Rasa hormat dan Perhatian (Respect)  
Tekun (Diligence)

## 2. Materi Pembelajaran

- A descriptive text is a text that describes the features of someone, something, or a certain place.
- Generic structure:
  - Introduction is a part of the paragraph that introduce the character.
  - Description is the part the paragraph that describes the character.

## 3. Metode Pembelajaran : Listen-Read-Discuss strategy

- Pre-Reading (listening): Dalam hal ini guru memaparkan reading material yang telah disiapkan, disamping itu siswa menyimak materi yang disampaikan oleh guru sambil membuat catatan kecil dari apa yang telah siswa pahami dari penjelasan guru.
- While-Reading (reading): Dalam hal ini guru meminta siswa membaca sambil mencari dan menandai poin penting yang terdapat dalam teks.
- After-Reading (discuss): Siswa dibentuk dalam beberapa kelompok untuk mendiskusikan hasil pemahaman setiap individu.

## 4. Langkah-langkah Kegiatan

### A. Kegiatan Awal (10 menit)

1. Mempersiapkan kelas:
  - a. Persiapan fisik berupa:
    - ☞ Pengaturan bangku dan meja belajar
    - ☞ Mengisi presensi
    - ☞ Pengecekan kebersihan/kesehatan
    - ☞ Menyimpan/melacikan buku/barang yang tidak terkait dengan pelajaran yang sedang berlangsung.
  - b. Persiapan mental berupa:

- ☞ Membaca doa sebelum belajar
  - ☞ Membaca surah pendek atau bernyanyi
2. Apersepsi (menyampaikan bahan pengait antara pelajaran baru dengan pelajaran lama) melalui:
    - a. Pengetahuan peserta didik tentang pelajaran lama dengan pelajaran baru.
    - b. Pengalaman peserta didik tentang pelajaran lama dengan pelajaran baru.
    - c. Peristiwa yang pernah dilakukan peserta didik yang berkaitan dengan pelajaran lama dan pelajaran baru.
  3. Motivasi
    - a. Memberitahukan peserta didik tentang tujuan dan indicator pelajaran yang ingin dicapai dengan menuliskan diatas papan tulis.
    - b. Memberi gambaran umum kepada peserta didik tentang inti pelajaran.
    - c. Memberi gambaran umum tentang kegiatan yang akan dilakukan selama proses pembelajaran sedang berlangsung.
    - d. Membagi kelompok jika diperlukan.
    - e. Mengadakan kontrak pembelajaran.

#### **B. Kegiatan Inti (60 menit)**

1. Pertama guru mengucapkan salam dan memperkenalkan diri. Kemudian menyajikan tema atau judul teks tertulis, guru menjelaskan ide pokok dalam teks. Ketika guru menjelaskan isi teks, siswa memperhatikan dan mendengarkan dengan seksama serta mencatat poin-poin utama berdasarkan apa yang telah diamati dan didengar dari penjelasan guru.
2. Kemudian siswa dibentuk menjadi beberapa kelompok yang beranggotakan 4-5 orang dan guru menjelaskan aturannya. Masing-masing memiliki peran dalam kelompoknya. Ada yang bertugas untuk membaca, menerjemah, membuat beberapa pertanyaan pada selemba kertas yang akan diberikan secara acak untuk kelompok lain.

3. Untuk 5 menit pertama, siswa diminta untuk membaca secara bersama. Setelah itu, masing-masing perwakilan kelompok diminta untuk membaca secara individu. Disamping itu, setiap perwakilan kelompok menjalankan tugasnya masing-masing. Setelah semua kelompok selesai membaca, masing-masing pertanyaan diberikan secara acak untuk setiap kelompok. Kemudian siswa diberikan beberapa menit untuk berdiskusi kembali untuk menjawab pertanyaan tersebut.
4. Setelah itu, masing-masing perwakilan kelompok secara bergantian berdiri untuk membacakan pertanyaan sekaligus jawaban mereka. Sementara kelompok lain menyimak kemudian memberikan tanggapan.

### **C. Kegiatan Penutup (10 menit)**

Dalam kegiatan penutup dapat dilakukan hal-hal berikut:

- ☞ Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.
- ☞ Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten.
- ☞ Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- ☞ Menutup pembelajaran dengan membaca doa.

### **5. Sumber Belajar**

- b. Buku paket English in Focus
- c. Dictionary
- d. Gambar-gambar yang relevan

### **6. Penilaian**

- e. Teknik : Tes Tertulis
- f. Bentuk : Isian singkat, Jawaban lisan, Pilihan ganda.
- g. Instrument : Lembar soal
- h. Pedoman penilaian:
  1. Untuk tiap nomor, tiap jawaban yang benar skor 3
  2. Jumlah skor maksimal  $x3 = 15$

3. Nilai maksimal = 10

$$4. \text{ Nilai Siswa} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 10$$

i. Rubric penilaian

<b>Uraian</b>	<b>Skor</b>
Isi benar, tata bahasa benar	3
Isi benar, tata bahasa kurang tepat	2
Isi dan tata bahasa kurang tepat	1
Tidak menjawab	0



## Appendix 2. Learning Scenario 2

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

SMP	: SMP NEGERI 5 PAREPARE
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan) / 1 (Ganjil)
Alokasi Waktu	: 2x40 menit

## Pertemuan ke-2

Standar Kompetensi : 2. Memahami makna dalam esai pendek sederhana berbentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : 2.2. Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk *descriptive* dengan ucapan, tekanan dan intonasi yang berterima dan berkaitan dengan lingkungan sekitar.

Indikator : Mengidentifikasi informasi / makna yang terdapat dalam teks berbentuk descriptive dan mengidentifikasi fungsional dan langkah retorika descriptive text.

Jenis Teks : Descriptive Text

Aspek / Skill : Reading / Membaca

## 2. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- a. Mengidentifikasi informasi yang terdapat dalam teks berbentuk descriptive.
- b. Mengidentifikasi ciri kebahasaan dalam teks berbentuk descriptive.
- c. Menjawab pertanyaan teks yang berbentuk descriptive.

☞ **Karakter siswa yang diharapkan:** Dapat dipercaya (Trustworthines)

Rasa hormat dan Perhatian (Respect)

## Tekun (Diligence)

### 2. Materi Pembelajaran

- A descriptive text is a text that describes the features of someone, something, or a certain place.
- Generic structure:
  - Introduction is a part of the paragraph that introduce the character.
  - Description is the part the paragraph that describes the character.

### 3. Metode Pembelajaran : Listen-Read-Discuss strategy

- Pre-Reading (listening): Dalam hal ini guru memaparkan reading material yang telah disiapkan, disamping itu siswa menyimak materi yang disampaikan oleh guru sambil membuat catatan kecil dari apa yang telah siswa pahami dari penjelasan guru.
- While-Reading (reading): Dalam hal ini guru meminta siswa membaca sambil mencari dan menandai poin penting yang terdapat dalam teks.
- After-Reading (discuss): Siswa dibentuk dalam beberapa kelompok untuk mendiskusikan hasil pemahaman setiap individu.

### 4. Langkah-langkah Kegiatan

#### A. Kegiatan Awal (10 menit)

4. Mempersiapkan kelas:
  - a. Persiapan fisik berupa:
    - ☞ Pengaturan bangku dan meja belajar
    - ☞ Mengisi presensi
    - ☞ Pengecekan kebersihan/kesehatan
    - ☞ Menyimpan/melacikan buku/barang yang tidak terkait dengan pelajaran yang sedang berlangsung.
  - c. Persiapan mental berupa:
    - ☞ Membaca doa sebelum belajar

☞ Membaca surah pendek atau bernyanyi

5. Apersepsi (menyampaikan bahan pengait antara pelajaran baru dengan pelajaran lama) melalui:
  - d. Pengetahuan peserta didik tentang pelajaran lama dengan pelajaran baru.
  - e. Pengalaman peserta didik tentang pelajaran lama dengan pelajaran baru.
  - f. Peristiwa yang pernah dilakukan peserta didik yang berkaitan dengan pelajaran lama dan pelajaran baru.
6. Motivasi
  - f. Memberitahukan peserta didik tentang tujuan dan indicator pelajaran yang ingin dicapai dengan menuliskan diatas papan tulis.
  - g. Memberi gambaran umum kepada peserta didik tentang inti pelajaran.
  - h. Memberi gambaran umum tentang kegiatan yang akan dilakukan selama proses pembelajaran sedang berlangsung.
  - i. Membagi kelompok jika diperlukan.
  - j. Mengadakan kontrak pembelajaran.

#### **D. Kegiatan Inti (60 menit)**

1. Pertama guru mengucapkan salam dan memperkenalkan diri. Kemudian menyajikan tema atau judul teks tertulis, guru menjelaskan ide pokok dalam teks. Ketika guru menjelaskan isi teks, siswa memperhatikan dan mendengarkan dengan seksama serta mencatat poin-poin utama berdasarkan apa yang telah diamati dan didengar dari penjelasan guru.
2. Kemudian siswa dibentuk menjadi beberapa kelompok yang beranggotakan 4-5 orang dan guru menjelaskan aturannya. Masing-masing memiliki peran dalam kelompoknya. Ada yang bertugas untuk membaca, menerjemah, membuat beberapa pertanyaan pada selembar kertas yang akan diberikan secara acak untuk kelompok lain.

3. Untuk 5 menit pertama, siswa diminta untuk membaca secara bersama. Setelah itu, masing-masing perwakilan kelompok diminta untuk membaca secara individu. Disamping itu, setiap perwakilan kelompok menjalankan tugasnya masing-masing. Setelah semua kelompok selesai membaca, masing-masing pertanyaan diberikan secara acak untuk setiap kelompok. Kemudian siswa diberikan beberapa menit untuk berdiskusi kembali untuk menjawab pertanyaan tersebut.
4. Setelah itu, masing-masing perwakilan kelompok secara bergantian berdiri untuk membacakan pertanyaan sekaligus jawaban mereka. Sementara kelompok lain menyimak kemudian memberikan tanggapan.

#### **E. Kegiatan Penutup (10 menit)**

Dalam kegiatan penutup dapat dilakukan hal-hal berikut:

- ☞ Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.
- ☞ Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten.
- ☞ Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- ☞ Menutup pembelajaran dengan membaca doa.

#### **5. Sumber Belajar**

- b. Buku paket English in Focus
- c. Dictionary
- d. Gambar-gambar yang relevan

#### **6. Penilaian**

- e. Teknik : Tes Tertulis
- f. Bentuk : Isian singkat, Jawaban lisan, Pilihan ganda.
- g. Instrument : Lembar soal
- h. Pedoman penilaian:
  1. Untuk tiap nomor, tiap jawaban yang benar skor 3

2. Jumlah skor maksimal x3 = 15
3. Nilai maksimal = 10
4. Nilai Siswa =  $\frac{SkorPerolehan}{SkorMaksimal} \times 10$

i. Rubric penilaian

<b>Uraian</b>	<b>Skor</b>
Isi benar, tata bahasa benar	3
Isi benar, tata bahasa kurang tepat	2
Isi dan tata bahasa kurang tepat	1
Tidak menjawab	0

## Appendix 3. Learning Scenario 3

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

SMP	: SMP NEGERI 5 PAREPARE
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan) / 1 (Ganjil)
Alokasi Waktu	: 2x40 menit

## Pertemuan ke-3

Standar Kompetensi : 2. Memahami makna dalam esai pendek sederhana berbentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : 2.2. Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk *descriptive* dengan ucapan, tekanan dan intonasi yang berterima dan berkaitan dengan lingkungan sekitar.

Indikator : Mengidentifikasi informasi / makna yang terdapat dalam teks berbentuk descriptive dan mengidentifikasi fungsional dan langkah retorika descriptive text.

Jenis Teks : Descriptive Text

Aspek / Skill : Reading / Membaca

### 3. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- a. Mengidentifikasi informasi yang terdapat dalam teks berbentuk descriptive.
- b. Mengidentifikasi ciri kebahasaan dalam teks berbentuk descriptive.
- c. Menjawab pertanyaan teks yang berbentuk descriptive.

☞ **Karakter siswa yang diharapkan:** Dapat dipercaya (Trustworthines)

Rasa hormat dan Perhatian (Respect)

## Tekun (Diligence)

### 2. Materi Pembelajaran

- A descriptive text is a text that describes the features of someone, something, or a certain place.
- Generic structure:
  - Introduction is a part of the paragraph that introduce the character.
  - Description is the part the paragraph that describes the character.

### 3. Metode Pembelajaran : Listen-Read-Discuss strategy

- Pre-Reading (listening): Dalam hal ini guru memaparkan reading material yang telah disiapkan, disamping itu siswa menyimak materi yang disampaikan oleh guru sambil membuat catatan kecil dari apa yang telah siswa pahami dari penjelasan guru.
- While-Reading (reading): Dalam hal ini guru meminta siswa membaca sambil mencari dan menandai poin penting yang terdapat dalam teks.
- After-Reading (discuss): Siswa dibentuk dalam beberapa kelompok untuk mendiskusikan hasil pemahaman setiap individu.

### 4. Langkah-langkah Kegiatan

#### A. Kegiatan Awal (10 menit)

7. Mempersiapkan kelas:
  - a. Persiapan fisik berupa:
    - ☞ Pengaturan bangku dan meja belajar
    - ☞ Mengisi presensi
    - ☞ Pengecekan kebersihan/kesehatan
    - ☞ Menyimpan/melacikan buku/barang yang tidak terkait dengan pelajaran yang sedang berlangsung.
  - d. Persiapan mental berupa:
    - ☞ Membaca doa sebelum belajar

☞ Membaca surah pendek atau bernyanyi

8. Apersepsi (menyampaikan bahan pengait antara pelajaran baru dengan pelajaran lama) melalui:
  - g. Pengetahuan peserta didik tentang pelajaran lama dengan pelajaran baru.
  - h. Pengalaman peserta didik tentang pelajaran lama dengan pelajaran baru.
  - i. Peristiwa yang pernah dilakukan peserta didik yang berkaitan dengan pelajaran lama dan pelajaran baru.
9. Motivasi
  - k. Memberitahukan peserta didik tentang tujuan dan indicator pelajaran yang ingin dicapai dengan menuliskan diatas papan tulis.
  - l. Memberi gambaran umum kepada peserta didik tentang inti pelajaran.
  - m. Memberi gambaran umum tentang kegiatan yang akan dilakukan selama proses pembelajaran sedang berlangsung.
  - n. Membagi kelompok jika diperlukan.
  - o. Mengadakan kontrak pembelajaran.

#### **F. Kegiatan Inti (60 menit)**

1. Pertama guru mengucapkan salam dan memperkenalkan diri. Kemudian menyajikan tema atau judul teks tertulis, guru menjelaskan ide pokok dalam teks. Ketika guru menjelaskan isi teks, siswa memperhatikan dan mendengarkan dengan seksama serta mencatat poin-poin utama berdasarkan apa yang telah diamati dan didengar dari penjelasan guru.
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3. Untuk 5 menit pertama, siswa diminta untuk membaca secara bersama. Setelah itu, masing-masing perwakilan kelompok diminta untuk membaca secara individu. Disamping itu, setiap perwakilan kelompok menjalankan tugasnya masing-masing. Setelah semua kelompok selesai membaca, masing-masing pertanyaan diberikan secara acak untuk setiap kelompok. Kemudian siswa diberikan beberapa menit untuk berdiskusi kembali untuk menjawab pertanyaan tersebut.
4. Setelah itu, masing-masing perwakilan kelompok secara bergantian berdiri untuk membacakan pertanyaan sekaligus jawaban mereka. Sementara kelompok lain menyimak kemudian memberikan tanggapan.

#### **G. Kegiatan Penutup (10 menit)**

Dalam kegiatan penutup dapat dilakukan hal-hal berikut:

- ☞ Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.
- ☞ Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten.
- ☞ Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- ☞ Menutup pembelajaran dengan membaca doa.

#### **5. Sumber Belajar**

- b. Buku paket English in Focus
- c. Dictionary
- d. Gambar-gambar yang relevan

#### **6. Penilaian**

- a. Teknik : Tes Tertulis
- b. Bentuk : Isian singkat, Jawaban lisan, Pilihan ganda.
- c. Instrument : Lembar soal
- d. Pedoman penilaian:
  1. Untuk tiap nomor, tiap jawaban yang benar skor 3

2. Jumlah skor maksimal x3 = 15
3. Nilai maksimal = 10
4. Nilai Siswa =  $\frac{SkorPerolehan}{SkorMaksimal} \times 10$

e. Rubric penilaian

<b>Uraian</b>	<b>Skor</b>
Isi benar, tata bahasa benar	3
Isi benar, tata bahasa kurang tepat	2
Isi dan tata bahasa kurang tepat	1
Tidak menjawab	0

#### Appendix 4. The Material of Treatment

**Read carefully.**

#### **Jompie Botanical Garden**



Indonesia not only has Bogor Botanical Garden or Cibodas Botanical Garden, but also has Jompie Botanical Garden. Jompie Botanical Garden is one of the botanical gardens in Indonesia that has a natural urban forest area. In Indonesia, there are only two cities in Indonesia that have large natural urban forest areas, namely Bogor and Parepare. Jompie Botanical Garden was built since 1920. The forest of this city saves biodiversity as well as a tourist attraction and research center of tropical plants, especially plants endemic Sulawesi.

Not only been awarded as the best urban forest, but 13.6 hectares of forest is also decided by the Central Government as the best urban forest in South Sulawesi. Apart from being a city forest, Jompie botanical garden is also designated as a center of collection and conservation of Wallacea coastal areas by highlighting the diversity of medicinal plants, indigenous plants and ethobotany. This botanical garden area

was formerly called Celebes Tour, this botanical garden is part of the Alitta Forest complex. The location is located in Harapan Earth Village, Soreang District, South Sulawesi with distance from downtown Parepare about 3.5 kilometers. To go to Jompie Botanical Garden is easy, because Jompie botanical garden area is very close to the access road to Pinrang and Sidrap regency.

Jompie Botanical Gardens Forest is the sixth best forests in Indonesia during the 65th Anniversary of the Republic of Indonesia, the Central Government also decided this botanical garden as the best urban forest in South Sulawesi, has a diversity of plants, According to analysis from Vegetation Analysis Team of Botanical Gardens Plantation Center of Bogor and Indonesian Institute of Sciences (LIPI). Jompie Botanical Garden not only presents various types of plants but also presents various facilities, such as swimming pools, freshwater habitat ponds, 14 Unit Shelters (rest area), campsites, meeting rooms and walkways that reach every corner of the area.



### **Monas National Monument**

The National Monument, or "Monas" as it is popularly called, is one of the monuments built during the Sukarno era of fierce nationalism. The top of the National Monument (Monas) is Freedom Square. It stands for the people's determination to achieve freedom and the crowning of their efforts in the Proclamation of Independence in August 1945. The 137-meter tall marble obelisk is topped with a flame coated with 35 kg of gold. The base houses a historical museum and a hall for meditations. The monument is open to the public and upon request the lift can carry visitors to the top, which offers a bird's eye view on the city and the sea.

Go early to beat the crowds and the haze. It is easy for the less physically able as lifts take visitors to the top. The diorama exhibition in the basement gives such a distorted view of Indonesian history.

This imposing obelisk is Jakarta's most famous landmark. Construction started in 1961 under President Soekarno but was not completed until 1975, under President Soeharto. The monument houses a couple of museums. The Freedom Hall depicts Indonesia's struggle for independence through a series of dioramas, whereas the Hall

of Contemplation displays the original Declaration of Independence document and a recording of the speech.



### **The Eiffel Tower**

The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable structures in the world. The tower is the tallest building in Paris and the most-visited paid monument in the world; millions of people ascend it every year.

Named for its designer, engineer Gustave Eiffel, the tower was built as the entrance arch to the 1889 World's Fair. The tower stands 324 metres (1,063 ft) tall, about the same height as an 81-story building. Upon its completion, it surpassed the Washington Monument to assume the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; however, due to the addition in 1957 of the antenna, the tower is now taller

than the Chrysler Building. Not including broadcast antennas, it is the second-tallest structure in France after the 2004 Millau Viaduct.

The tower has three levels for visitors. Tickets can be purchased to ascend, by stairs or lift, to the first and second levels. The walk to the first level is over 300 steps, as is the walk from the first to the second level. The third and highest level is accessible only by elevator. Both the first and second levels feature restaurants.

The tower has become the most prominent symbol of both Paris and France, often in the establishing shot of films set in the city.

## Appendix 5. Instrument of Pre-test

**Reading Comprehension Test****Text-1**

**Read the text below to answer questions 1 to 4!**



Do you know Isyana Sarasvati? She is a very famous singer from Indonesia. She is pretty and very talented. Her fulname is Isyana Sarasvati. She is usually called Isyana. This beautiful lady was born in Bandung, West Java, on May 2, 1993. Her parents are Sapta Dwi Kardana and Luana Marpanda.

Isyana, the Taurus girl, is slim. She is only 50 kg and 165 tall. She has a long smooth beautiful hair. By glimpsing, she looks like a korean star.

Talking about her personality, Isyana is kind of introvert girl. She seems very quiet. But actually she is friendly enough to people. Talking about her passion in music. Isyana likes jazz, RnB, pop, and soul. She also can play piano, saxophone, and violin. That's fantastic. What do you know about her song? Isyana is being famous because of a very romantic song entitled "Keep Being You" and "Tetap dalam Jiwa".

1. From the text above we know that...
  - A. She is a famous and talented singer
  - B. She can't play musical instruments
  - C. She dislikes jazz and RnB
  - D. Isyana is an extrovert girl
  
2. The second paragraph talks us about ....
  - A. Isyana's personality
  - B. Isyana's physical appearance
  - C. Isyana's attitude
  - D. Isyana's passion



3. What does Isyana do? She is a ....
  - A. Vocalist
  - B. Singer
  - C. Pianist
  - D. Musician
  
4. "She is a very famous singer from Indonesia". The underlined word means ....
  - A. Strange
  - B. Unpopular
  - C. Well-known
  - D. Clumsy

**Text-2**

**Read the text below to answer questions 5 to 8!**

I just got a new toy from my uncle. My uncle is a sailor. He bought me a robot when he sailed abroad. I love this robot. My robot is very nice. It is about twenty centimeters tall. The colour of the robot is blue. The robot has a strong body. It has two big red eyes. It has two strong legs are covered with blade boots. My robot can be moved with two medium sized batteries. After inserting the batteries at the back of the robot body, we can make it move when we push the button behind its neck. The robot will move its left dan right foot in turn. It will move its two arms in turn too. However, the robot could not bend its feet and it moves forward only.

5. What are the colour of the robot's eyes?
  - A. Red
  - B. Blue
  - C. Black
  - D. White
  
6. How tall is the robot?
  - A. 12cm
  - B. 20cm
  - C. 22cm
  - D. 25 cm
  
7. "It has two big red eyes". It refers to....
  - A. The Robot
  - B. The writer
  - C. The body
  - D. The battery

8. What is the main idea of paragraph three?
- A. The writer's robot can be move with two medium sizes batteries
  - B. The robot is difficult to move
  - C. The robot can be moved without batteries
  - D. The batteries must be put to make the robot strong

**Text-3**

**Read the text below to answer questions 9 to 12!**

Kartikasari was born on December 15, 2004 in Bandung. Her friends call her Ika. She lives at Jl. Gatot Subroto 12A, Bandung. She is an SMP students. She is in the seventh grade. She is quite tall and slim. She has long wavy hair and dark eyes. She looks beautiful with her long hair. She will not have hair cut, because she prefers it that way.

Everyone knows she is very serious person and very discipline with her main duty as a student. That's why she always does well in her class. She is also symphatic, honest, kind and friendly. Her parents must be proud of her.

9. What is her nick name?
- A. Sari
  - B. Ika
  - C. Tika
  - D. Ira
10. What does she look like?
- A. She has long wavy hair and brown eyes
  - B. She has short curly hair and brown eyes
  - C. She has short wavy hair and dark eyes
  - D. She has long wavy hair and dark eyes
11. What does she do? she is a ....
- A. Teacher
  - B. Student
  - C. Librarian
  - D. Officer
12. She always does well in her class because she is ...
- A. Friendly
  - B. Honest
  - C. Punctual
  - D. Symphatic

**Text-4****Read the text below to answer questions 13 to 16!****My Pet**

I have a pet. It is a dog and I call it Dolgy. Dolgy is a Chinese breed. It is small, fluffy, and cute. It has got thick black fur. When I cuddle it, the fur feels soft. Dolgy does not like bones. Every day it eats soft food like steamed rice, fish, or bread. Every morning I give him milk and bread. When I am at school, Dolgy plays with my rabbit. They get along well, and never fight maybe because Dolgy does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Dolgy is really sweet and friendly animal.

13. The communicative purpose of this text is.....
- A. To describe a particular animal
  - B. To share an amusing incident with others
  - C. To present two points of view about an issue
  - D. To inform the readers about the beauty of Dolgy
14. How does Dolgy look like?
- A. Big, fierce, and cute
  - B. Big, fluffy, and fierce
  - C. Small, fierce, and stink
  - D. Small, fluffy, and cute.
15. Whom Dolgy plays with when the writer goes to school?
- A. The writer's sister
  - B. The writer's mother
  - C. The writer's cat

- D. The writer's rabbit
16. What does Dolgy eat every morning?
- A. Fish and rice
  - B. Bread and milk
  - C. Bone and milk
  - D. Rice and bone

### **Text-5**

**Read the text below to answer questions 17 to 20!**

#### Paris

Paris is the capital city of France. It is also one of the most beautiful and famous city in the world.

Paris is called as the city of light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Education, Scientific and Cultural Organization.

There are other many other famous places in Paris, such as the famous museum the louvre as well as the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called Ile de la Cite. It is where Notre Dame located. Today around eight million people live in the Paris area.

17. What is the communicative purpose of the text?
- A. To present two points of views about Paris
  - B. To explain Paris, the capital city of France
  - C. To describe Paris

- D. To retell Paris, the capital of France
18. What are famous places in Paris?
- A. Pisa Tower and The louvre museum
  - B. The cathedral of Notre Dame and Pisa Tower
  - C. The louvre museum, Eiffel Tower, and Pisa Tower
  - D. The louvre museum, Eiffel Tower, and the cathedral of Notre Dame
19. How many people live in Paris?
- A. Eight million people
  - B. Seven million people
  - C. Six million people
  - D. Five million people
20. What is the name of the river in the text above...
- A. Parisii
  - B. Ile de la Cite
  - C. Seine
  - D. Village

## Appendix 6. Instrument of Post-test

**Post-test****Text-1**

**Read the text below to answer questions 1 to 4!**

## Natural Bridge National Park

Natural Bridge National Park is lush tropical rainforest. It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offers toilets, barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

1. What is the function of paragraph 1?
  - A. As an identification
  - B. As an orientation
  - C. As a thesis
  - D. As a classification
  
2. The text above is in form of.....
  - A. hortatory exposition
  - B. narrative
  - C. description

- D. report
3. What is the communicative purpose of the text?
- A. to present two points of views about natural bridge national park
  - B. to explain the bridge national park
  - C. to describe the bridge national park
  - D. to retell the bridge national park
4. Where is the natural bridge national park located?
- A. 110 kilometers from South of Brisbane
  - B. 110 kilometers from Pacific Highway
  - C. 110 kilometers from Numinbah Valley
  - D. 110 kilometers from Lamington National Park

### **Text-2**

**Read the text below to answer questions 5 to 7!**



Barrack Obama is the President of United States. He is an African-American. He is tall and thin. He is bald. He has dark complexion, pointed nose, and oval face.

He is the first black man who becomes the president of United States. He is known as a smart and wise man. He is a loving husband for his wife and a good father for his two children. People from all over the world adore him because of his spirit and action in creating peace in this world. He also looks friendly because he always smile a lot.

5. Who is Barrack Obama?
  - A. The Government of United States
  - B. The President of Indonesia
  - C. The President of African
  - D. The President of American
6. What is the purpose of the text?
  - A. To persuade the readers to choose him in the election
  - B. To entertain the readers about the story of Barack Obama
  - C. To report the life of the president of United States of America
  - D. To describe Barack Obama's physical appearance and personality
7. "... dark complexion, pointed nose, and ova face." The antonym of the underlined word is ....
  - A. Flat
  - B. Short
  - C. Straight
  - D. Handsome

### **Text-3**

**Read the text below to answer questions 8 to 10!**



### Bale Kambang

Bale Kambang is a small village in the Southern coast of East Java, seventy kilometers from Malang town and two hours' drive from South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali.

In Bale Kambang, there are three small rocky islands namely Ismaya Island, Wisanggeni Island, and Anoman Island, those names are taken from "wayang" figures (Java Traditional puppets). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

8. Where does Bale Kambang located?
  - A. In Bali
  - B. Ismaya Island
  - C. In The Southern coast of East Java
  - D. Semarang
9. What makes Bale Kambang famous?
  - A. Small rocky islands
  - B. Long beautiful beach
  - C. Huge waves of ocean
  - D. Overseas cruisers
10. What is the main idea of the second paragraph?
  - A. There are three rocky islands in Bale Kambang
  - B. Huge waves frighten many overseas cruisers
  - C. Names of rocky islands are taken from "wayang" figures
  - D. The rocky islands are in the middle of the sea

**Text-4****Read the text below to answer questions 11 to 14!**

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears.

Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called *yojigen-pocket*, or fourth- dimensional pocket. Doraemon's favorite food is *dorayaki*, a Japanese treat filled with red bean paste.

This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita.

11. What does the text mainly talk about?
  - A. Doraemon
  - B. Fujiko Fujio
  - C. Robotic cats
  - D. Nobita
  
12. "...he will frantically pull out every unnecessary ..." (paragraph 3). The underline word can be best replaced by....
  - A. Happily
  - B. Calmly
  - C. Worriedly
  - D. Dilligently
  
13. What is the weakness of Doraemon?
  - A. He has a magic pocket
  - B. He gets panic easily
  - C. He is only a robotic cat
  - D. He likes eating Dorayaki
  
14. Who is created Doraemon?

- A. Nobita
- B. Dorayaki
- C. Fujiko Fujio
- D. Doraemon

**Text-5**

**Read the text below to answer questions 15 to 17!**

**Masjid Sultan Suriansyah**

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near Kampung Kraton, which was destroyed by the Dutch colonial.

The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It looks like the Banjar's past architecture before Islam came. Different from any other old mosque in Banjar, the mihrab has its own roof, separated from the main building.

15. Masjid Sultan Suriansyah was constructed in the era of ...

- A. Banjar people
- B. Dutch colonial
- C. Kalimantan King
- D. Sultan Suriansyah

16. What is mainly discussed in the text?

- A. A king reign

- B. A palace complex
  - C. An Islamic location
  - D. A historical mosque
17. From the text we know that ...
- A. Some construction of the mosque takes the local style
  - B. Banjar people burned down the mosque
  - C. There is nothing special from this mosque
  - D. The Dutch colonial built the mosque

**Text-6**

**Read the text below to answer questions 18 to 20!**

Kediri is a name of town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

Beside the temple, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the woman labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

18. What does the above text tell about?

- A. The history of Kediri
- B. The famous products of Kediri
- C. The description of Kediri
- D. The people

19. Which one has a distinctive taste?

- A. The cigarette
- B. The special food
- C. The bean curd
- D. The highly nutritious

20. "Those who do not work here ..." (last sentence). The underlined word refers to ...

- A. The local people
- B. The factory workers
- C. The farmers
- D. The traders

## Appendix 7. The Students' Reading Comprehension of Post-test

Nama: FORTAS WAGDI CAUMATE

Instrument of the Post-Test       $\frac{19}{20} \times 100\% = 95$

**Text-1**

**Read the text below to answer questions 1 to 4!**

**Natural Bridge National Park**

Natural Bridge National Park is lush tropical rainforest. It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offers toilets, barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

1. What is the function of paragraph 1?

A. As an identification      ✗

B. As an orientation

C. As a thesis

D. As a classification

2. The text above is in form of.....

A. hortatory exposition

B. narrative

C. description

D. report      ✓

3. What is the communicative purpose of the text?
- A. to present two points of views about natural bridge national park ✓
  - B. to explain the bridge national park
  - C. to describe the bridge national park
  - D. to retell the bridge national park
4. Where is the natural bridge national park located?
- A. 110 kilometers from South of Brisbane ✓
  - B. 110 kilometers from Pacific Highway
  - C. 110 kilometers from Numinbah Valley
  - D. 110 kilometers from Lamington National Park

### Text-2

Read the text below to answer questions 5 to 7!



Barrack Obama is the President of United States. He is an African-American. He is tall and thin. He is bald. He has dark complexion, pointed nose, and oval face.

He is the first black man who becomes the president of United States. He is known as a smart and wise man. He is a loving husband for his wife and a good father for his two children. People from all over the world adore him because of his spirit and action in creating peace in this world. He also looks friendly because he always smile a lot.

5. Who is Barrack Obama?
- A. The Government of United States ✓
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  - D. The President of American
6. What is the purpose of the text?
- A. To persuade the readers to choose him in the election
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  - C. To report the life of the president of United States of America
  - D. To describe Barack Obama's physical appearance and personality ✓
7. "... dark complexion, pointed nose, and ova face." The antonym of the underlined word is .....
- A. Flat
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### Text-3

Read the text below to answer questions 8 to 10!

#### Bale Kambang

Bale Kambang is a small village in the Southern coast of East Java, seventy kilometers from Malang town and two hours' drive from South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali.

In Bale Kambang, there are three small rocky islands namely Ismaya Island, Wisanggeni Island, and Anoman Island, those names are taken from "wayang" figures



(Java Traditional puppets). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

8. Where does Bale Kambang located?
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9. What makes Bale Kambang famous?
- A. Small rocky islands ✓
  - B. Long beautiful beach
  - C. Huge waves of ocean
  - D. Overseas cruisers
10. What is the main idea of the second paragraph?
- A. There are three rocky islands in Bale Kambang ✓
  - B. Huge waves frighten many overseas cruisers
  - C. Names of rocky islands are taken from "wayang" figures
  - D. The rocky islands are in the middle of the sea

#### Text-4

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Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears.

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  - D. Dilligently
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  - B. He gets panic easily ✓
  - ~~C. He is only a robotic cat~~
  - D. He likes eating Dorayaki
14. Who is created Doraemon?
- A. Nobita
  - B. Dorayaki
  - C. Fujiko Fujio ✓
  - D. Doraemon

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15. Masjid Sultan Suriansyah was constructed in the era of ...

- A. Banjar people
- B. Dutch colonial
- C. Kalimantan King
- D. Sultan Suriansyah ✓

16. What is mainly discussed in the text?

- A. A king reign
- B. A palace complex
- C. An Islamic location
- D. A historical mosque ✓

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- A. Some construction of the mosque takes the local style ✓
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18. What does the above text tell about?

- A. The history of Kediri
- B. The famous products of Kediri
- C. The description of Kediri ✓
- D. The people

19. Which one has a distinctive taste?

- A. The cigarette
- B. The special food
- C. The bean curd
- D. The highly nutritious ✓

20. "Those who do not work here ..." (last sentence). The underlined word refers to ...

- A. The local people ✓
- B. The factory workers
- C. The Farmers
- D. The Traders

Appendix 6. Documentation





**PEMERINTAH KOTA PAREPARE**  
**BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Jln. Jend. Sudirman Nomor 76, Telp. (0421) 25250, Fax (0421)26111, Kode Pos 91122  
 Email : bappeda@pareparekota.go.id, Website : www.bappeda.pareparekota.go.id

**PAREPARE**

Parepare, 8 Oktober 2018

Nomor : 050 / 224 /Bappeda  
 Lampiran : --  
 Perihal : **Izin Penelitian**

Kepada  
 Yth. Kepala Dinas Pendidikan dan Kebudayaan Kota Parepare  
 Di -

**Parepare**

**DASAR :**

1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah Kota Parepare No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Surat Rektor Institut Agama Islam Negeri (IAIN) Parepare, Nomor : B 2468/In.39/PP.00.9/10/2018 tanggal 8 Oktober 2018 Perihal Izin Melaksanakan Penelitian.

Setelah memperhatikan hal tersebut, maka pada perinsipnya Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah kota Parepare) dapat memberikan **Izin Penelitian** kepada :

N a m a : WIDYA APRIANTI  
 Tempat/Tgl. Lahir : Parepare / 11 April 1996  
 Jenis Kelamin : Perempuan  
 Pekerjaan : Mahasiswi  
 A l a m a t : Lapakaka, Kec. Mallusetasi, Kab. Barru

Bermaksud untuk melakukan **Penelitian/Wawancara** di Kota Parepare dengan judul :  
 "THE APPLICATION OF LISTEN-READ-DISCUSS STRATEGY TO INCREASE READING  
 COMPREHENSION OF THE SECOND YEAR STUDENTS AT SMPN 5 PAREPARE"

Selama : Tmt. Oktober 2018 s.d. Selesai  
 Pengikut/Peserta : **Tidak Ada**

Sehubungan dengan hal tersebut pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Instansi/Perangkat Daerah yang bersangkutan.
2. Pengambilan Data/penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan Ilmiah.
3. Mentaati ketentuan Peraturan Perundang-undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasilnya kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare)
5. Menyerahkan 1 (satu) berkas Foto Copy hasil "**Penelitian**" kepada Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare).
6. Kepada Instansi yang dihubungi mohon membe rikan bantuan.
7. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian izin penelitian ini diberikan untuk dilaksanakan sesuai ketentuan berlaku.

  
 ANE KEPALA BAPPEDA  
 SEKRETARIS  
 BAPPEDA  
**E. W. ARIYADI, S. ST., MT**  
 Pangkat Pembina Tk. I  
 Nip. 19691204 199703 1 002

**TEMBUSAN :** Kepada Yth.

1. Gubernur Provinsi Sulawesi Selatan Cq. Kepala BKB Sulsel di Makassar
2. Walikota Parepare di Parepare
3. Rektor Institut Agama Islam Negeri (IAIN) Parepare di Parepare
4. Saudara WIDYA APRIANTI
5. Arsip.



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE

Alamat : Jl. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307  
 Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 2460 /In.39/PP.00.9/10/2018  
 Lampiran : -  
 Hal : Izin Melaksanakan Penelitian

Kepada Yth.  
 Kepala Daerah KOTA PAREPARE  
 Cq. Badan Perencanaan Pembangunan Daerah  
 di  
 KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN)  
 PAREPARE PAREPARE :

Nama : WIDYA APRIANTI  
 Tempat/Tgl. Lahir : PAREPARE, 11 April 1996  
 NIM : 14.1300.068  
 Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris  
 Semester : IX (Sembilan)  
 Alamat : LAPAKAKA, DESA BOJO BARU, KEC. MALLUSETASI, KAB.  
 BARRU

Bermaksud akan mengadakan penelitian di wilayah KOTA PAREPARE dalam rangka  
 penyusunan skripsi yang berjudul :

**"THE APPLICATION OF LISTEN-READ-DISCUSS STRATEGY TO INCREASE  
 READING COMPREHENSION OF THE SECOND YEAR STUDENTS AT SMPN 5  
 PAREPARE"**

Pelaksanaan penelitian ini direncanakan pada bulan Oktober sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan  
 dukungan seperlunya.

Terima kasih,

08 Oktober 2018

A.n. Rektor



Wakil Rektor Bidang Akademik dan  
 Pengembangan Lembaga (APL)



**PEMERINTAH KOTA PAREPARE  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 5 PAREPARE**

Alamat : Jl. Bau Massepe No. 24 Telp. (0421) 26443 Fax 0412 21926 Parepare 91123  
Email : [smp5pare@yahoo.co.id](mailto:smp5pare@yahoo.co.id) Website : [www.smp5parepare.sch.id](http://www.smp5parepare.sch.id)

**SURAT KETERANGAN SELESAI PENELITIAN**  
NOMOR : 422 / 045 / SMP.05 / X / 2018

Yang bertanda tangan dibawah ini, Kepala Sekolah Menengah Pertama Negeri 5 Parepare. menerangkan bahwa :

N a m a	: WIDYA APRIANTI
Tempat / Tgl Lahir	: Parepare, 11 April 1996
NIM	: 14 1300 068
Jurusan	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan (FKIP)
Alamat	: Lapakaka, Kel. Bojo Baru Kec. Mallusetasi Kab. Barru

Nama tersebut diatas benar telah menyelesaikan Penelitian di **SMP Negeri 5 Parepare** selama 1 bulan terhitung tanggal 08 Oktober s/d 30 Oktober 2018 dengan Judul Penelitian " **THE APPLICATION OF LISTEN-READ-DISCUSS STRATEGY TO INCREASE READING COMPREHENSION OF THE SECOND YEAR STUDENTS AT SMP NEGERI 5 PAREPARE**"

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Parepare, 29 Oktober 2018  
Pit. Kepala Sekolah,  
  
**MULTO SUWITO, S.Pd**  
19600606 198412 1 005.



## CURICULUM VITAE



The Researcher Widya Aprianti, was born on April 11,1996 in Parepare. She is the second in her family, she has two brothers and one sister. Her father's name is Salber and her mother is Jusmawati.

Her educational background, she began her study on 2002 at SDN 50 Parepare and graduated on 2008. She continued her study at SMPN 5 Parepare and graduated on 2011. At the same year, she registered in SMAN 2 Parepare and graduated on 2014. She continued her education at State Islamic Collage (STAIN) Parepare and took English Program of Tarbiyah and Adab Department as her major but now it was changed become State Islamic Institute (IAIN) Parepare. Finally, she graduated her study at State Islamic Institute (IAIN) Parepare and has gotten undergraduated degree in English Program of Tarbiyah and Adab Department on 2018 with the tittle of her skripsi “The Application of Listen-Read-Discuss (LRD) Strategy To Increase Reading Comprehension Of The Second Year Students At SMPN 5 Parepare”.