

**IMPROVING READING COMPREHENSION SKILL THROUGH
LISTEN-READ-DISCUSS (LRD) LEARNING STRATEGY
OF VIII GRADE AT SMP NEGERI 5 MANDAI
IN MAROS REGENCY**

A THESIS



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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUSLIM MAROS**

2020

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IN MAROS REGENCY**

A THESIS

Submitted to the English Education Department
Faculty of Teacher Training and Education University of Muslim Maros
As a Fulfillment of the Requirement for
S1-Degree

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2020

HALAMAN PERSETUJUAN

Skripsi dengan judul **“Improving Reading Comprehension Skill Through Listen-Read-Discuss (LRD) Learning Strategy of VIII Grade at SMP Negeri 5 Mandai in Maros Regency”**

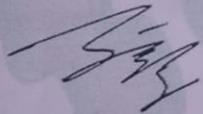
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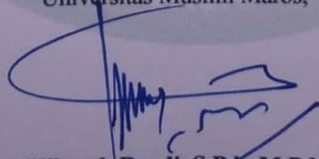
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**IMPROVING READING COMPREHENSION SKILL THROUGH
LISTEN-READ-DISCUSS (LRD) LEARNING STRATEGY
OF VIII GRADE AT SMP NEGERI 5 MANDAI IN
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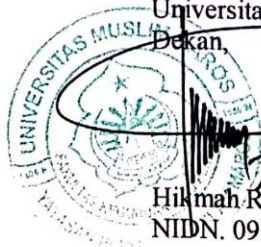
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MOTTO AND DEDICATION

Motto

Allah does not burden a person but according to his ability. he gets the reward (from virtue) that he works for and he gets the torture (from evil) that he does.

(Surah Al-Baqarah: 286)

Then when you have finished (from one matter), work earnestly (other affairs), and only to your god should you hope.

(Q.S Al-Insyirah: 7).

Because the plans, and efforts that are not accompanied by faith and prayer are only in vain.

Dedication

I dedicate this scientific paper to:

1. beloved father and mother Syamsir and Muliani as well as my younger siblings Nurfamila Syamsir and Muhammad Nursyam Syamsir dear who have sacrificed and motivated in the completion of the thesis.
2. My beloved husband Suardi and my beloved Daughter Qiswa Qinara Suardi who provided motivation and enthusiasm.
3. My beloved big family who has supported until now

ABSTRAK

Nur Faindah Syamsir. 2020. Meningkatkan keterampilan pemahaman membaca melalui strategi belajar menyimak-baca-berdiskusi di kelas delapan SMP Negeri 5 Mandai Kabupaten Maros yang diajarkan menggunakan strategi listen-read-discuss pada materi pembelajaran recount text. (Dibimbing oleh Suhartina R, dan Zul Astri).

Penelitian ini merupakan penelitian komparatif yang bertujuan untuk mengetahui ada tidaknya peningkatan hasil membaca siswa dalam bahasa Inggris yang diajar dengan strategi listen-read-discuss pada siswa kelas VIII SMP Negeri 5 Mandai Kabupaten Maros pada Materi Pokok Recount Text. Pengambilan sampel dilakukan dengan *random sampling* dan sampel dalam penelitian ini adalah siswa dari dua kelas yaitu kelas VIIIA dan kelas VIIC SMP Negeri 5 Mandai Kabupaten Maros pada tahun pelajaran 2019/2020. Pada materi pokok Recount Text, satu kelas diajar dengan strategi listen-read-discuss, sedangkan kelas lainnya diajar dengan seperti biasanya.

Berdasarkan hasil uji perbedaan Independent Samples Test, diketahui signifikansi $p = 0,000$. Hasil tersebut menunjukkan bahwa $0,000 < 0,025$ berarti perbedaan strategi Listen-Read-Discuss pada kelas eksperimen dengan kelas kontrol. Nilai rata-rata Ngain Pada tabel Group Statistik untuk kelas eksperimen adalah sebesar 61,7355 dengan kelas kontrol sebesar 7,3578. Hal tersebut menunjukkan bahwa Peningkatan Pemahaman Membaca menggunakan Strategi Listen-Read-Discuss lebih tinggi dari kelas kontrol yang tidak di berlakukannya strategi Listen-Read-Discuss.

Dalam strategi Listen-Read-Discuss membuat fase ini berbeda karena pada bagian ini siswa harus memiliki rasa solidaritas yang tinggi, gotong royong dan rasa peduli kepada orang lain, serta mampu menjaga pendapat setiap orang dalam kelompok untuk menerapkan strategi-strategi yang telah direncanakan. Jika siswa percaya bahwa menggunakan strategi tersebut akan mendapat kemudahan dalam belajar, siswa akan melihat hubungan antara minatnya sendiri dengan belajar. Pembahasan di atas dapat disimpulkan bahwa peningkatan kemampuan Pemahaman membaca siswa menggunakan strategi Listen-Read-discuss pada kelas VIII SMP Negeri 5 Mandai Kabupaten Maros efektif digunakan dalam kelas.

Kata Kunci : Strategi, Keterampilan, Pemahaman Membaca

ABSTRACT

Nur Faindah Syamsir. 2020. Improving Reading Comprehension Skill Through Listen-Read-Discuss (LRD) Learning Strategy of VIII Grade at SMP Negeri 5 Mandai in Maros Regency taught using the listen-read-discuss strategy in the recount text learning material. (Supervised by Suhartina R and Zul Astri).

This research is a comparative study that aims to find out whether there are differences in the reading results of students in English who are taught with the Listen-read-discuss strategy in eighth grade students of SMP Negeri 5 Mandai Kabupaten Maros on the Main Material of Recount Text. Sampling was done by random sampling and the samples in this study were students from two classes, namely VIII A and VIII C classes at SMP Negeri 5 Mandai Kabupaten Maros in 2019/2020. In the subject matter of Recount Text, one class is taught with a listen-read-discuss strategy, while the other class is taught as usual.

Based on the results of the *Independent Samples Test* difference test, the significance of $p = 0,000$ is known. these results indicate that $0,000 < 0,025$ means the difference of Listen-Read-Discuss strategy in the experimental class with the control class. the average value of Ngain in the Statistics Group table for the experimental class was 61.7355 with a control class of 7.3578. it shows that the Improvement of Reading Comprehension using Listen-Read-Discuss Strategy is higher than the control class that does not apply the strategy Listen-Read-Discuss.

The Listen-Read-Discuss strategy makes this phase different because in this section students must have a high sense of solidarity, mutual cooperation and care for others, and be able to maintain the opinions of everyone in the group to implement the strategies that have been planned. if students believe that using this strategy will facilitate learning, students will see the relationship between their own interests and learning. the discussion above can be concluded that improving students' reading comprehension ability using the Listen-Read-Discuss strategy in class VIII of SMP Negeri 5 Mandai Kabupaten Maros is effectively used in class.

Keywords : strategy, Skill, Reading Comprehension

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Menyatakan dengan sebenarnya bahwa skripsi dengan judul “**Improving Reading Comperhension Skill Through Listen-Read-Discus (LRD) Learning Strategy of VIII Grade at SMP Negeri 5 Mandai in Maros Regency**” adalah benar asli karya saya dan bukan jiplakan ataupun dari karya orang lain.

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FOREWORD

Alhamdulillah, all praise and gratitude always the authors pray the presence of Allah SWT because of his grace, grace and blessing, so that the author can complete the preparation and writing of this thesis. Blessings and greetings may remain poured out to our beloved Prophet, Muhammad, who has illuminated this world with the light of Islam. With hope, we will be among the people who will receive sharia in the future.

Amin

This study entitled " IMPROVING READING COMPREHENSION SKILL THROUGH LISTEN-READ-DISCUSS (LRD) LEARNING STRATEGY OF VIII GRADE AT SMP NEGERI 5 MANDAI IN MAROS REGENCY", was proposed as one of the conditions to obtain a Bachelor Degree in English Language Education FKIP UMMA.

The process of completing this thesis really is a long struggle for the writer. The author realizes that in the research process, up to thesis writing, writing encounters many obstacles. But thanks to the help, motivation, prayer and thoughts of various parties, these obstacles can be overcome well. Penullis also realizes that this thesis is far from perfection so the writer expects criticism and suggestions from readers for the perfection of this thesis. The author hopes that with the completion of this thesis, it is not the end of a work, but the beginning of everything, the beginning of a life struggle.

Thank you as much as possible, the author goes to Father Syamsir and Mother Muliani, beloved husband Suardi, and my beloved sister Nur Famila Syamsir, Muhammad Nursyam Syamsir, and beloved child Qiswa Qinara Suardi for all the sacrifice, understanding, belief and all her prayers so that the writer can author complete studies well. May Allah SWT always bestow His Grace and Hidayah on us all.

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1. Prof. Dr. Ilmi Idrus, M.,Sc., Ph. D. Rector University of Muslim Maros.
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Too many people have contributed and have contributed to the author during his education at FKIP UMMA, so that they will not be listed one by one, to all of them without exception the author expresses his deepest gratitude and highest appreciation. The hope of the writer, is that the support, encouragement, and assistance and sacrifice that have been given by various parties until the completion of the writing of this paper can provide the value of worship and get the blessing of Allah. Amin

Finally, the authors hope that this simple work can benefit readers and for the advancement of education in Indonesia, especially in Maros Regency

Maros, July 2020

Nur Faindah Syamsir

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CHAPTER I

INTRODUCTION

A. Background

English is a foreign language that has become an international language in the world. English is very difficult because, there are four language skills that must be mastered by students in language, namely listening, speaking, reading, and writing. An English teacher must teach four skills in language for their students to be able to use skills to speak, understand, and support them in English. In formal education, reading and writing skills are more emphasized than speaking skills because students use their English for academic purposes.

Based on observations, there are problems that researchers find in terms of reading students. The problem is that students have difficulty reading English texts and understanding texts because they lack vocabulary, for example, students know how to pronounce words, but they don't understand their meaning. Facts show that students who are diligent, they look at dictionaries and find out the meaning of difficult words, and learn vocabulary pronunciation that is difficult to pronounce, but not for students who are lazy.

Then, when the teacher asks students, not all students respond well, because they do not understand what they are reading. This is due to students lacking motivation and attention in learning to read and they think that reading is writing and not an interesting activity. According to Day and Bamford (1998:12) reading “the construction of meaning from a printed or written message”.

It means the construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning and understanding. According to Cline et.al (2006: 2), states that reading “decoding and understanding written texts. Decoding requires translating the symbols of writing system (including Braille) into the spoken words which they represent.

Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers’ strategies and knowledge”. Based on an understanding of the problems that exist in students, it is important to find the right strategy in the discussion in English. Current study position, the authors determine research from previous studies. In the current study, the authors focused on students' reading comprehension and were made by seventh semester students from the English Department Academic Year 2019/2020.

The population and sample of this study were eighth grade students of SMP Negeri 5 Mandai in Maros Regency supporting between this study and other studies was that the object of research was the Listen-Read-Discussion strategy. All studies try to analyze students' mistakes. The difference between this research and other studies is research, data sources and research.

The population of this research is VIII grade students of SMP Negeri 5 Mandai in Maros Regency, with class VIII A Samples as the experimental class and class VIII C as the control class. This study only has two classes, class VIII of SMP Negeri 5 Mandai in Maros Regency. The sampling technique with random sampling

obtained class VIIIA as an experimental class and class VIIC as a control class. Data obtained by pretest and posttest in the form of an objective test of the ability to read explanatory text explanations compiled based on Barrett's taxonomy. Based on an understanding of the problems that exist in students, it is important to find the right strategy in teaching reading in English. Current Study Position The author determines the research from the previous research above.

In the current study, the authors focused on students' reading comprehension and were made by eighth semester students from the Department of English Academic Year 2019/2020. The population and sample of this study were students of class VIII of SMP Negeri 5 Mandai in Maros Regency with Random Sampling consist of four classess namely class VIIIA as Experiment class and class VIIC as control class that supported this study and other studies were the object of research was the Listen-Read-Discussion strategy.

All studies try to analyze students in English. The difference between this research and other studies is research, data sources and research. This is supported by the findings of previous studies conducted by the first research conducted by Anita Andriya Ningsih (2013). Data were analyzed using descriptive techniques. The results showed that at the end of the study, students' reading comprehension improved significantly, In terms of perception, students generally have positive and good responses and perceptions towards the LRD (Listen-Read-Discuss) teaching method for teaching and learning subjects in reading comprehension.

The second study conducted by Nita Retmawasari (2013). That it is effectively used for students' reading ability in class XI SMA Negeri 1 Tempel. Similar research has been conducted relating to the Effectiveness of the Listen-Read-Discuss Strategy in Learning to Read Understanding Explanatory Texts in Class VII Junior High School Students has been conducted by Hasifah Nur Fitriana (2015). that the LRD strategy is effectively used in learning to read explanatory text comprehension in grade VII junior high school students.

B. Research Question

Concerning the background of the study, the writer formulates the problem of the study, as followed:

1. How is the students' VIII Grade reading comprehension before being taught by using LRD strategy?
2. How is the students' reading VIII Grade comprehension after being taught by using LRD strategy?
3. Is there any significant difference on students' VIII Grade reading comprehension before and after being taught by using LRD strategy?

C. Research Objectives

Based on the research problem, the research objectives can be explain to find out the use of Listen-Read-Discuss strategies to improve students' reading skills at SMP Negeri 5 Mandai Kabupaten Maros which are described as follows:

1. To know students' reading comprehension before being taught using the LRD strategy.

2. To know students' reading comprehension after being taught by using Listen-Read-Discuss Strategy.
3. To identify significant differences between students understanding in reading before and after being taught using the Listen-Read-Discuss strategy.

D. Significance of Research

a. For the teacher

The importance of this research is divided into two parts, namely:

1. Receive input or new methods in discussions about English subjects through the Listen-Read-Discussion strategy.
2. Assist the teacher in teaching the class with methods that are easier and more interesting.

b. For students

1. Assist students in improving their English reading skills through an easier method namely Listen-Read-Discussion.

E. Definition of Terms

To clarify the key terms used in this study, several definitions are put forward.

1. Listen-Read-Discuss strategy is a strategy that forms a group where each group discusses the material provided by the teacher and reads it in front

of the class with the aim of increasing students' reading comprehension skills

2. Reading is a kind of activity it translating writing symbols into appropriate sounds. Reading skills enable readers to transform writing into meaning and achieve the goals of independence, understanding, and fluency.

3. Reading skills are the ability to understand or get information from reading material.

4. Strategy

according to Solihatin (2012: 4) Strategy learning is a holistic approach in a system learning, in the form of general guidelines and an activity framework for achieve the general goal of learning, which describes the procedure systematic in helping student learning efforts, organize learning experience, organizing and planning teaching materials for achieve certain learning goals.

5. Effects are words that show things, ehich emerged from some of its predecessors, or followed as a consequence.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

1. Definition of Comprehension

Several definitions of understanding have been revealed by experts. According to Sudjana (1995: 24) “understanding is the result of learning. Benjamin S. Bloom in Anas Sudijono's book, (2009: 50) “said that understanding (comprehension) is the ability of someone to understand or understand something after something is known and remembered”.

Sudjana (2013 : 51) “in other words, understanding can be understood to understand about something and can see it from various aspects. So, it can be concluded that a student can understand something if he can provide a more detailed explanation or description of what has been learned using his own language.

Learning outcomes at one level higher than the type of memorizing learning outcomes. Because at the level of understanding requires the ability to grasp the meaning or meaning of a concept”. However, that does not mean knowledge does not need to be asked, because to understand it is necessary to first know or know.

1. Levels in Comprehension

Kuswana (2012 : 44) that according to Bloom. Understanding ability based on sensitivity level and degree of material absorption can be divided into three levels namely:

a. Translate (translation)

Translating is interpreted as the transfer of meaning from one language into another language in accordance with the understanding obtained from the concept. It can also be interpreted from an abstract conception into a symbolic model to make it easier for people to learn it.

In other words, translating means being able to understand the meaning contained in a concept. Examples are translating from English into Indonesian, interpreting the meaning of Unity in Diversity, interpreting a term, etc.

b. Interpreting

This ability is broader than translating, this ability to know and understand. Interpreting can be done by linking past knowledge with other knowledge obtained next. For example: linking graphs with actual described conditions, as well as distinguishing the main and non-main points in the discussion.

c. Explore (extrapolation)

Extrapolation requires higher intellectual abilities because one must be able to see other meanings of what is written. Make estimates about the

consequences or broaden the perception in terms of time, dimensions, cases, or problems.

The three levels of understanding are sometimes difficult to distinguish, this depends on the content in the lesson being learned. In the process of understanding, a person will go through all three levels in sequence.

2. Comprehension Evaluation

Sukiman (2012 :4) “ Learning as one of the efforts made to make students learn, naturally requires the existence of evaluation activities. According to the National Education Team, evaluation is a series of activities to obtain, analyze, and interpret data about the process and student learning outcomes that are carried out systematically and continuously so that it becomes meaningful information in making decisions”.

Dimiyanti and Mujion (1999: 201) Evaluation is carried out to determine the level of success (understanding) of students in achieving the goals set in learning. Assessment of the process should be prioritized over results, then the evaluation of learning outcomes has the target domains contained in the objectives which are classified into three domains, namely:

a. Affective Domain

contains behaviors that emphasize aspects of feelings and emotions, such as interests, attitudes, values, apresepsi, and ways of adjustment.

b. Cognitive Domains

contains behaviors that emphasize intellectual aspects related to memory or recognition of knowledge and information and the development of intellectual skills. According to Bloom's Taxonomy there are six levels of cognitive domains, namely: knowledge, comprehension, application, analysis, synthesis evaluation.

c. Psychomotor Domain (Psychomotor Domain)

Contains behaviors that emphasize aspects of motor skills such as handwriting, typing, swimming and operating machines.

4. Factors That Influence Understanding

a. Goal

The goal is a guideline as well as a target idea that will be achieved in teaching and learning activities. The formulation of objectives will affect the teaching activities carried out by the teacher while affecting student learning activities. In this case the intended purpose is the creation of Special Instructional Objectives (ICT) that refer to the General Instructional Objectives (TIU).

J.J Hasibuan (1995: 35) “General instructional objectives expect students to be able to increase their insights about themselves, assignments, students, and

Have professional competence that is reflected through academic mastery”.

Davis (1996: 96) these instructional goals (ICT) are considered very important in the process of pursuing learning, with reasons:

- 1) Limiting assignments and eliminating all bad and difficulties in the lesson.
- 2) Ensuring the implementation of the process of measurement and assessment that is appropriate in aligning the quality and effectiveness of student learning experiences.
- 3) Can help teachers determine the optimal strategy for learning success.
- 4) Functioning as a summary of lessons given as well as initial guidelines in learning.

b. Teacher

DJamarah dan Aswan Zaini, (1996: 126-129) “Teachers are educators who provide a number of knowledge to students at school. The teacher is an experienced person in his profession.

In one class of students one share with another, for that each individual is also different learning success”. Student Participants are people who deliberately come to school to study with teachers and peers. They have different backgrounds, different talents, interests and potentials. So that in one class must consist of students who vary in characteristics and personality.

c. Teaching Activities

Teaching activities are the processes of interaction between teachers and students in teaching and learning activities. This teaching activity refers to the learning process created by the teacher and is influenced by the teacher's skills in classroom processing.

d. The atmosphere of evaluation

Safe, quiet, comfortable and disciplined classroom conditions also affect students' level of understanding of the exam questions they are working on. Influence how students understand meaningful questions affect the answers given by students. If student learning outcomes are high, the success rate of teaching and learning will be high too.

e. Evaluation Methods and Tools

Evaluation methods / techniques are methods used in presenting evaluation materials. For example by providing tests, interviews,

observations, and others. While the evaluation tools / instruments are chosen based on the evaluation methods / techniques that have been selected, for example, items, interview guidelines, observation guidelines, and others.

In its use the teacher can choose one method and evaluation tool or use more than one method and evaluation tool. In addition to the factors above, there are several other factors, namely:

- 1) Internal factors: physical, psychological, physical and psychological maturation
- 2) External factors (from outside oneself): Social factors, Cultural factors
- 3) Physical environmental factors: Spiritual (religious) environmental factors

5. Ways to Improve Student Understanding

- a. Improve the teaching process
- b. The existence of tutoring activities
- c. Cultivate study time
- d. Providing feedback in learning
- e. Motivation to learn
- f. Teaching improvement (remedial teaching)
- g. Vocational skills

6. Indicators of Understanding

- a. To interpret
- b. Provide examples
- c. Classifying
- d. Conclude
- e. Guessing
- f. Compare
- g. explain

2. Reading

a. The Importance of Reading

Reading is increasingly important in increasingly complex community life. Every aspect involves reading. Road signs guide people who are traveling to their destination. Informing drivers about hazards on the road and reminding the rules. Besides that, the ability to read is a demand of the reality of everyday human life (Somadoyo 2011: 7).

Reading is an important skill in many different settings especially in educational setting (Grabe, 2009: 5). Students, nowadays, encounter the great demands of reading activity since all knowledge is in the written form. The students should have a good reading ability to discover the content of the text.

In addition, Harrison (2004, 3) argues that the importance of reading is not only related to the development of knowledge but also it is related to the people thinking capability. This capability will be the basic

development of emotional, moral and verbal intelligence. Moreover, these developments determine what kind of person people would be. In summary, reading is important for students both to develop their knowledge and to develop the way they think related to the development of their moral, emotional as well as verbal intelligence.

b. Reading process

Spratt et al (2005, 21) define reading as a process of responding to, making sense a text being read and connecting it with readers' prior knowledge. In making sense of information. Readers connect new knowledge obtained from the text with the known knowledge they know already. It is believed that relating to readers' prior knowledge will make readers memorize the new knowledge longer.

Therefore, a reading activity is an interaction between readers' mind and the text. In line with Spratt et al. The activity of interaction between the mind and the text can be considered as an active process since it involves background knowledge of the readers (Pang et al, 2003:14). The readers bring their knowledge of the world to comprehend the text.

Their mind will dynamically move to follow the flow of ideas presented in the text. In making sense of the ideas, there are some processes undergoing in readers' mind. Brown (2001 : 299) stated that there are three types of the reading process. Those types are bottom-up, top-down, and interactive.

Gregory (2008 : 109) argues that in bottom-up, the readers recognize from the small unit to the largest one. The readers start to process the word sound as the basis of understanding the larger part. The recognizing process starts from the word sound as the small unit of meaning to the largest one; those are the knowledge of the world and the knowledge of language structure.

Gregory also explains that the top-down process is the inverse of the bottom-up process. In the top-down process, the readers proceed from the general to the particular. The readers use their knowledge of the world and knowledge of the language structure to recognize the individual words.

Harrison (2004 : 35) states that the interactive process is a mixture of both bottom-up and top-down processes. In this process, the readers mostly follow the bottom-up process in which the readers recognize the word sound first to be the basis of understanding the larger part, but the input from the top-down process will be used if it is necessary.

In short, the reading process is a mind process in which readers' mind engages to the text. In engaging their mind to the text, the readers employ their background knowledge to make sense the ideas presented in the text. In the way of making sense of the ideas, the readers go through some processes. Those processes are bottomup, top-down and interactive processes.

c. Reading Skills

In order to be a good reader, people need to master several reading skills. The reading skills consist of two major elements namely micro skills and macro-skills. Both micro- and macro-skills can be the intention of reading comprehension assessment (Brown 2004: 187).

The micro-skills consist of:

- 1) discriminating among the distinctive graphemes and orthographic patterns of English,
- 2) retaining chunks of language of different lengths in shortterm memory,
- 3) processing writing at an efficient rate of speed to suit the purpose,
- 4) recognizing a core of words, and interpreting word order patterns and their significance,
- 5) recognizing grammatical words classes (noun, verbs,etc.), systems (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms,
- 6) recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

The macro-skills include:

- 1) recognizing the rhetorical forms of written discourse and their significance for interpretation,
- 2) recognizing the communicative function of written texts, according to form and purpose,
- 3) inferring context that is not explicit by using background knowledge,

- 4) from described events, ideas, etc., inferring links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, generalization, and exemplification,
- 5) distinguishing between literal and implied meanings,
- 6) detecting culturally specific references and interpreting them in a context of the appropriate cultural schemata,
- 7) developing and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of the words from context, and activating schemata for the interpretation of texts.

d. Reading Strategy

According to Souhila in Astri, (2018:219-220), there are some strategies that should be mastered by the students. The First strategy is predicting, Magiliano (1993: 35) stated that “prediction strategy involves thinking about what might be coming next in the text. It is applied by effective reader that mean, they used pictures, headings and text as well as personal experience to make predictions before they begin to read”.

So, predicting involves thinking about something that happens on the text. The next strategy is skimming. According to Grellet (1999: 2-25) It is used by readers to get “a general idea about the content of printed materials through reading the text quickly i.e.

in this strategy, readers will look for something quite specific or get general ideas before putting effort into close reading”. The third strategy is called Scanning. It is a strategy you often use when looking for specific information by reading something quickly such as search for key words or ideas. In most cases, you know what you’re looking for, so you’re concentrating based on finding a particular answer. In this way, we can say that scanning is to take the core of the sentence or the important information to gain the particular information from the text.

3. Definition of Skills

Understanding skills is an ability in using reason, thoughts, ideas and creativity in doing, changing or also making something more meaningful so that from that it produces a value from the results of the work. This skill must be continuously developed and trained continuously to be able to increase one's ability so that someone becomes an expert or also a professional in one particular field.

Robbins (2000 : 494-495) states that skills are divided into 4 categories, namely as follows:

a. Basic Literacy Skill

Is a basic skill that is owned by each person, for example such as writing, reading, listening, or also the ability to count.

b. Technical Skill

Technical Skill is a skill acquired through learning in engineering, such as using a computer, repairing mobile phones, and so on.

c. Interpersonal Skill

Interpersonal Skill is an expertise of each person in communicating between people, for example such as expressing opinions and working together in teams.

d. Problem Solving

Problem Solving is a person's expertise in solving a problem using its logic.

4. Definition Listen-Read-Discuss (LRD)

a. Definition of Listen-Read-Discuss (LRD) strategy

According to Manzo&Casale (2008:372), et al. *Listen-Read-Discuss (LRD)* strategy is a comprehension strategy that builds students' prior knowledge before they read a text. It is a powerful tool for engaging struggling readers in classroom discussion. Since the content is initially covered orally, students are unable to read the entire text on their own to gain at least a surface level of understanding about the reading.

Those students lacking prior knowledge about the content gain it during the listening stage, allowing them to more easily to comprehend the text during the reading stage. *Listen-Read-Discuss strategy* is relatively easy to create because they can enhance a student's understanding about many lessons. According to Manzo&Casale (2008:379) there are procedures of LRD as follows:

1. Listen : Teaching presents a lecture on the content of the reading that includes a graphic organizer of the information you discuss.

2. Read : Students read the selection, guided by idea that the reading may provide another understanding or interpretation of the content.
3. Discuss : Discussion of material. Encourage students to reflect the differences between their reading of the content and presentation. According to Manzo&UlaCasaleet all say that the LRD (Listen, Read, Discuss) strategy.

Created as a “starter” method for bridging traditional instruction to a more interactive approach. Traditional reading-based instruction typically begins by having students read the assignment, listen to brief lecture or overview by the teacher, and then discuss their responses to questions.

b. Concept of Listen-Read-Discuss (LRD) Strategy

Listen-Read-Discuss (LRD) strategy is a comprehension strategy that builds students’ prior knowledge before they read a text, during reading and after reading by listening the teacher’s short lecture, reading a text selection, and discussion. The *Listen-Read-Discuss (LRD) strategy* is a heuristic, or hands-on, activity designed to induce self-discovery about

Effective teaching by teachers and about effective learning by students (Manzo&Casale, 2008: 378). Manzo&Casale (2008:379) state that concept of *Listen-Read-Discuss (LRD) strategy*, they are:

1. You present a lecture on the content of the reading, include a graphic organizer of the information you discuss.

2. Students read the selection, guided by the idea that the reading may provide another understanding or interpretation of the content.
3. Lead a classroom discussion of the material. Encourage students to reflect on the differences between their reading of the content and your presentation

c. Procedure of LRD Strategy

According to Elabsy (2013:112) stated that, in this activity students listen to short lectures by teachers who are paired with graphic organizers to facilitate understanding. Then the teacher asks students to read and discuss what they read in detail with the whole class. Students, who have difficulty reading with their own abilities, benefit from this activity because they build their prior knowledge by listening to introductory topics delivered by the teacher.

The teacher asks students to listen to their presentation. Read and discuss what they are reading which is to deepen their understanding. According to the book Ce-Ce in Manzo, the procedure of using a listening-read-discuss strategy in his journal is as follows:

1. Listen: The teacher gives information to students about the books they are about to read and this can be in the form of a short lecture about the selected reading material, here the teacher tries to activate the student's initial knowledge by using a graphic organizer to guide learning.

2. Read: Have students read the text. The content is similar to the material presented during the "listening" section of the lesson.
3. Discuss: The teacher will lead a class discussion about the material being read and encourage students to ponder the difference between reading their content at the teacher's presentation.
4. Ask for volunteers to read their speeches aloud.

Finally, based on the explanation above, using the Listen-Read-Discuss (LRD) strategy helps students in reading texts. because the whole process of teaching reading using the Listen-Read-Discussion strategy will enable students to read. They will interact with others to discuss the target language options. In this strategy, students will be motivated to get the meaning of the text.

b. Advantages of LRD strategy

According to Manzo and Rasinski (1985: 732-734) states that there are three advantages to using this strategy:

- a) First in the fact that LRD is a powerful tool to attract struggling readers, especially to students.
- b) Second, for students who have no prior knowledge about the content they get during playback, which will make it easier for them to understand the text more readily.

5. Definition of Learning Strategies in General

Understanding the learning strategy in general is a plan and teaching method that will be done by the teacher by setting the main steps of teaching

in accordance with the teaching objectives to be achieved and outlined. Learning strategies can also be interpreted as a series of planned activities that include the use of methods and the use of various resources or strengths in a learning.

According to Amri (2015: 50) “states that learning strategies are interpreted as a sequence of steps or the procedure used by the teacher to bring students into the atmosphere certain to achieve its learning goals.”.Because the contents of the text are covered verbally at the beginning, students who cannot read the text themselves, can get an understanding of the surface about the reading.

Concluded as a listening-read-discussion (LRD) strategy is the right strategy for teaching and learning to read, because this strategy requires students to be active in reading. In addition, for students who do not have background knowledge on a given topic the teacher gives some explanation before reading, it is a good way to make their knowledge of the topic.

B. Conceptual Framework

Using a Listen-Read-Discuss strategy can increase the initial knowledge of active students. Then it improves students' reading ability and learning content in weak and proficient grades. After that, talk about the conversation that was done in class and help students to discuss the material delivered by oral.

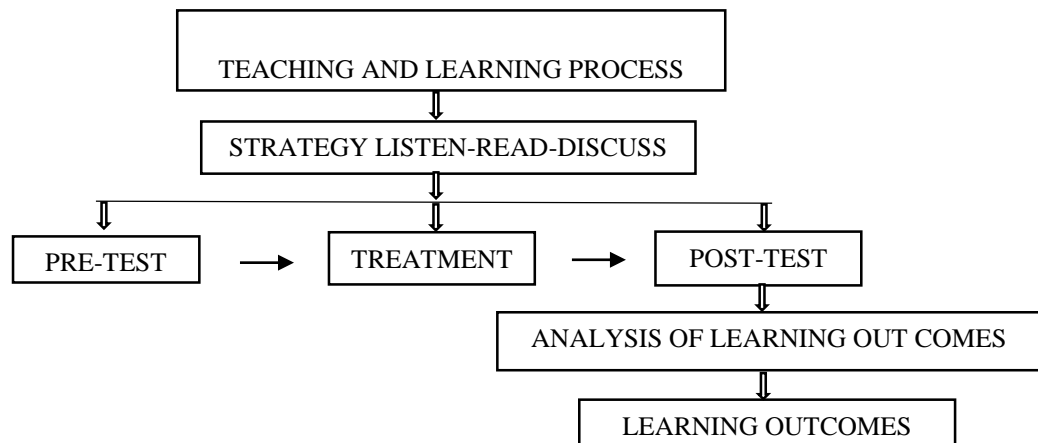


Chart 1. Conceptual Framework

C. Research Hypothesis

The hypothesis is interpreted as a temporary answer to the formula research problem. Understanding the hypothesis is for a hypothesis research. While statistically the hypothesis is interpreted as a statement regarding the state of population (parameters) to be tested for truth based on data obtained from research samples (statistics). The intention is to estimate the state of the population through sample data. In statistics a result can be said to be statistically significant if the situation is almost impossible caused by a factor incidentally, according to a predetermined probability limit previous.

CHAPTER III



RESEARCH METHOD

A. Research Type and Design

The methodology used in this research is quantitative. Quantitative can be interpreted as a research method based on the philosophy of positivism, used to examine a particular population or sample. Sampling techniques are generally carried out randomly, data collection using research instruments, quantitative / statistical data analysis with the aim to test the hypotheses that have been set according to (sugiyono, 2012 : 7).

The author uses experimental research. Experimental Research is research used to create research for research. In other words the experiment in this research is a way to try something new, it is more important to gain experience. Then, the writer wants to understand about LRD techniques to improve reading comprehension. Thus, the authors conducted experimental experiments to prove this technique was successful or did not support improved reading.

In this study, the authors used pre-experimental research with five group pretest-posttest. These pretest and posttest results from the two tests were compared to get information about improving students before and using the LRD strategy with recount text. Also Creswell (2014, p. 192) follows the following pretest-posttest design:

Group		Pre-test		Treatment		Post-test
Experiment		T1		X		T2

Symbol T1 means the pretest, symbol T2 means the post-test, and symbol X means the treatment. In this design, T1 was given before treatment and T2 was given after treatment. Two variables in this study, namely dependent variable and independent variable. The dependent variable was students' reading comprehension and independent variable was the implementation of short story technique in teaching reading comprehension.

B. Location and Time of Research

When the study was conducted around 2 months, namely meeting times during the 26th of April to the 30th of June, the study began with observation and reading comprehension tests for VIII grade students. This research was conducted in the even semester of the academic year 2019/2020 at SMP Negeri 5 Mandai Kabupaten Maros.

C. Population and Sample

According to Sugiyono (1997 : 57) population is a generalization area that consists of objects / subjects that have certain quantities and characteristics determined by researchers to be studied and then conclusions drawn. The population in this study were 34 students from two class eight grades of SMP Negeri 5 Mandai Kabupaten Maros 2019/2020 studied. According to Arikunto (2006: 131), the sample is part or as a representative of the population to be studied.

If the research is carried out part of the population, it can be said that the study is a sample study. Therefore, the study sample was eight grade students of SMP Negeri 5 Mandai Kabupaten Maros.

D. Research Implementation Procedures

The procedure in this study is as follows

1. Choose a research subject, namely class VIII of SMP Negeri 5 Mandai Kabupaten Maros.
2. Classification of research subjects into groups. the experimental class will be given a Listen-Read-Discuss strategy treatment.
3. Give a pretest to the experimental class and the control class.
4. Conduct treatment in the experimental class with the Listen-Read-Discuss Strategy.
5. After completing the fourth activity, the experimental class and the control class are given a posttest.
6. Then look for the average value of the experimental class and the control class between pre-test and post-test for each class.
7. Using statistics to look for differences, so that it can be seen an increase in reading comprehension skills with the Listen-Read-discuss stratgw in class VIII of SMP Negeri 5 Mandai Kabupaten Maros.

E. Data Collection Techniques

In this research, the writer carried out pretest and post test in the collecting the data in this research. This is an explanation about technique of data collection.

a. Pre-test

Pre-test is a test which is conducted before given a treatment to the students. It is given to both experimental group and control group. Pretest is administrated to know the students reading skill overall.

b. Treatment

After giving pre-test, the experimental group is given a treatment by using LRD strategy to teach reading. Meanwhile, the control group is not given the treatment.

c. Post-test

After the treatment, the researcher conducts the post-test in order to know or to measure the students' reading ability after the treatment. Post-test is administrated to know whether there is significant difference before and after the treatment.

F. Data Analysis Techniques

Data analysis method in this research is quantitative analysis. Statistics for calculating numeric data. After the data is collected, the next step is the research is to analyze the data. Scoring the students's answer of reading skill test of pre-test and post-test, the research use scoring guide. To analyze the data, the researcher use the following steps :

Table 3.1 The Scoring Guidance modified from Heaton Grid and Categories

Criteria	Score	Descriptor
Pronunciation	5	Excellent : Native pronunciation with no trace of “foreign accent”.
	4	Good : Marked “foreign accent” and occasional mispronunciation that do not interface with understanding.
	3	Average : “foreign accent” requires concentrated mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
	2	Poor : frequent gross error and a very heavy accent make understanding difficult, require frequent repetition.
	1	Pronunciation frequently unintelligible
comprehensibility	5	Easy for the listeners to understand the readers intention and general meaning. Very few interruption or clarification required.
	4	The listener have one interruption to content or goal of the text.
	3	The listener have three interruption to content or the goal of the text.
	2	The listener have four interruption to content or the goal of the text.
	1	Only small bits (usually short sentences and phrases) can be understood- and then with the considerable effort by someone who is used to listener to the reader.

(adapted from heaton, 1988 : 100)

Scoring the student’s answer of reading skill test of pre- test and post- test, the reseach use scoring guide as follow:

Table 3.2 score clasification of the students Reading Skill

No	Score	Category
1	86 – 100	Excellent
2	71 – 85	Very Good
3	56 – 70	Good
4	41 – 55	Average
5	26 – 40	Poor
6	≤ 25	Very Poor

(*depdiknas(inuna, 2011: 53)*)

Then the obtain score are analyze by using Descriptive and inferential

by using formula as follow :

A students' score = The gain score

$$\frac{\text{The maximal score}}{\text{The maximal score}} \times 100$$

BAB IV

RESEARCH RESULT

A. Research Result

1. Descriptive Statistics Analysis

Descriptive statistics are used to describe student achievement. In addition, this study will describe how the differences occur after students are treated.

2. Inferential Statistics Analysis

Inferential analysis techniques are used to test research hypotheses. In this case the SPSS program version 16 for windows is used. For the purposes of testing hypotheses, the truth of the research hypothesis is used as follows:

a. Normality test

Normality test is intended to find out whether the data studied are from populations that are normally distributed or not. This test is also carried out to determine the data to be obtained can be tested with parametric statistics or nonparametric statistics. Normality testing is calculated using SPSS (Statistical package the social sciences) version 16.0 for windows. The hypothesis for the normality test is as follows:

Zero hypothesis (H₀) = normal distribution population

Alternative hypothesis (H₁) = population not normally distributed

Table 4.1 Result Test of Normality

Tests of Normality

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
NGain_Persen Eksperiment	.108	34	.200*	.972	34	.519
Control	.101	32	.200*	.979	32	.760

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

In the SPSS 16.00 calculation results on the normality test there are 2 tests namely shapiro-wilk and Kolmogrov-Smirnov^a, based on the results of normality tests in the experimental class contained in the shapiro-wilk column with sig values. $0.519 > 0.05$, the data is said to be normally distributed. Sig value In the control class is $0.760 > 0.05$, then Normal or H₀ distributed data is received.

While the experimental class normality test in the Kolmogrov-Smirnov^a column is $0.200 > 0.05$, then the data is normally distributed and in the control class is $0.200 > 0.05$ then the data with normal distribution or H₀ is accepted.

b. Homogeneity Test

Homogenesis test is intended to show that two or more groups of sample data come from populations that have the same variations. Homogeneity testing was carried out with the help of the SPSS (Statistical package the social sciences) version 16.0 for windows program.

At a significant level that is allowed $> \alpha$, then the data comes from a homogeneous population. While if significant is obtained $< \alpha$, then the

data comes from a population that is not homogeneous. Here is a table of homogeneity test results.

Table 4.2 The Result Test of Homogeneity Variances
Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Pretest	2.861	1	63	.096
Posttest	16.905	1	63	.000

- a. The significance of homogeneity of $0.096 > 0.05$ indicates the initial test variables in the experimental class and the control class are homogeneous populations with Levene Statistics 2,861
- b. The significance of homogeneity of $0,000 < 0.05$ indicates the final test variable in the experimental class and the control class is a population that is not homogeneous with Levene Statistics 16,905.
- c. Hypothesis testing

To test the hypothesis used normalized Gain analysis. According to Meltzer (2002: 734-741) to measure the effect of learning based on an increase in pre-test and post-test, normalized gain is used. Analyzed gain is used to determine the normalization criteria of the resulting gain. The greater the N Gain value obtained by students, the greater the changes students have experienced. This means that the greater the increase in

Reading comprehension in the strategies that have been given to students. The following is a normalized Gain formula.

$$g = \frac{\text{skor posttest} - \text{skor pretest}}{\text{Skor maksimum} - \text{skor pretest}}$$

In this study the statistical analysis of one-party independent sample t-test with a significant level $(\alpha/2) = 0.025$ the test rules are as follows:

H_0 is rejected if $(\alpha/2) < \text{Sig.}$

H_1 is accepted if $(\alpha/2) > \text{Sig.}$

The research hypothesis will be tested with the following testing criteria:

1. If $(\alpha/2) < \text{Sig.}$ H_0 is accepted, meaning that there is no increase in reading comprehension in the Liste-Read Discuss strategy in eighth grade students of SMP Negeri 5 Mandai Kabupaten Maros.
2. If $(\alpha/2) > \text{Sig.}$ then H_0 is rejected, meaning there is an increase in reading in the Liste-Read Discuss strategy for students of class VIII of SMP Negeri 5 Mandai Kabupaten Maros.

3. Difference test results

After the normality test and homogeneity test in this study, it was continued to test the differences in this study using the statistical technique of Independent-Sample T test with SPSS version 16.0 for windows. Before the results of the Independent-Sample T test statistics, there are also results from the statistical group that need to be known in Table 4.3 below.

Table 4.3 Descriptive Group Statistics
Group Statistics

Class	N	Mean	Std. Deviation	Std. Error Mean
NGain_Persen Eksperiment	34	61.7355	14.02726	2.40566
Control	32	7.3578	24.59592	4.34798

Based on the table above it is known that the amount of learning outcomes data for the experimental class was 34 students, while for the control class there were 32 students. The average value of student learning outcomes or the mean for the experimental class amounted to 61.7355 while for the control group amounted to 7.3578 thus statistically descriptive it can be concluded that there are differences in the average student learning outcomes between the experimental class and the control class. To prove whether the difference is significant (real) or not, it is found in the following table 4.4.

Table 4.4 results of the difference test relationship
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Ngain	Equal variances assumed	11.722	.001	9.477	62	.000	.4634	.0489	.3657	.5611
	Equal variances not assumed			9.299	43.519	.000	.4634	.0498	.3629	.5639

Based on the calculation results of the two average test differences in the data presented in table 4.4, it is known that the t-test for equality of means column has a significance value of $0.025 > 0,000$, then H_0 is rejected, meaning there is an increase in reading in Liste-Read Discuss strategy in VIII grade students of SMP Negeri 5 Mandai Kabupaten Maros.

4. Figure learning completeness diagram Experiment Class and Control Class

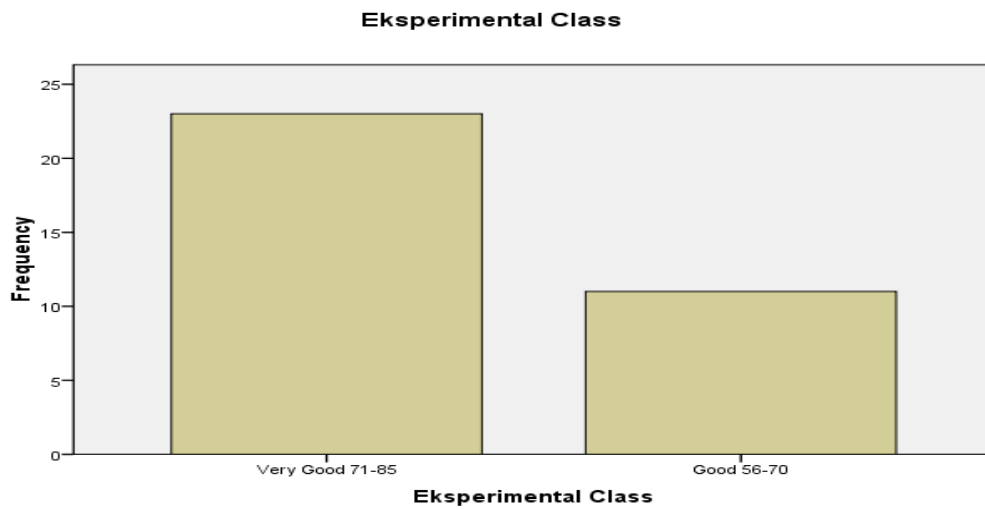


Figure 1. completeness of the learning outcomes of the experimental class

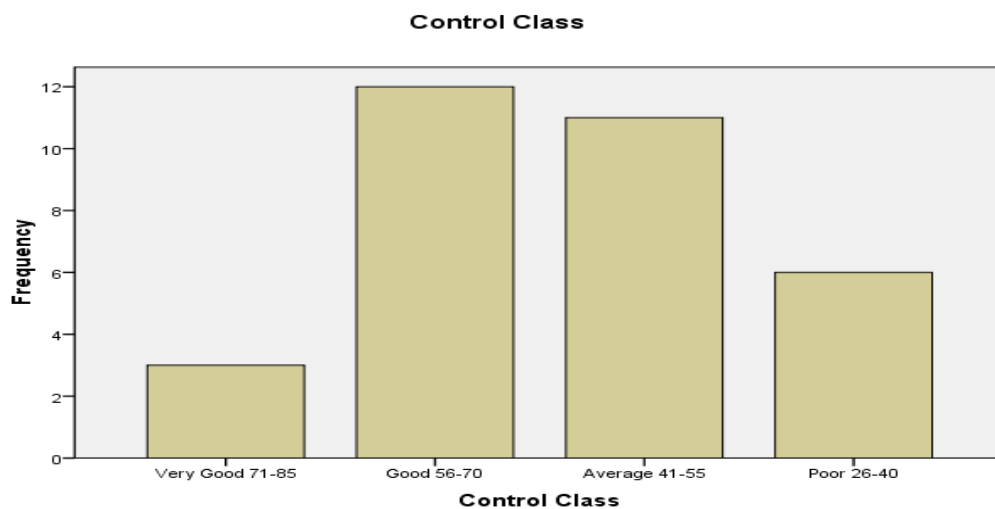


Figure 2. completeness of the learning outcomes of the control class

B. Discussion

The study conducted at SMP Negeri 5 Mandai Kabupaten Maros in class VIIIA and VIIC. the purpose of this research is to find out the differences in reading comprehension skills between experimental class students who use the Listen-Read-Discuss strategy and the control group without using the Listen-Read-

Discuss strategy, as well as knowing the increase in students' reading comprehension in students' Listen-Read-Discuss Strategies class VIII SMP Negeri 5 Mandai Kabupaten Maros.

Listen Read Discuss consists of three steps namely Listen, Read, and Discuss. Listen allows students to get an overview of the material from the theme or title of the reading, so students have predictions about the important points in the reading. Rudell (2005: 32) states that when reading, knowledge possessed will be a basic and complex building for constructing meaning. Therefore, students can understand the contents of the reading more complex.

Read, in this activity students are more active and eager to read, students find it easier to find and find important points in reading, in accordance with the understanding of reading according to Finocharo and Bormuth (through Tarigan, 2008: 9) which defines reading as picking and understanding activities the meaning or meaning contained in the written material. Motivation and built interest make experimental class students have more reading comprehension skills than the control group.

This is in accordance with the opinion of Zuchdi (2008: 23) that the linguistic abilities, interests, motivation, and a collection of reading skills are factors that can affect comprehension or understanding of the reading. discussion in this activity designs students to socialize, active, trying to find problems and solutions together and provide opportunities to develop themselves. Dawson (through Syamsudin et al. 1997: 68) states that reading should be accompanied by discussion (before,

during and after reading) if we want to enrich the vocabulary, general understanding and selection of the ideas of students that we foster.

In contrast to the control class who learned how to read comprehension without using the LRD (Listen Read Discuss) strategy, they did not concentrate on learning, did not read carefully so the questions were not answered seriously. Learning activities by obtaining reading then reading and answering questions that have been available, are less effective and less attractive to students, so students feel bored and less serious about learning.

The use of learning strategies with interesting steps will affect students' interests, motivation, and level of comprehension. This is in accordance with the opinion Tampubolon (in Zuchdi, 2008: 24) that the use of reading techniques and methods is a factor influencing reading comprehension. After the two classes get different treatment, then conducted posttest to be able to know the development of students.

Limitations of this research is that has been done in class VIII has research time that is close to the even semester exam, resulting in short research time and

Learning or reserach done online so that a lot of time is wasted and the learning process becomes less optimal.

BAB V

CONCLUSSIONS AND SUGGESTIONS

A. Conclussions

Based on the results of data analysis and discussion stated in the previous chapter, the following conclusions can be summarized.

1. The initial conditions of reading comprehension skills of the experimental class and the control class in this study were conducted with an initial test of reading comprehension through voice recordings using the WhatsApp application caused by conditions during students learning online. The initial ability of the experimental class and the control class can be analyzed on the results of the recording sent to the researcher so that it is said that the experimental class and the control class do not have differences in reading comprehension skills.
2. After the Listen-Read-Discuss staristics treatment in the experimental class there is a difference in the average value with the control class without the Listen-Read-Discuss strategy found in the results of the Group Statistics status ie the experimental class is 61.7355 if it is rounded to 62% while in the class control of 7.3578 or 8%.
3. Analysis of SPSS 16 Independent Sample Test Results. A significant score of 0,000 was obtained and a significant result of $0,000 < 0.025$ whose rules indicate that there are significant differences in reading comprehension skills between students treated with the Listen-Read-Discuss and without treatment strategies Listen-Read-Discuss.

The Listen-Read-Discuss strategy basically can direct students to get full reading skills in accordance with Barret's Taxonomy. Based on the data presented above, the use of LRD strategies has been proven effective in improving reading comprehension skills in class VIII of SMP Negeri 5 Mandai in Maros Regency.

The results of this study support the theory that has been put forward and in accordance with the research, which is to find out the increase in reading comprehension after the Listen-Read-discuss strategy is applied in improving reading comprehension of Grade VIII students of SMP Negeri 5 Mandai in Maros Regency. The Listen-Read-Discuss strategy basically can direct students to get full reading skills in accordance with Barret's Taxonomy. Based on the data presented above, the use of LRD strategies has been proven effective in improving reading comprehension skills in class VIII of SMP Negeri 5 Mandai in Maros Regency.

In this online research, the Listen-Read-Discuss strategy is divided into three, namely listening in terms of listening to students being able to listen to the results of the recordings created by other groups in the WhatsApp application, secondly reading this reading understanding students' reading can be done with good because reading the text from the results of their discussion with other groups and then sending it back to the researcher to listen to it through voice recordings via WhatsApp, the third is that the discussion in online discussions is less supportive because students have difficulty in discussing because of

distance and limitations by networks and quotas that result in the discussion did not go properly.

But the increase in reading comprehension in grade VIII students of SMP Negeri 5 Mandai in Maros Regency increased without any less effective discussion on this strategy. based on the results of online research submitted by researchers, it can be concluded that if the Listen-Read-Discuss strategy is carried out in the classroom, this strategy is effective in improving students' reading comprehension skills.

B. Suggestions

Based on the conclusion above, the researcher can suggest the following things.

1. English subject teachers at SMP Negeri 5 Mandai in Maros Regency should utilize the LRD Strategy (Listen Read Discuss) in learning to read comprehension because with this strategy students are proven to be able to find more important points, find main ideas, detail- important details and thorough information from reading.
2. In teaching reading learning teachers must pay attention student conditions, so the teacher is able to provide a approach facilitate the receipt of material for students.

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APPENDIX

1. Learning Implementation Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	:	SMP Negeri 5 Mandai Kabupaten Maros
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII/2
Materi Pokok	:	Teks Lisan dan Tulis Meminta dan Merespon
Alokasi Waktu	:	4 jam pelajaran x 40 menit

A. standar Kompetensi : 4.1. Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan fungsi social, strukturteks, dan unsur kebahasaan yang benar dan sesuai konteks.

B. Kompetensi dasar : 4.1.1 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian.

C. Media Pembelajaran

1. Media

- Worksheet atau lembar kerja (siswa)
- Lembar penilaian

2. Alat/Bahan

- Penggaris, spidol, papan tulis
- Laptop & infocus

D. Tujuan Pembelajaran

- **Pertemuan Pertama**

- karakter siswa yang diharapkan :

- ✓ Disiplin
- ✓ Rasa hormat dan perhatian
- ✓ Tekun
- ✓ Dan tanggung jawab

E. Materi Pembelajaran

- Fungsi sosial , melaporkan, mengambil teladan, membanggakan
- Struktur teks , dapat mencakup : orientasi, urutan kejadian/kegiatan, orientasi ulang
- Unsur kebahasaan : Kalimat deklaratif dan interogatif dalam *Simple Past tense*, Adverbial dan frasa preposisional penunjuk waktu: *yesterday, last month, an hour ago*, dan sebagainya, Adverbial penghubung waktu: *first, then, after that, before, at last, finally*, dan sebagainya, Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb, Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.
- Topik : Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI

F. Langkah-Langkah Pembelajaran

- Kegiatan awal
 - ✓ Informasi tentang strategi kegiatan, pembelajaran, tujuan, dan manfaat pembahasan materi pembelajaran.

- ✓ Apersepsi dengan mengingat kembali tentang recount text
- Kegiatan inti
 - ✓ Guru mengungkapkan suatu permasalahan berkaitan dengan materi pembelajaran
 - ✓ Peserta didik dapat menjelaskan pengertian recount text
 - ✓ Secara berkelompok siswa berdiskusi menyelesaikan teks bacaan yang di berikan.
 - ✓ Dalam setiap kelompok semua aktif dalam menyelesaikan tugas yang diberikan
 - ✓ Membahas hasil kerja tiap-tiap kelompok
 - ✓ Menyimpulkan hasil kegiatan pembelajaran
- kegiatan akhir
 - ✓ Mengagendakan materi atau tugas proyek/produk/portofolio/unjuk kerja yang harus dipelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.
 - ✓ Memberikan Penghargaan untuk materi pelajaran, Fungsi sosial kepada kelompok yang memiliki kinerja dan kerjasama yang baik

Mengetahui,

Kepala Sekolah

Mahasiswa

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	:	SMP Negeri 5 Mandai Kabupaten Maros
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII/2
Materi Pokok	:	Teks Lisan dan Tulis Meminta dan Merespon
Alokasi Waktu	:	4 jam pelajaran x 40 menit

A. Standar Kompetensi : 4.1. Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan fungsi social, strukturteks, dan unsur kebahasaan yang benar dan sesuai konteks.

B. Kompetensi dasar : 4.1.1 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian.

C. Media Pembelajaran

1. Media

- Worksheet atau lembar kerja (siswa)
- Lembar penilaian

2. Alat/Bahan

- Penggaris, spidol, papan tulis
- Laptop & infocus

D. Tujuan Pembelajaran

- **Pertemuan Kedua**

- karakter siswa yang diharapkan :

- ✓ Disiplin
- ✓ Rasa hormat dan perhatian
- ✓ Tekun
- ✓ Dan tanggung jawab

E. Materi Pembelajaran

- Fungsi sosial , melaporkan, mengambil teladan, membanggakan
- Struktur teks , dapat mencakup : orientasi, urutan kejadian/kegiatan, orientasi ulang
- Unsur kebahasaan : Kalimat deklaratif dan interogatif dalam *Simple Past tense*, Adverbia dan frasa preposisional penunjuk waktu: *yesterday, last month, an hour ago*, dan sebagainya, Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dan sebagainya, Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb, Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.
- Topik : Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI

F. Langkah-Langkah Pembelajaran

- Kegiatan awal
 - ✓ Informasi tentang strategi kegiatan, pembelajaran, tujuan, dan manfaat pembahasan materi pembelajaran.
 - ✓ Apersepsi dengan mengingat kembali tentang recount text

- Kegiatan inti
 - ✓ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi :
Fungsi Sosial, Melaporkan, Mengambil teladan, Membanggakan.
 - ✓ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi fungsi sosial dan ditanggapi oleh yang mempresentasikan.
 - ✓ Bertanya atas presentasi tentang materi fungsi sosial yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.
- kegiatan akhir
 - ✓ Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.
 - ✓ Memberikan Penghargaan untuk materi pelajaran, Fungsi sosial kepada kelompok yang memiliki kinerja dan kerjasama yang baik

Mengetahui,

Kepala Sekolah

Mahasiswa

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	:	SMP Negeri 5 Mandai Kabupaten Maros
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII/2
Materi Pokok	:	Teks Lisan dan Tulis Meminta dan Merespon
Alokasi Waktu	:	4 jam pelajaran x 40 menit

A. Standar Kompetensi : 4.1. Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan fungsi social, strukturteks, dan unsur kebahasaan yang benar dan sesuai konteks.

B. Kompetensi dasar : 4.1.1 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian.

C. Media Pembelajaran

1. Media

- Worksheet atau lembar kerja (siswa)
- Lembar penilaian

2. Alat/Bahan

- Penggaris, spidol, papan tulis
- Laptop & infocus

D. Tujuan Pembelajaran

- **Pertemuan Ketiga**

- karakter siswa yang diharapkan :

- ✓ Disiplin
- ✓ Rasa hormat dan perhatian
- ✓ Tekun
- ✓ Dan tanggung jawab

E. Materi Pembelajaran

- Fungsi sosial , melaporkan, mengambil teladan, membanggakan
- Struktur teks , dapat mencakup : orientasi, urutan kejadian/kegiatan, orientasi ulang
- Unsur kebahasaan : Kalimat deklaratif dan interogatif dalam *Simple Past tense*, Adverbia dan frasa preposisional penunjuk waktu: *yesterday, last month, an hour ago*, dan sebagainya, Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dan sebagainya, Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb, Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.
- Topik : Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI

F. Langkah-Langkah Pembelajaran

- Kegiatan awal
 - ✓ Informasi tentang strategi kegiatan, pembelajaran, tujuan, dan manfaat pembahasan materi pembelajaran.
 - ✓ Apersepsi dengan mengingat kembali tentang recount text

- Kegiatan inti
 - ✓ Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :
 - Struktur teks*
 - *Orientasi*
 - *Urutan kejadian/kegiatan*
 - *Orientasi ulang*
 - ✓ Mengolah informasi dari materi struktur teks yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya maupun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang ada sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.
- kegiatan akhir
 - ✓ Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam sekolah atau dirumah.
 - ✓ Memberikan Penghargaan untuk materi pelajaran, Fungsi sosial kepada kelompok yang memiliki kinerja dan kerjasama yang baik

Mengetahui,

Kepala Sekolah

Mahasiswa

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	:	SMP Negeri 5 Mandai Kabupaten Maros
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII/2
Materi Pokok	:	Teks Lisan dan Tulis Meminta dan Merespon
Alokasi Waktu	:	4 jam pelajaran x 40 menit

A. Standar Kompetensi : 4.1. Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan fungsi social, strukturteks, dan unsur kebahasaan yang benar dan sesuai konteks.

B. Kompetensi dasar : 4.1.1 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian.

C. Media Pembelajaran

1. Media

- Worksheet atau lembar kerja (siswa)
- Lembar penilaian

2. Alat/Bahan

- Penggaris, spidol, papan tulis
- Laptop & infocus

D. Tujuan Pembelajaran

- Pertemuan Keempat

- karakter siswa yang diharapkan :

- ✓ Disiplin
- ✓ Rasa hormat dan perhatian
- ✓ Tekun
- ✓ Dan tanggung jawab

E. Materi Pembelajaran

- Fungsi sosial , melaporkan, mengambil teladan, membanggakan
- Struktur teks , dapat mencakup : orientasi, urutan kejadian/kegiatan, orientasi ulang
- Unsur kebahasaan : Kalimat deklaratif dan interogatif dalam *Simple Past tense*, Adverbia dan frasa preposisional penunjuk waktu: *yesterday, last month, an hour ago*, dan sebagainya, Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dan sebagainya, Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb, Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.
- Topik : Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI

F. Langkah-Langkah Pembelajaran

- Kegiatan awal
 - ✓ Informasi tentang strategi kegiatan, pembelajaran, tujuan, dan manfaat pembahasan materi pembelajaran.
 - ✓ Apersepsi dengan mengingat kembali tentang recount text

- Kegiatan inti
 - ✓ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan teks yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :

Mengajukan pertanyaan tentang materi : kalimat deklaratif dan interogatif dalam simple past tense dan adverbial dan frasa preposisional penunjuk waktu : yesterday, last month, an hour ago dan sebagainya.
 - ✓ Yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati, untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.
- kegiatan akhir
 - ✓ Mengagendakan materi atau tugas proyek/produk/portofolio/unjuk kerja yang harus dipelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.
 - ✓ Memberikan Penghargaan untuk materi pelajaran, Fungsi sosial kepada kelompok yang memiliki kinerja dan kerjasama yang baik

Mengetahui,

Kepala Sekolah

Mahasiswa

2.Instrument Fill

Appendix 1. Instrument Grid and Categories

Criteria	Score	Descriptor
Pronunciation	5	Excellent : Native pronunciation with no trace of “foreign accent”.
	4	Good : Marked “foreign accent” and occasional mispronunciation that do not interface with understanding.
	3	Average : “foreign accent” requires concentrated mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
	2	Poor : frequent gross error and a very heavy accent make understanding difficult, require frequent repetition.
	1	Pronunciation frequently unintelligible
comprehensibility	5	Easy for the listeners to understand the readers intention and general meaning. Very few interruption or clarification required.
	4	The listener have one interruption to content or goal of the text.
	3	The listener have three interruption to content or the goal of the text.
	2	The listener have four interruption to content or the goal of the text.
	1	Only small bits (usually short sentences and phrases) can be understood- and then with the considerable effort by someone who is used to listener to the reader.

(adapted from heaton, 1988 : 100)

3. Research instruments

a. Pre test

My Day

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money. Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

1. What happened to the writer yesterday?

- a. He has a terrible day.
- b. He gets a terrible day.
- c. He had a terrible day.
- d. He got a terrible day.

2. Why did he wake up an hour late?

- a. Because he didn't set alarm clock.
- b. Because his alarm clock didn't go off.
- c. Because he didn't see alarm clock.
- d. Because his alarm clock didn't work.

3. What did he do after having breakfast?

- a. He got dressed so quickly that he forgot to wear socks.
- b. He wear socks so quickly that he forgot to get dressed.

- c. He ran out of the house trying to get the 9:30 bus.
 - d. He burned his hand when he was making breakfast.
4. How far did the writer walk?
- a. He walked for two miles.
 - b. He walked for three miles.
 - c. He walked for four miles.
 - d. He walked for five miles.
5. What does the writer hope?
- a. The writer hopes to discover that it was Sunday.
 - b. The writer hopes to take a taxi.
 - c. The writer hopes he never had a day like yesterday.
 - d. The writer hopes that yesterday will be better.

b. Post test

Visiting My Village

Last month, I and my family went to Banyumas which was located in Central Java, Indonesia. We drove a car. I enjoyed the journey all day long although it took 2 days to get there. We were fun, my brother made some jokes all day. My father told us some stories on the way. My mother slept on the back seat.

My first day in my village, I visited my siblings and friends. We are welcomed by happiness. When I saw my parents, they cried because they looked so happy to meet up their families. The next day, I, my brother, my cousin and my nephew went to a popular place in Purwokerto.

It was called “Baturaden”. That was a favorite spot in Purwokerto. We enjoyed local specialty food as culinary. I was satisfied and so were they. Next, I took a photo with traditional music musicians.

My brother, my cousin and my nephew enjoy the view with other visitors. They took a photo with their style like I did. In the evening, we were back home. And did other private activities, such as made a conversation, told the story and made a joke.

The day after tomorrow, my cousin had a ceremony to say thanks to God for blessing their son. It was called “Nazar”. When the parents had a promise for something and it was realized. They had to make a traditional ceremony. I watched that traditional ceremony and took their photograph.

For the last show, we were entertained by “Ebeg”. It was traditional art. The player danced through the traditional music and they were handled by the spirit. It was scary, but it was fun and entertain.

Time run so fast because the next day was our last day in the village. So I took the last photo to bring it home. They were my family and still family until the last breath in this world. Finally, we had to go home and brought a love experience from family. Yaps... that was the hardest part.

Questions

1. When did they go to Banyumas?
2. How did they go there?
3. Was the writer sad on the way?

4. What did the writer do on the first day?
5. What was the popular place in Purwokerto?
6. What is the meaning of “private activities” on 2nd paragraph?
7. What did they call the ceremony to say thanks to God?
8. Why was the writer scare with “Ebeg”?
9. When did the writer take the last foto?
10. Did the writer enjoy the holiday in the village?

4. Instrument Answers

a. Pre test

- (1) C = Jawabannya di kalimat pertama paragraf pertama.
- (2) B = I woke up an hour late because my alarm clock didn't go off.
- (3) A = After breakfast, I got dressed so quickly that I forgot to wear socks.
- (4) B = I walked the three miles to my school .
- (5) C = I hope I never have a day as the one I had yesterday.

b. Post test

1. They went to Banyumas last month.
2. They went to Banyumas by car.
3. No, he was not. He enjoyed and he was fun because his brother made some jokes all day.
4. The writer visited his siblings and his friends.
5. The popular place in Purwokerto was called Baturaden.
6. Private activities are the activities which belonging to or for the use of one particular person or group of people only.
7. They called Ebeg as the traditional ceremony to say thanks to God.
8. Because Ebeg was a traditional danced which was handled by the spirit.
9. The writer took the last foto one day before he left the village.
10. Yes of course. He enjoyed in the village.

5. Student Learning Outcomes Test Scores

a. Eksperimental Class

Appendix 2. The students' score pre-test and post test

No	Students'	Pre-test (x)	Post-test (Y)
1	A1	50	75
2	A2	55	80
3	A3	65	80
4	A4	50	70
5	A5	40	80
6	A6	20	75
7	A7	45	85
8	A8	30	70
9	A9	20	70
10	A10	45	75
11	A11	30	70
12	A12	20	65
13	A13	45	75
14	A14	20	80
15	A15	30	65
16	A16	50	80
17	A17	50	75
18	A18	20	65
19	A19	20	80
20	A20	10	70
21	A21	65	75
22	A22	30	65
23	A23	70	80
24	A24	40	65
25	A25	45	75
26	A26	55	75
27	A27	65	75
28	A28	35	80
29	A29	40	75
30	A30	50	80
31	A31	70	85
32	A32	55	70
33	A33	65	75
34	A34	20	65

b. Control Class

Appendix 3. The Students' Scores Pre-test and Post test

No	Students'	Pre-test (x)	Post-test (Y)
1	C1	50	65
2	C2	60	60
3	C3	65	60
4	C4	67	70
5	C5	40	50
6	C6	45	45
7	C7	55	55
8	C8	68	65
9	C9	70	75
10	C10	65	70
11	C11	68	55
12	C12	30	50
13	C13	35	40
14	C14	73	65
15	C15	72	70
16	C16	55	55
17	C17	44	40
18	C18	65	55
19	C19	34	60
20	C20	20	65
21	C21	73	73
22	C22	70	70
23	C23	20	50
24	C24	10	35
25	C25	30	40
26	C26	20	30
27	C27	35	40
28	C28	55	45
29	C29	65	75
30	C30	75	65
31	C31	10	55
32	C31	20	50

6. Instrument Validity and Reliability

LEMBAR VALIDASI TES HASIL BELAJAR

A. Petunjuk

Dalam rangka pelaksanaan penelitian dengan judul “**Improving Reading Comprehension Skill Through Listen-Read-Discuss (LRD) Learning Strategy of VIII Grade At SMP Negeri 5 Mandai In Maros Regency**”, peneliti mengembangkan tes hasil belajar. Mohon kiranya Bapak/Ibu memberikan:

1. Penilaian ditinjau dari beberapa aspek, penilaian umum dan saran-saran untuk merevisi tes hasil belajar yang peneliti susun.
2. Untuk penilaian, dimohon Bapak/Ibu memberikan tanda cek (√) pada kolom penilaian yang sesuai dengan penilaian Bapak/Ibu.
3. Untuk revisi-revisi, Bapak/Ibu dapat langsung menuliskannya pada naskah yang perlu direvisi, atau menuliskannya pada kolom saran yang peneliti sediakan.

Terima kasih banyak atas kesediaan Bapak/Ibu memberikan penilaian yang objektif.

B. Skala Penilaian

- 1 = Tidak valid
- 2 = Kurang valid
- 3 = Valid
- 4 = Sangat valid

C. Penilaian

No	Aspek yang dinilai	Skala Penilaian			
		1	2	3	4
1	Isi				
	a. Kesesuaian soal dengan kompetensi dasar (KD)			v	
	b. Kejelasan perumusan petunjuk pengerjaan soal			v	
	c. Kejelasan maksud soal			v	
	d. Pedoman penskoran dinyatakan dengan jelas			v	
	e. Jawaban soal jelas			v	
	f. Kesesuaian waktu pengerjaan soal				
2.	Bahasa				
	a. Menggunakan bahasa yang sesuai dengan kaidah Bahasa Indonesia yang benar			v	
	b. Menggunakan bahasa yang komunikatif dan struktur kalimat yang sesuai dengan taraf berpikir dan kemampuan membaca serta usia siswa			v	
	c. Menggunakan tulisan, ejaan, dan tanda baca yang sesuai dengan pedoman umum Bahasa Indonesia			v	
	d. Menggunakan istilah-istilah yang tepat dan mudah dipahami siswa			V	
	e. Menggunakan arahan dan petunjuk yang jelas, sehingga tidak menimbulkan penafsiran ganda			V	

Simpulan penilaian secara umum: (lingkarilah yang sesuai)

a. Tes hasil belajar ini:

1. Sangat kurang
2. Kurang
3. Baik
4. Baik sekali

b. Tes hasil belajar ini:

1. Belum dapat digunakan dan masih memerlukan konsultasi
2. Dapat digunakan dengan revisi banyak
3. Dapat digunakan dengan revisi sedikit
4. Dapat digunakan tanpa revisi

Mohon menuliskan butir-butir revisi pada kolom saran berikut dan/atau menuliskan langsung pada naskah. Saran: Ingat, soal yang digunakan untuk pre-test sama dengan yang digunakan pada Post-test.

Maros, 5 Juni 2020
Validator

A handwritten signature in black ink, appearing to be 'Suhartina R.', written in a cursive style.

(Dr. Suhartina R, S.Pd M. Hum.)

LEMBAR VALIDASI
LEMBAR OBSERVASI KEGIATAN SISWA

A. Petunjuk

Dalam rangka pelaksanaan penelitian dengan judul “**Improving Reading Comprehension Skill Through Listen-Read-Discuss (LRD) Learning Strategy of VIII Grade At SMP Negeri 5 Mandai In Maros Regency**”, peneliti mengembangkan lembar observasi kegiatan siswa terhadap penggunaan software Geogebra dalam Pembelajaran Matematika. Mohon kiranya Bapak/Ibu memberikan:

1. Penilaian ditinjau dari beberapa aspek, penilaian umum dan saran-saran untuk merevisi lembar observasi kegiatan siswa yang peneliti susun.
2. Untuk penilaian, dimohon Bapak/Ibu memberikan tanda cek (√) pada kolom penilaian yang sesuai dengan penilaian Bapak/Ibu.
3. Untuk revisi-revisi, Bapak/Ibu dapat langsung menuliskannya pada naskah yang perlu direvisi, atau menuliskannya pada kolom saran yang peneliti sediakan.

Terima kasih banyak atas kesediaan Bapak/Ibu memberikan penilaian yang objektif.

B. Skala Penilaian

- 1 = Tidak valid
- 2 = Kurang valid
- 3 = Valid
- 4 = Sangat valid

C. Penilaian

No	Aspek yang dinilai	Skala Penilaian			
		1	2	3	4
1	Petunjuk				
	a. Petunjuk pelaksanaan pengamatan cukup jelas			v	
	b. Kalimat tidak menimbulkan penafsiran ganda			v	
2	Isi				
	a. Mendengarkan/ memperhatikan penjelasan guru			v	
	b. Membaca/memahami dan menyelesaikan soal secara individu dalam buku ajar			v	
	c. Mengajukan/menjawab pertanyaan dari guru			v	
	d. Mengemukakan pendapat/ mengajukan pertanyaan			v	
	e. Mengerjakan tugas yang diberikan secara individu/ merangkum materi pelajaran			V	
3.	Bahasa				
	a. Menggunakan bahasa yang sesuai dengan kaidah Bahasa Indonesia yang benar			v	
	b. Menggunakan bahasa yang sederhana dan mudah dipahami			v	
	c. Menggunakan istilah (kata-kata) yang dikenal pengamat			V	

Simpulan penilaian secara umum: (lingkarilah yang sesuai)

a. Lembar observasi kegiatan siswa ini:

1. Sangat kurang
2. Kurang
3. Baik
4. Baik sekali

b. Lembar observasi kegiatan siswa ini:

1. Belum dapat digunakan dan masih memerlukan konsultasi
2. Dapat digunakan dengan revisi banyak
3. Dapat digunakan dengan revisi sedikit
4. Dapat digunakan tanpa revisi

Mohon menuliskan butir-butir revisi pada kolom saran berikut dan/atau menuliskan langsung pada naskah.

Maros, 5 Juni 2020
Validator

A handwritten signature in black ink, consisting of several fluid, connected strokes that form a stylized representation of the name 'Suhartina R'.

(Dr. Suhartina R, S.Pd., M. Hum.)

7. Data Analysis Descriptive and Inferential Statistics

a. Eksperimental Class

Appendix 4 Descriptive statistics posttest Score Experimental Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Varian	Skewness	Kurtosis			
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Statistic	Std. Error	
PostTest	34	20	65	85	2525	74.26	1.015	5.920	35.049	-.164	.403	-.852	.788
Valid N (listwise)	34												

b. Control Class

Appendix 5 descriptive statistics Posttest score Control Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Varian	Skewness	Kurtosis			
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Statistic	Std. Error	
PostTest	32	45	30	75	1798	56.19	2.195	12.416	154.157	-.288	.414	-.858	.809
Valid N (listwise)	32												

8. Authentic Student Assessment

1. Sikap

Appendix 6 Instrumen Penilaian Sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	...	75	75	50	75	275	68,75	C
2

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:

100 = Sangat Baik

75 = Baik

50 = Cukup

25 = Kurang

2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$

3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$

4. Kode nilai / predikat :

75,01 – 100,00 = Sangat Baik (SB)

50,01 – 75,00 = Baik (B)

25,01 – 50,00 = Cukup (C)

00,00 – 25,00 = Kurang (K)

5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

2. Penilaian diri

format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50		250	62,50	C
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50			
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :

- Skor penilaian Ya = 100 dan Tidak = 50
- Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $4 \times 100 = 400$
- Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(250 : 400) \times 100 = 62,50$
- Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
- Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

3. Penilaian teman sebaya

Nama yang diamati : ...
 Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100			
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $5 \times 100 = 500$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(450 : 500) \times 100 = 90,00$
4. Kode nilai / predikat :
75,01 – 100,00 = Sangat Baik (SB)
50,01 – 75,00 = Baik (B)
25,01 – 50,00 = Cukup (C)
00,00 – 25,00 = Kurang (K)

4. Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Tujuan Komunikatif	Sangat memahami	5	4	
		Memahami	4	3	
		Cukup memahami	3	2	
		Kurang memahami	Hampir tidak Memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat Runtut	5	4	
		Struktur teks yang digunakan runtut	4	3	
		Struktur teks yang digunakan cukup runtut	3	2	
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat	5	4	
		Variatif dan tepat	4	3	
		Cukup variatif dan tepat	3	2	

		Kurang variatif dan Tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan Tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

5. Penilaian keterampilan

1. Penilaian Presentasi/Monolog

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum		10	

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

2. Rubrik untuk Penilaian Unjuk Kerja

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Role Play	Membaca script, kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap

			dan unsur kebahasaan sesuai
Simulasi	Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat	Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat	Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat
Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik
Melakukan Monolog	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar	Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi

Keterangan:

MAHIR mendapat skor 3

MEMUASKAN mendapat skor 2

TERBATAS mendapat skor 1

3. Penilaian Portofolio

Mata Pelajaran : Bahasa Inggris
Alokasi Waktu : 1 Semester
Sampel yang Dikumpulkan : karangan

Nama Peserta didik : _____

Kelas : _____

No	Kompetensi Dasar	Periode	Contoh aspek yang dinilai				Catatan pendidik
			Tata bahasa	Perbendaharaan kata	Kelengkapan gagasan	Sistematika	
1.	Menulis karangan deskriptif	30/7					
		10/8					
	 dst					
2.	Membuat Resensi Buku	1/9					
		30/9					
	 dst					

4. Penilaian Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Keaslian Penulisan	Sangat original	5	4	
		Original	4	3	
		Cukup original	3	2	
		Kurang memahami	Hampir tidak original	2	1
		Tidak original		1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul	5	4	
		Isi sesuai dengan judul	4	3	
		Isi cukup sesuai dengan judul	3	2	
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	Keruntutan Teks	Keruntutan teks sangat tepat	5	4	
		Keruntutan teks tepat	4	3	
		Keruntutan teks cukup tepat	3	2	
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat	5	4	
		Pilihan kosakata tepat	4	3	
		Pilihan kosakata cukup tepat	3	2	
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat	5	4	
		Pilihan tata bahasa tepat	4	3	
		Pilihan tata bahasa cukup tepat	3	2	
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4
		Penulisan kosakata tepat		4	3
		Penulisan kosakata cukup tepat		3	2
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	2	1
		Penulisan kosakata tidak tepat		1	
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca		5	4
		Tulisan tidak rapi tetapi mudah terbaca		4	3
		Tulisan tidak rapi dan tidak mudah terbaca		3	2
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hampir tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		1	

5. Penilaian Kemampuan Berbicara (*Speaking Skill*)

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Pengucapan (<i>pronunciation</i>)	Hampir sempurna		5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
2	Intonasi (<i>intonation</i>)	Hampir sempurna		5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
3	Kelancaran (<i>fluency</i>)	Sangat lancar		5	4
		Lancar		4	3

		Cukup lancar		3	2
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna (<i>accuracy</i>)	Sangat tepat		5	4
		Tepat		4	3
		Cukup tepat		3	2
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

9. Research Schedule

No	Activities	Year						
		Month						
		Nov	Dec	March	Apr	May	Jun	Jul
1	Research Preparation Stage							
	a. Preparation and Submission of titles							
	b. Submission of Proposal							
	c. Research Permission							
2	Implementation Phase							
	1. Data Collecting							
	2. Data Analysis							
3	the stage of preparing the report year month							

UNIVERSITAS MUSLIM MAROS

LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT

Kampus 1 : Jalan Dr. Ratulangi No.62 Maros Sulawesi Selatan, Telp. (0411) 8938018
e-mail : lppnummayapimmaros@gmail.com, Kode Pos 90511
Kampus 2 : Jalan Kokoa – PamelaKang Je'ne Kelurahan Allepolea Kecamatan Lau Kabupaten Maros



Nomor : 1221 /LPPM-UMMA/VI/2020
Lampiran :-
Perihal : Permohonan Rekomendasi Izin Penelitian

Kepada yang terhormat :
Kepala Sekolah SMP Negeri 5 Mandai
Kabupaten Maros
Di -
Tempat

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dengan hormat
Dalam rangka penyelesaian studi akhir mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Muslim Maros (FKIP-UMMA) tahun akademik 2019/2020, maka kami mohon kiranya bapak/ibu dapat memberikan permohonan izin penelitian kepada mahasiswa tersebut di bawah ini pada lokasi sebagaimana tercantum dalam proposal yang terlampir.

Adapun data diri mahasiswa tersebut yaitu :

NAMA : Nur Faindah Syamsir
NIM : 16 88203 007
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
Lokasi Penelitian : SMP Negeri 5 Mandai Kabupaten Maros
Judul Penelitian : Improving reading comprehension skill through listen-read-discuss learning strategy eight grade at SMP Negeri 5 Mandai Kabupaten Maros

Demikian permohonan kami, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Maros, 17 Maret 2020
Ketua LPPM – UMMA,



Dr. Suhartina R., M. Hum.
NIDN: 0914017001

Tembusan Kepada Yth.:

1. Biro Administrasi Akademik
2. Dekan FKIP UMMA
3. Yang Bersangkutan
4. Peninggal



**PEMERINTAH KABUPATEN MAROS
DINAS PENDIDIKAN
UPTD SMPN 5 MANDAI - MAROS**

Alamat : Jl. Porors Makassar – Maros Km. 23 Mandai

SURAT KETERANGAN

No : 106 /106.1/SMP.05/TU.2020

Yang bertanda tangan di bawah ini Kepala UPTD SMPN 5 Mandai Kab. Maros Menerangkan bahwa

Nama : Nur Faindah Syamsir
NIM : 16 88203 007
Fakultas : Keguruan dan Ilmu Pendidikan Universitas Muslim Maros
Program Studi : Pendidikan Bahasa Ingggris
Judul Penelitian : Improving Reading Comprehension Skill Through Listen-Read-Discuss (LRD) Learning Strategy VIII Grade at SMP Negeri 5 Mandai Kabupaten Maros
Lokasi Penelitian : UPTD SMPN 5 Mandai Maros

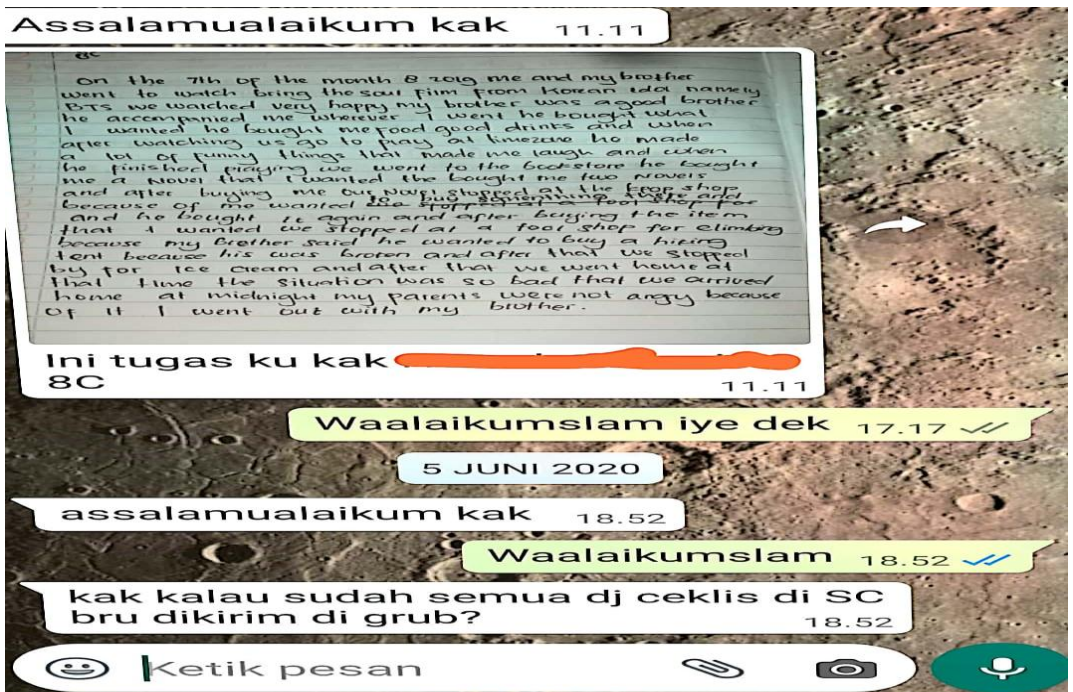
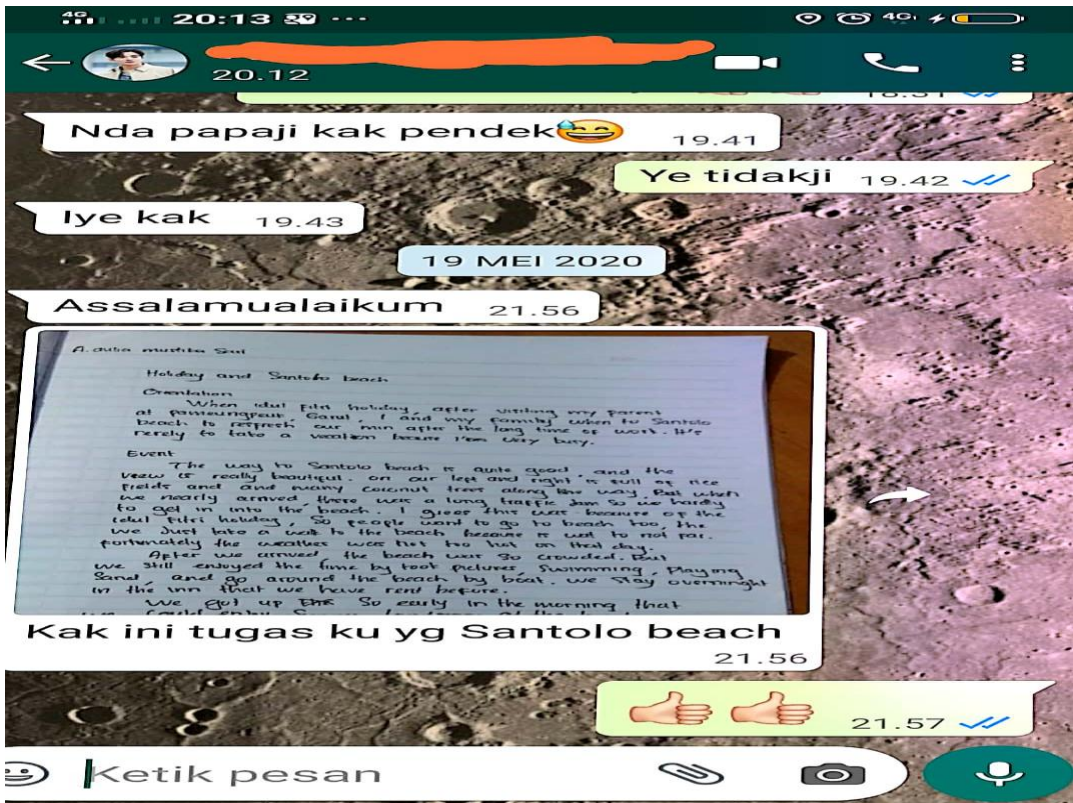
Benar Telah Melaksanakan Penelitian Secara On Line Dari Tanggal, 26 April s/d 30 Juni 2020. Pada UPTD SMPN Mandai Kab. Maros. Tahun Akademik 2019/2020.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana meestinya.



Mandai, 14 Juli 2020
Kepala UPTD SMPN 5 Mandai

H. Sidiqul Mawwa, S.Pd., M.Pd
NIP. 198602 2 034



Terima Kasih kak...

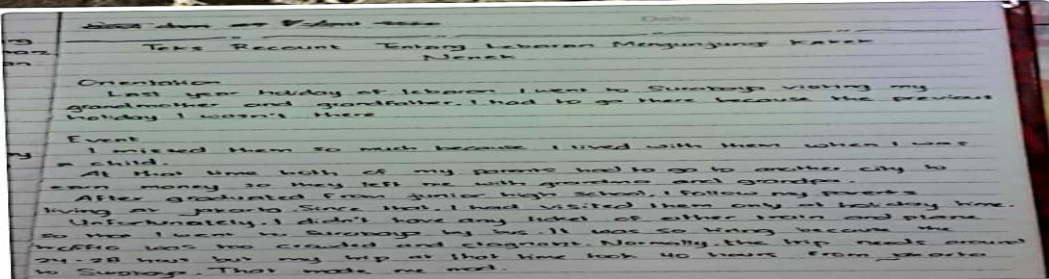
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Assalamualaikum...Kak ini tugas kelompok dri [redacted] kelompok 4

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waalaikumsalam



Dngan rekman nya

13.38

Mksih kak

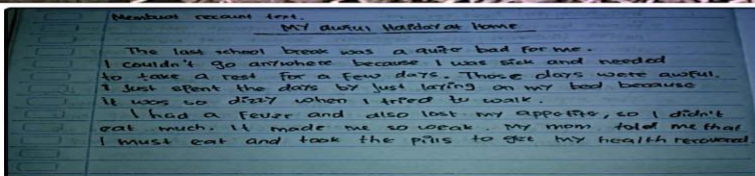
13.38

Jngn krim teksny d grub nah

13.38

+62 853-4388-7038
Mksih kak
Iye sma"

13.38



Assalamualaikum kak ini text dari klp 2.

14.32

1. [redacted]
2. [redacted]
3. [redacted]
4. [redacted]
5. [redacted]
6. [redacted]

14.32



14.42

Ketik pesan



NUR FAINDAH SYAMSIR, Born in Maros, 03 October 1998, the first of 3 young, from couple Syamsir with Muliani. In 2004 began entering format education at SD Negeri 21 Sanggalea and the end in 2010. The same year the author continued education to SMP Negeri 1 Turikale Kab. Maros and the end in 2013, then continued education to SMK Darussalam Makassar and the end of 2016. In the same year the author continued education to University at the Univesitas Muslim Maros at the FKIP program English Education Department . in 2020 the author completed this study with scientific work titled “ **Improving Reading Comprehension Skill Through Listen- Read- Discuss (LRD) Learning Strategy of VIII Grade at SMP Negeri 5 Mandai in Maros Regency**”.