

**IMPROVING STUDENTS' READING COMPREHENSION THROUGH
LISTEN-READ-DISCUSS STRATEGY**

(A Classroom Action Research to the Tenth Grade Students of SMA Negeri 2
Sungai Raya in the Academic Year of 2021/2022)

A THESIS

By:

REVI PERMATA SARI

NIM. 321810073

English Education Study Program



**LANGUAGE AND ART EDUCATION FACULTY
INSTITUTE OF TEACHER TRAINING AND EDUCATION
TEACHER ASSOCIATION OF THE REPUBLIC OF INDONESIA
PONTIANAK**

2023

**IMPROVING STUDENTS' READING COMPREHENSION THROUGH
LISTEN-READ-DISCUSS STRATEGY**

(A Classroom Action Research to the Tenth Grade Students of SMA Negeri 2
Sungai Raya in the Academic Year of 2021/2022)

A THESIS

By:

REVI PERMATA SARI

NIM. 321810073

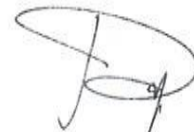
Approved by:

Main Supervisor

Assistant Supervisor

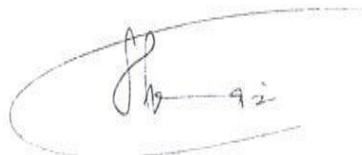


Dr. Diah Astriyanti, M.Pd
NPP. 202 2010 091



M. Iqbal Ripo/Putra, M.Pd
NPP. 202 2012 187

Legalized by,
Dean of English Study Program
IKIP PGRI Pontianak



Sahrawi, M.Pd
NPP. 202 2014 281

**IMPROVING STUDENTS' READING COMPREHENSION THROUGH
LISTEN-READ-DISCUSS STRATEGY**

(A Classroom Action Research to the Tenth Grade Students of SMA Negeri 2
Sungai Raya in the Academic Year of 2021/2022)

A THESIS

By:

REVI PERMATA SARI

NIM. 321810073

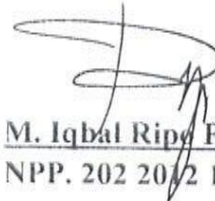
Approved by:

Main Supervisor

Assistant Supervisor



Dr. Diah Astriyanti, M.Pd
NPP. 202 2010 091



M. Iqbal Riza Putra, M.Pd
NPP. 202 2012 187

Legalized By
Dean Of Language And Art Education Faculty



Muhammad Lahir, M.Pd.
NPP. 202 2010 090



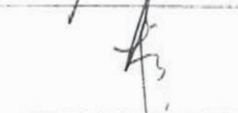
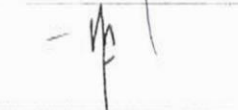
LEGALIZATION FORM BOARD OF EXAMINATION

This Thesis Was Examination Which Was Officially Held At:

Day :

Date:

Team Examiner

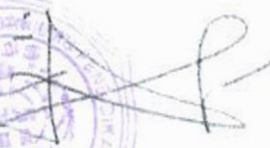
No	NAME	POSITION	SIGNATURE
1.	Dr. Diah Astriyanti M.Pd	First Examiner	
2.	M. Iqbal Ripo Putra M.Pd	Second Examiner	
3.	Finny Anita M.Pd	Third Examiner	
4.	Tri Kurniawati M.Pd	Fourth Examiner	

Faculty : Language and Art Education

Study Program : English Education

Legalized By:

Dean of Language and Art Education Faculty


Muhammad Lahir, M.Pd.
DENPP. 202 2010 090

LANGUAGE AND ART EDUCATION FACULTY
INSTITUTE OF TEACHER TRAINING AND EDUCATION
TEACHER ASSOCIATION OF THE REPUBLIC OF INDONESIA
PONTIANAK

2023

PERNYATAAN

Yang bertanda tangan dibawah ini, saya :

Nama : Revi Permata Sari
Nim : 321810073
Program Studi : Pendidikan Bahasa Inggris

Dengan ini saya menyatakan bahwa dalam skripsi ini dengan judul: **“IMPROVING STUDENTS’ READING COMPREHENSION THROUGH LISTEN-READ-DISCUSS STRATEGY (A Classroom Action Research to the Tenth Grade Students of SMA Negeri 2 Sungai Raya in the Academic Year of 2021/2022)”** Beserta isinya adalah benar-benar karya sendiri, dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini saya siap menanggung resiko/sanksi yang dijatuhkan kepada saya apabila kemudian hari ditemukan ada pelanggaran terhadap etika keilmuan dalam karya saya ini, atau klaim dari pihak lain atas keaslian karya saya.

Pontianak, Desember 2022

Yang membuat pernyataan,



Revi Permata Sari

Nim. 321810073

PRONOUNCEMENT

Hereby, I pronounce that the thesis entitled:

“IMPROVING STUDENTS’ READING COMPREHENSION THROUGH LISTEN-READ-DISCUSS STRATEGY(A Classroom Action Research to the Tenth Grade Students of SMA Negeri 2 Sungai Raya in the Academic Year of 2021/2022)”

was written by me, and I do not any kind of plagiarism which is contradicted with the prevailing ethics of science in the scientific community. As a consequence, I would accept any sanction if I have been proven to do a violation towards ethics of science on my work or claim from any other party in the authenticity of my work.

Pontianak, Desember 2022
The Researcher



Revi Permata Sari
Nim. 321810073

DEDICATION

Deep in my heart, the researcher wants to be dedicated to someone who cares for and loves me. Therefore, I would like to save this thesis to:

1. My beloved parents for support, loves, and wish my success financial and motivation.
2. My beloved sisters always support me till the end.
3. My beloved friends, Tiorisma, stevania, yulia, liani who are always together in working on this thesis until it's finished,
4. My beloved almamater institute of Education Teacher Association of the Republic of Indonesia, Pontianak.

MOTTO

“Education is the most powerful weapon we can use to change the world”

(Nelson Mandela)

“Allah makes everything beautiful in his time, keep believing his plan is always perfect”

(Q.s : al-Insyirah 5-6)

ACKNOWLEDGEMENT

First of all, the researcher would like to thank Allah SWT almighty for the blessings and graces that have been given to the researcher so that she can finally complete this proposal by title “Improving Students’ Reading Comprehension Through Listen-Read-Discuss Strategy (A Classroom Action Research to the Tenth Grade Students of SMA Negeri 2 Sungai Raya in the academic year of 2022/2023.” The researcher also realizes that without the help of other parties, this thesis could not be completed. The researcher would also like to express his deepest gratitude and appreciation to:

1. Dr. Diah Astriyanti, M.Pd, as the main supervisor and for his guidance and support in this work.
2. M. Iqbal Ripo Putra, M.Pd, as the assistant supervisor who has given motivation, suggestion, guidance, support, time, and helping durring the writting of this thesis.
3. Muhamad Firdaus, M.Pd, as the Rector of IKIP PGRI PONTIANAK.
4. Muhammad Lahir, M.Pd, as the Dean of Language and Art Education Faculty of IKIP PGRI PONTIANAK.
5. Sahrawi, M.Pd as the Head of English Education Study Program of IKIP PGRI PONTIANAK.
6. Desi Sri Astuti, M.Pd as the Secretary of English Education Study Program of IKIP PGRI PONTIANAK.
7. The lecturers and staff of English Education Study Program of IKIP PGRI PONTIANAK who have dedicated themselves for education, moreover teaching and guiding the reseacher in finishing this thesis.
8. Beloved parents, brothers, sisters, and friends, for their endless love and prayer so this thesis can be finished.
9. All C Morning friends who have given much help in order to correct the thesis during finishing this thesis.

10. Tiorisma Esteria Manalu, Stevania Ningsih Sulastri, Yulia Wulanda sari, Liani Ira as a friend who always supports and provides motivation in completing this thesis.

The researcher aware that this thesis is far from perfect. Therefore, the researchers needs critics and suggestion to make this thesis better.

Pontianak, Desember 2022

Revi Permata Sari

ABSTRACT

REVI PERMATA SARI (321810073): **“Improving Students’ Reading Comprehension Through Listen-Read-Discuss Strategy (A Classroom Action Research to the Tenth Grade Students of SMA Negeri 2 Sungai Raya in the Academic Year of 2021/2022)”**. Supervisor: **Dr. Diah Astriyanti, M.Pd** and Assistant Supervisor: **M. Iqbal Ripo Putra, M.Pd**. Thesis: **Language Education and Art Faculty, IKIP PGRI PONTIANAK**.

The research was conducted in order how the Listen-Read-Discuss strategy improves students’ reading comprehension of recount text. This research was done by using classroom action research. It was carried out with tenth-grade students of SMA Negeri 2 Sungai Raya in the academic year of 2021/2022. The subject of this research was the science IPA 3 class which consist of 36 students. The instruments used to collect the data were field notes, and reading tests. To analyze the data, the researcher used qualitative and quantitative data. In qualitative data, the researcher analyzed the data by data reduction, data display, and drawing conclusions. In quantitative data, the researcher analyzed the data from the test which was calculated by the mean score in each cycle.

Based on the result of qualitative data, the finding of this research showed that during the teaching and learning process by Listen-Read-Discuss, the student’s improve and reading activity in were classrooms was improved. The field note showed that the student’s performance was improved from the first cycle to the second cycle. Furthermore, the result of quantitative data showed that the students’ mean score of reading comprehension in the first cycle and the second cycle improve reading comprehension.

Furthermore, the factor also influences improving students' reading comprehension through Listen-Read-Discuss strategy is an internal factor consisting of difficulties to understand main ideas, factual information, vocabulary, identifying references, identifying inferences. Based on the result of the research in this case, the author recommends to teachers that teachers should make better and more creative ways in applying techniques to teach reading skill. It can overcome students' difficulties in understanding longer reading materials texts and improve students' understanding of the material being taught.

Key words: *Reading Comprehension, Listen-Read-Discuss, Classroom Action Research.*

TABLE CONTENTS

ACKNOWLEDGEMENT	i
ABSTRACT	iii
TABLE OF CONTENTS	iv
LIST OF FIGURES	vi
LIST OF TABLES	vii
LIST OF APPENDIX	viii
CHAPTER I INTRODUCTION	1
A. Research Background	1
B. Research Question	3
C. Research Purpose	3
D. Significance of Research	3
1. Theoretical Benefit	3
2. Practical Benefit	4
E. Scope of Research	4
1. Research Variabel	4
2. Research Terminology	4
F. Research Methodology	6
1. Research Design	6
G. The Technique of Data Collection	6
1. Observation Technique	6
2. Measurement Technique	6
H. Tools of Data Collection	7
1. Field Note	7
2. Reading Comprehension Test	7
3. Classroom Action Research (CAR) Method	7
4. Step of Classroom Action Research (CAR)	9
5. Technique of Data Analysis	11
CHAPTER II LITERATURE REVIEW	14
A. Teaching Reading Comprehension	14
1. Definition of Reading	14
2. Definition of Reading Comprehension.....	15
3. Aspects of Reading Comprehension	15
4. Teaching Reading Comprehension	16
B. Listen-Read-Discuss (LRD)	17
1. Definition of LRD Strategy	17
2. Procedures of Using Listen-Read-Discuss	18
3. Implementation of Listen-Read-Discuss Strategy	20
4. Advantages and Disadvantages of LRD Strategy	21
C. Recount Text	22

1. Purpose	22
2. Type of Recount Text	23
3. Structure of Recount Text	23
D. Previous Study	24
CHAPTER III RESEARCH METHODOLOGY	25
A. Research Design	25
B. Procedures of Classroom Action Research	25
1. Planning	26
2. Acting	27
3. Observing	27
4. Reflecting	27
C. Research Subject	28
D. Technique of Data Collection	28
1. Observation Technique	28
2. Measurement Technique	29
E. Tools of Data Collection	29
1. Field Note	29
2. Reading Comprehension Test	29
F. Technique of Data Analysis	30
1. Qualitative Data	31
2. Quantitative Data	32
CHAPTER IV FINDINGS AND DISCUSSION	34
A. Research Finding	34
B. Discussion	55
CHAPTER V CONCLUSION AND SUGGESTIONS	58
A. Conclusion	58
B. Suggestion	59
BIBLIOGRAPHY	60
LIST OF FIGURES	

Figure

1.1 Circular process of Behavioral Research in the Classroom	8
3.1 Circular Process of Classroom Action Research According.....	26
3.2 Qualitative Data	31
4.1 Qualification of Students' Score in Cycle 1	50
4.2 Qualification of Students' Score in Cycle 2	51
4.3 Average scores of students in Cycle 1 and Cycle 2	52
4.4 The Improvement of Students' Mean Score Per Aspects of Reading Comprehension	54

LIST OF TABLES

Tables

1.1 Range Scores Classification	13
3.1 Reading Test 1.....	30
3.2 Reading Test 2.....	30
3.3 The Classification of Range Score	33
4.1 Students' Classification Range Score in Cycle 1	50
4.2 Students' Classification Range Score in Cycle 2	51
4.3 Improvement of Stuent's Mean Score 1 and Cycle 2 for Each Aspect of Reading Comprehension.	53

LIST OF APPENDICES

Appendix

1 Syllabus	63
2 Lesson Plan	68
3 Field Note	76
4 Reading Test.....	80
5 Key Answer of Reading Test	95
6 Students Worksheet	97
7 Students Answer.....	100
8 Documentation	104

CHAPTER I INTRODUCTION

A. Research Background

In the reading activity, when students read a book, students not only read the sentences, but please understand what students read. According to Harmer (2010:99), read very useful for learning languages. This means researcher can get more information read comprehend the meaning of text by reading it. In other words, you can get more information by reading. Read to understand what the text means students can develop they can learn their language by reading texts, they can learn various knowledge read. The main purpose of reading is to understand. Reading comprehension is the ability to extract and understand information and main idea from the texts read. According to Denton *et al*, (2007: 65), comprehension is the ability to derive meaning from text, and essential comprehension is the capacity to derive that means from the text. Most students are interested in reading, but many students do not, but there are a lot of students not interested in reading because it was hard to understand and they do not comprehend the material. However, it becomes a big problem that may be due to several factors such as background information, lack of vocabulary, and the structure of a sentence. Reading without understanding is not reading, reading has no meaning or understanding reading comprehension. Reading comprehension requires students understands text. When students don't understand text, it will be difficult for them information can be found in the text. In fact, students still have reading comprehension problems.

Based on observation made by the researcher to the tenth-grade students at SMA Negeri 2 Sungai Raya, researchers have reading comprehension problems that happened in the classroom. Firstly, they had difficulties understanding the context and getting information from the text, so the students failed to understand longer reading materials. First, the students lack vocabulary. It was proven when the teacher asked her to translate it sentence, they asked their friends or kept silent. They only understood several vocabularies from the text, this made it

difficult for students to read the text. Second, most students had trouble finding the main idea. Second, most of the students had difficulties finding the main idea, supporting detail, finding references, comprehending questions about the text, and copying their friends' work.

Concerning the problem above, the researcher offered students improve Listen-Read-Discuss strategy for identifying unfamiliar words understanding. Applying improved students reading comprehension and understanding focused on the action in texts and learning activities. Understanding the context help students easier know the meaning and detailed information of the sentences.

Therefore, research offer a stouse Listen-Read-Discuss strategy is that used by teaching-learning English. This strategy helps students to improve their abilities reading comprehension and this strategy allows to students to learn more effectively. The advantage to improve language learners appropriate and accurately, increase activity of students' attending English class as this is a prerequisite application, this method to steadily increase the number of language learners, because it is a prerequisite to increase students activity when attending English classes application, this way every students is involved in his reasoning excellence, In the form of direct opinion, she can direct his desires to those who researcher do not agree with this.

The disadvantages of this method are limitations on time and the instructor himself supervises all students. Meanwhile, the teacher himself cannot supervise his students properly then this Listen-Read-Discuss method could even be a boring method for students. this is in line with Manzo's idea and Cassela (2008 : 292) that strategy Listen-Read-Discuss is to be able to understand material. Based on another research related to Listen-Read-Discuss strategy, Maswa 2014 this research entitles "Improving Students Reading Comprehension on the Descriptive Text by Using Listen-Read-Discuss strategy" in this strategy, teachers can enable students to listen to teachers. the teacher can allow students to listen to what the teacher has to say carefully also students can re-read what they have heard from their teacher after that they form a group to discuss about what their teacher conveyed so that the formation of groups can make it easier for them to understand with various opinions from other friends.

The survey have been discussed the first research was conducted by (Maswa. 2014) the study is entitled, Student Reading Comprehension in Descriptive Text Using the Listen-Read-Discuss Strategy, Using Listen Read

Discuss Strategy And Motivation to Read for Students Reading Comprehension (Sri Ema Purwanti 2017), Improving Reading Comprehension with the 'ListenRead-Discuss' (LRD) Learning Strategy (Nur Faidah Syamsir, Zul Astri, Suhartina, Fhadli Noer (2021).

Based on the above description, researcher conducted a classroom action research by improving students' reading comprehension through Listen-ReadDiscuss strategy students in SMA Negeri 2 Sungai Raya class in the 2021/2022 school.

B. Research Question

The research question in this research is “How can Listen-Read-Discuss strategy improve the reading comprehension to the tenth grade students of SMA Negeri 2 Sungai Raya in the academic year of 2021/2022”

C. Research Purpose

The purpose of this research is "to investigate how Listen-Read-Discuss strategy can improve the reading comprehension to tenth grade students of SMA Negeri 2 Sungai Raya in the academic year of 2021/2022”

D. Significance of Research

Researchers believe that the study, can improve reading skills, especially for students learning English, especially in teaching reading skills. There are two types of outcomes, namely theoretical benefits and practical outcomes.

1. Theoretical Benefits
 - a. It can be a reference for teachers if they want to use Listen-Read-Discuss strategies in teaching reading comprehension.
 - b. It can be a reference for IKIP PGRI Pontianak, until become important for important information for the reader to be an investigation material in terms of the improvement of English learning, especially about reading comprehension.
2. Practical advantages
 - a. for students

This research is awaits stimulate with interested students and interested in gaining knowledge of English, in particular in reading comprehension, and can improve learning outcomes and encourage students become active in class.

- b. For teachers

Research is expected that the Listen-Read-Discuss strategy. Can be used by the teachers as the lessons applied in the learning read.

c. The researcher

The research could a breakthrough development of education, the process of teaching and learning in English.

E. Scope of Research

There are two things explained in this scope, namely variables and terminology :

1. Research Variable

Variables refer to characteristics or attributes of a person or organization measurable and vary by individual or organization examined (Creswell, 2007a). A variable usually varies in two or more rangers a category or set ratings that can be measured or rated on scale. A single variable in a study is very important because it tells us what it is going to measure. That is a variable is a study that tells us about what character the research will measure. According to Cresswell (2012: 112), variables are characteristics of individual or organizational attributes that can be measured by researchers to be observed and vary among individuals or organizations studied.

Based on the explanation above, this study focuses on a single variable students reading comprehension through Listen-Read-Discuss strategy.

2. Research Terminology

The researchers provide the following explanations which is used in this study. The them is below :

a. Reading comprehension

Reading is the process by which students acquire the ability to absorb information from any source, including easy-to-read ideas. Reading comprehension is one of the most important skills in language learning. Reading means learning to communicate and exchange information, understanding text word for word, and how students understand what they are reading.

b. Listen-Read-Discuss Strategy

The Listen-Read-Discuss or LRD strategy is a process by which students learn about reading concepts and discuss to find and learn similarities or differences in the information they read. LRD is also a powerful strategy for overcoming class discussion difficulties.

Students with no prior knowledge at the listening stage will be helped to understand the text at the reading stage. The LRD strategy is a simple and easy approach strategy that helps students in the listening phase to understand the text while reading the phase.

c. SMA Negeri 2 Sungai Raya

SMA Negeri 2 Sungai Raya is a designated Government High School located in JL DESA KAPUR Sungai Raya Subdistrict, Pontianak Regency. The researcher conducts a teaching practice specifically in her Xth grade. Researchers would like to conduct a study titled "Improving Student Reading Comprehension with Listen-Read-Discuss (LRD) Strategy". (Classroom Action Research to the Tenth Grade Students of SMA Negeri 2 Sungai Raya in the Academic Year (2021/2022)).

Based on the statement, the researchers will implement this the Listen-Read-Discuss strategy hypothesis to improve reading comprehension of the Students in Tenth Grade of SMA Negeri 2 Sungai Raya for the academic year 2021/2022.

CHAPTER II

LITERATURE REVIEW

A. Teaching Reading Comprehension

1. Definition of Reading

Reading is one of the four basic skills for learning a languages from scientific books or other writer media because by reading we will get the information we need. Reading is key to learning everything from the past, present, or future. The more reading we do, the more knowledge we will get. Reading is the process by which a student comprehends a written of texts for students to combine words that have the meaning of knowledge in reading and there is meaning in information related to reading in detail from a text which is from understanding in making the meaning of words. Sheng (2001: 12) in Rozimela (2014:416) reading is a communication process from author to reader. These are letters, words, sentences and clauses. Reading is a thought process, part of everything that happens to humans, and understanding text is closely related to life.

Grabe and Stoller (2011: 03) states that reading is the ability to draw meaning from the printed page and interpret this information appropriately. The process of extracting and interpreting information requires active brain activity. Reading, therefore, is the process of understanding the importance of reading texts in order to be properly informed.

Duffy (2009: 21), reading is a combination of monitoring, questioning, are predicting. The success full readers pay attention to what is happening and anticipate that there might be a need to change a weather.

Based on the definition, we can conclude that reading is an interactive process of translating printed characters into meaning to convey a specific message between the person who wrote it and the reader. In active reading, the reader incorporates background knowledge, emotions, and experiences to deepen the idea of understanding the meaning of the text.

2. Definition of Reading Comprehension

One of the purposes of reading is understanding. Reading can help students deepen their understanding. Comprehension refers to the process by which a person understands, what is written or spoken. Reading comprehension is developed not only by reading aloud, but also by understanding the meaning of a words, sentences, paragraphs, or ideas. According to Wolley (2011: 15), Reading comprehension is the process of giving meaning to a text.

Comprehension is the essence of reading because the goal of written language is to convey a message of. That means that comprehension understands of the text. If readers don't understand the message, we are don't read it (Duffy, 2009: 14) based on Lems, *et al* (2010: 170), "Reading comprehension is the ability to construct meaning from a given sentence". Furthermore, Lems, *et al* (2010:170) explain that reading comprehension is not a static skill. It depends on the purpose of reading and the text of the question. In other words, when a person understands his own reading, he comes to deeply understand its content and meaning. Reading comprehension is therefore the ability to extract information from written text through practice or knowledge of the reader to understand the meaning of the text

From this description, reading comprehension involves developing extensive repertoire of location words, learning the meaning of the vocabulary encountered, learning the meaning of location words, learning the vocabulary encountered, and deciphering through text narration. concluded that it is a process. I can do it. Learn how to extract meaning from text. Reading comprehension is the activity of understanding what is written.

3. The Aspect of Reading Comprehension

Several aspects must be known by the reader in reading comprehension. According to Juita, *Et al.* (2014) pointed out some aspects of reading comprehension : a. Main idea

The main idea is the main important or central idea of paragraph or large section of the text that, which tells the reader what the text is about.

According to Olviyanti *et al.*, (2015:3), the main idea is the most important one to describe in a paragraph or text.

b. Vocabulary

Vocabulary is essential for anyone who wants to speak read utterances. According to Linan *et al.*, (2007:87). The role of vocabulary in reading is clearly understood knowledge of vocabulary, understanding the meaning of words, and their usage help build reading comprehension and knowledge.

c. References

References are words or phrases used either before or after the reference in the reading material. According to Olviyanti *et al.*, (2015:4), a References word is repeating the same word or phrase multiple times after use.

d. Inference

In some cases, the students must read carefully to understand the text being read. In other words, reasoning questions ask students to reason for themselves based on the text they read.

e. Detail information

The nature of this question is to asks for one piece of information rather than not all of information in the text. The answer is usually found in the repetition of the sentences in the text. In other words, the correct answer has a similar ideas to the text, but the words used are different.

From the explanations, reading comprehension has five dimensions. The research will focus on the five aspects, there are factual information, main idea, vocabulary, and reference because all the test item text includes them all.

4. Teaching Reading Comprehension

As one of the most important skills, reading is primarily considered educational. However, teaching reading comprehension is challenging and allows students to understand several factors that must be considered fully understand and how to teach students and make them understand the text of reading.

Reading is a natural process of generating meaning from written text. According to Nunan (1989:17), reading is a complex cognitive process of deciphering symbols to construct or infer meaning. This means that when reading, readers use multiple cognitive skills to make sense of the text as a way to gain the information. Besides, Mark (2004: 9) also states that the purpose of

reading objective is to acquire information, identify of the text read, and recognize the meaning of the words within the text. The information in the text is not always clearly stated, so the reader should not only pay attention to the print, but also correctly understand what the author is sending to the reader.

B. Listen-Read-Discuss (LRD)

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

Manzo and Cassale (2008:378) stated that “Listen read discuss meets the requirements for teacher and students. It meet about the teacher explanation and students comprehension. According to the definition from Manzo, the researcher assumes that listen,read,discuss are the requirements of the teachers and students to facilitate the teaching of learning.

Manzo and Casale (1985) state that the LRD strategy is a comprehension strategy that builds student's prior knowledge before reading the text. Therefore, applying the LRD strategy may lead to successful reading tutoring activities. This strategy applies to students, as readers, listening to short stories about researchers. LRD is also a powerful tool for including literacy difficulties in classroom discussions. Since the content is initially dealt with orally, students who cannot read the entire text on their own can at least gain a superficial understanding of the reading. Therefore, this study offers the Listen-Read-Discuss strategy as a strategy for learning English. This strategy helps develop students' comprehension and builds their prior knowledge prior to reading the text. The advantage of this method is. The advantages of this method are to improve students' speaking skills properly and correctly, students get provisions from listening lessons before starting to read so that students are more likely to find facts and ideas when reading a book, and can communicate their expectations of ideas to their discussion friends. The strategy is for the students as the reader, to hear a short talk about the researcher's the text. A short story or information or knowledge about the text before the students begins reading is researcher's prior of the text. By giving the prior knowledge to the students, it is hoped that students can casier understand when reading the material and can comprehend the text. Moreover, after students listen to a short story about the text and read the text Listen-Read-Discuss uses discussion after students read, this activity is to enhance students' understanding of the text. There is a large group discussion or students engage in a small group discussion about the topic. In this activity, students discuss the text that they

have read. The students may be asked to complete an information sheet or a writing activity to further develop understanding. Through this activity, the writer can help students for understanding the text.

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

2. Procedures of Using Listen-Read-Discuss in Teaching Reading Comprehension

The procedure of teaching reading comprehension through ListenRead-Discuss based on the Taxonomy of procedures for teaching EFL reading and variations in teaching reading comprehension through LRD based on Manzo & Casale-Manzo (1985; 11) as follows: a. Pre-Activities

- 1) Teacher greets the students.
- 2) Teacher gives brainstorming to students.
- 3) Teacher stimulates students' curiosity.
 - Students predict what they will read.
- 4) Facilitating the task.
 - Teacher informs the class that teacher will present presentation which will cover all details of the material, but they will need to read to discover what questions these detail answer.

b. Whilst Activities

- 1) Teacher presents the information from the text in the customary lecture style.
- 2) Reading

Give the students times to read the textbook version of the same material.
- 3) Teacher puts the students into teams and provides times for students to delve into a topic in greater depth.
- 4) Checking comprehension and facilitating comprehension.

Discuss the material students have heard and read. Teacher can use question, adapted and extended from Smith in Manzo & Casale, these

questions recommended for provoking a fruitful discussion following reading:

- a) What did you understand most from what you heard and read?.
- b) What did you understand least from what you hear and read?.
- c) What questions or thoughts did this lesson raise in your mind about the content and/or about effective reading and learning?.

c. Post Activities Practicing reading skill.

1) The teacher gives the score and does reflection.

2) The teacher closes the meeting.

Tarekh Elabsy (2013) stated that in this activity, the students listen to a brief lecture by the teacher alongside the Listen-Read-Discuss to facilitate comprehension. The teacher asks the students to read and discuss what they have read in detail with the whole class. Students, who struggle with reading on their own will benefit from this activity as it builds on previous knowledge.

Listen to the teacher's topic introduction. The teacher asks the students to listen to their presentation. Read and discuss what you have read to deepen your understanding.

There are the procedures of Listen-Read-Discuss through Manzo (2005:390):

- 1) Listen: The researcher presents the information of recount text to the students' that they will be reading and this can be in the form of a short lecture on the reading material selected, here, the teacher tries to activate students' prior. The time for this step is approximately 10-15 minutes.
- 2) Read: Then, the students read a text selection about the topic. This explanation is compared with the information from the lecture. The passage from the textbook should cover the same information introduced in the lecture. A long reading assignment that brings in other topics is not appropriate. The teacher should let the students know that the purpose of reading is to experience another explanation of the topic and to compare it to the information they have just read.
- 3) Discuss: The teacher will lead a classroom discussion of the material that was read and encourage students to reflect on any differences between their readings of the content in the teacher presentation. So, in this step,

the teacher makes a small or large group and they ask questions. And in Monzo and Catle (2008: 390)

Based on the above procedures, researchers should conclude that Listen-Read-Discuss is an appropriate strategy for helping students understand the text. Students begin using this strategy by listening to researchers present the content of the text. Students then read the selected text and compare it with the information read by the author. Finally, discuss the text in groups.

3. Implementation listen-read-discuss strategy

The implementation of the Listen-Read-Discuss strategy is described below:

- a. Listen first, During this process, the teachers share topic or title. You can provide reading text from the materials and then the teacher read the text by the teacher or have the text read by the teacher. It tries to activate the prior knowledge of the students.
- b. In the second stage of reading, teacher encourages students to read what they read. Students mark important points contained in the text they read.
- c. The last step is discussion, in this process, students are divided into groups Four or her seven students then discuss key points ideas. After reading the text, the teacher asks the volunteer to present their results. Discuss it out loud in front of the class, and the teacher votes for the correct answers to the main ideas in each paragraph to other students.

4. Advantages and Disadvantages of Listen-Read-Discuss Strategy

Manzo and caselo (2005: 413) explain the advantages and disadvantages of using the Listen-Read-Discuss strategy. a. Advantages of the Listen-Read-Discuss strategy

- 1) Listen-Read-Discuss can be used for expert or poor readers.
- 2) Writers observe reluctant readers approaching the text with more confidence.
- 3) Its easy to use and requires very little preparation.
- 4) Helps students to comprehend the material presented orally.
- 5) Builds the students' prior knowledge before they reading the text.
- 6) Involve readers who are not comfortable with classroom discussions.
- 7) Students bring more information and enthusiasm follow-up reading.
- 8) Students who can read with greater comprehension.
- 9) I can contribute more to class discussion.

10) Is a flexible strategy that can be used in across all curriculum areas with almost any text.

b. Disadvantages of Listen-Read-Discuss strategy

- 1) Difficult to use on a dayily basis as teachers and students evolve prior knowledge takes time.
- 2) Select a specific text that you think your students may have missed beorehand knowlegde and support of Listen-Read-Discuss text required.
- 3) Most students do not need advanced content support you will need it, but people with reading difficulties and early language learners you will benefit greatly from this strategy.

The benefits of Listen-Read-Discuss can be see improving the reading comprehension of students for both good and poor literate students. Build students' prior knowledge before reading the text and compare information while reading the text. Finally, students participate in class discussions. This will improve their understanding of the text and increase students' confidence in class discussions.

Ismatun Ni'mah (2018) in addition that is advantages of Listen-ReadDiscuss, there are also disadvantages of the Listen-Read-Discuss strategy is difficult to use daily because developing the lecturer and students' prior knowledge is time-intensive. 41 it means that you can see the disadvantages of Listen-Read-Discuss the students will be confused and difficult on to daily basis.

Based on the above procedures, the researchers found that using the Listen-Read-Discuss strategy helps students understand the text, the strategy arouses students' interest and brings enjoyment to the learning process. concludes.

C. Recount Text

A recount is a type of text. Recount text the reality of the events. It has nothing complicated but here is a sequence of events. Recount text is a type of text used describe past events. Besides Anderson (1997) said that recount are texts used to retell past events, generally in chronological order. Aimed to retell past events to inform the readers. There are essential parts of the text.

1. Purpose

The purpose is the destination of the writer's texts. The purpose of a recount is not to write in the texts but is available in the message. Cavanagh (1998: 12) states that the purpose is to reconstruct past events by retelling them in the order in which they occurred. Literacy recount also has the purpose to entertain.

2. Type of Recount Text

Literacy secretariat (2012: 1) stated that the types of recount text are not only as mentioned above, but also there are two types more. So, the types of recount text are :

- a. Person Personal Stories-retelling of activities in which the author was personally involved and can be used to build author-reader relationships, e.g. genealogy, diaries, personal letters.
- b. Fact reporting – Reporting incident details through reconstruction of factual information. Police Accident Reconstructions, Historical Stories, Biographical and Autobiographical Stories.
- c. Imaginative Storytelling-Applying factual knowledge to fictional to interpret and narrate events. A day in the life of a Roman slave who discovered radium in.

Furthermore, the researcher focuses on personal recounting because personal recounting has been the material for senior high school in Indonesia. A personal recount is a writer first person (I, We). Perspective will depend on the writer. The writer writes about different events and experiences.

3. Structure of Recount Text

The structure of the recount text is part of the recount. A recount is concerned with the a series of events related to a specific activity. There is three basic part of story, it consists of orientation, series of events, and reorientation.

a. orientation

Orientation from the first paragraph of the written recount. It provides all the background information necessary to understand the text. Writers should provide information about what happened, who or what was involved, when and where the events occurred, and why.

b. Events

They are typically organized chronologically. Unity among paragraphs is installed thru using time connectors. Arranged chronologically. Unity between paragraphs is established through the use of time connectors. A sequence of events arranged in chronological order. In this part, students should concentrate on providing details from the text. In this part of the students need to focus on supplying the detail from the text. Generally, the recount is sequenced in time order. Visual elements such as maps, diagrams, and flow chart illustrations. Timelines and photographs can be added during writing.

c. Re-orientation

This final section concludes the retelling by summarizing the findings, evaluating the topic, and providing personal comments. This is optional and is often used to conclude a series of events and complete writing. Links to some of the information in the orientation paragraph.

There were parts that the writer has to do when writing a recount text. The writer has to arrange an orientation, events, and reorientation. The writer can not write beside the formula structure above because the rules have in the recount text. The structure of reaggregated text is also called general structure. The general structure is the elements that need to be arranged to create a suit for the purpose of the genre. Below is an example of recount text.

D. Previous Study

Research by Doni Sudiby, Agus Setiawan, Anis Rahmawati (2020) conducted a study entitled The Influence by Using Listen-Read-Discuss (LRD) strategy Toward Students Reading Comprehension on Narrative Text. To improve Students Reading Understanding Class Eleventh-Grade The results showed that L-R-D is a strategy, while L-R-D is an appropriate and useful strategy for improving reading comprehension.

The next research is to improve reading comprehension Skills through Listen-Read-Discuss (LRD) Learning Strategies (Nur Faidah Syamsir, Zul Astri, Suhartina, Fhadli Noer (2021). He found that students who were actively involved in the teaching and learning process were more motivated and interested in reading English than before. Significant improvement in students reading comprehension through the Listen-Read-Discuss (LRD) strategy.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, researchers used classroom activity studies as research design. Classroom Action Research (CAR) is used for this help teachers find out what's happening in the classroom and take action and use informed decisions to make informed decisions. As quoted by Burns (2010: 5), states:

"Action research is carried out by the teacher in their context, in their class the teacher identifies the problem or hypothesis that they think about or introversion. They document the intervention and the positive results can lead to the dissemination of information. Otherwise, the cycle can be started again."

Action research in the classroom is part of a board movement that has been around going on in education in general for some time. This is related to the ideas of 'reflective practice' the 'teacher as a researcher' (Burns, 2010: 2). as Pelton (2010 : 3) states "classroom action research is a systematic approach to teaching practice"

Classroom action research is a type of reflective research used to improve professional the classroom practice. According to Carr and Kemmis, cited in Ary *et al*, (2010: 541), their understanding of those practices, and the context in which exercises are conducted.

From the above exaplanations, we can be conclude that classroom action research is research that is conducted to solve the problems that arise in during the teaching and learning process. Research conducted to solve problems that arise during in the process of teaching and learning. Research conducted to solve problems that arise during class and learning process. can also be defined as a request made to make a change improve teaching practices.

B. Procedures of Classroom Action Research

The research process is very important as you need to know step by step how to conduct the research. In this study, the researchers used

classroom involved several step and models. The implementation of classroom action research included some steps and the model. Based on the model developed by Kemmis and McTaggart cited in Burns (2010: 8), Method of educational the procedures of classroom research included: planning, acting, observing, and reflecting.

The four steps explained, can be described in the figure below:

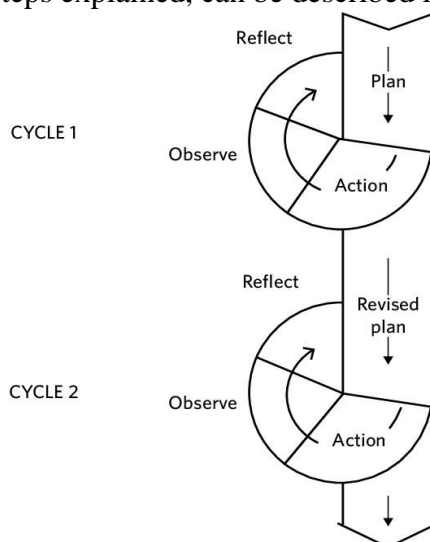


Figure 3.1

Circular Process of classroom action research according to Kemmis and McTaggart in Burns (2010: 9)

Based on the figure above, the intruotional of classroom action research are explained below:

1. Planning

Planning was the first step in action research, according to Kemis & Mac Taggart in Burns (2010: 8), “planning is to identify a problem or issue and develop a lesson plan of action in order to bring about improvements in a specific area of the research context”. During the planning phase, the researchers identified the problem show up in the classroom and come on up with how to create a good plan. With researcher and Maam Jubaidah S.Pd as the collaborator prepared everything that was needed in doing the research. Researcher have created a lesson plan to guided the researcher along the way material especially for

teaching and teaching-the learning process and the material about reading comprehension, especially in recount text.

Researcher then produced field notes for classroom observations to learn the context of the teaching and learning process when the Listen-Read-Discuss was applied. Researcher also pround that students a reading test to know whether the students' reading comprehension improve or not. 2. Acting

Kemmis & Mc Taggart in Burns (2010:8) stated that the acting is carefully considered, including conscious interventions in educational setting that act over an a agreed period of time. The action was the implementation of planning which had been prepared by the researcher. An action referred to the activity that was done by the researcher in the classroom related to implementation of Listen-Read-Discuss in education reading comprehension on recount text. In this phase, the researcher taught the students by implementing Listen-Read-Discuss. Based on the lesson plans created during the planning stage, teachers acted as collaborators and used field notes to observe what is was happening in the classroom, including teacher performance, students, and class situations.

3. Observing

According to Kemmis & McTaggart in Burns (2010: 8) Observation is a data collection phase where you use 'open-eyed' and 'open-minded' tools to collect information about what is happening. Observation referred to the step where the researcher and her collaborator observed the process of and learning process when conducting of listenread-discuss. The activities in the observing phase would be done by the collaborator by field note when the researcher teacher the students in the class through Listen-Read-Discuss.

4. Reflecting

Reflecting the last, Methods of educational behavioral research. Kemis & McTaggart of Burns (2010: 8) say: "At this point, you reflect on, evaluate and describe the effect of the action in order to make sense of what has happened and to understand the issue you have explored more clearly". In this phase, the researcher and her collaborator analyzed, discussed, and evaluated. The process of teaching and learning process

based on the observational data. The process of the teaching and learning based on observational data. Researchers were therefore able to set things up for development and improve the educational process for the next cycle if the cycle to be run was not yet successful.

C. Research Subject

The object of this investigation is class X IPA 3 of SMA Negeri 2 Sungai Raya. The number of subjects was 36 students. The researcher chooses X IPA 3 because based on the pre-observation, this class still has a problem with reading comprehension skills, such as finding the main idea, finding factual information, guessing vocabulary, identifying references, and inference. Researchers are therefore interested in applying Listen-ReadDiscuss to find solution.

D. Technique of Data Collection

In this research, the researcher used observation and measurement as the technique to collect the data. The observation technique was used by the researcher to observe what happened in the classroom, including the condition during the teaching-learning process. Meanwhile, during teaching learning process. Measurement techniques, on the other hand, have been used by researchers to measure student performance, especially in reading comprehension of texts. Both were explained further based on:

1. Observation Technique

Observation is one of the method of data collection in the research process up to quantitative research. According to Ary *et al* (2010: 431), observation is a fundamental method of data collection in qualitative research and is more than just a 'meeting place'. In this research, the researcher the used observation technique to observe students' activities during the implementation of listen-read-discuss in reading activities. The researcher used field notes for the observation technique.

2. Measurement Technique

Measurement is one of the techniques in the research process with the instrument in quantitative research. The use of the measurement technique measured the student's achievement in reading comprehension. According to Ary *et al* (2010:431) measurement is the assignment of

numerical objects or events according to rules. The researcher used reading comprehension test as a tool the measurement technique.

E. Tools of Data Collection

Data collection tools are very important for obtaining objective results. In this study, researchers used field notes and reading comprehension tests as data collection tools:

1. Field Note

A field note is a common tool to record the data during observation. Researchers may make brief notes during the observation, but later later exted the presentation of the field notes (Ary *et al.*, 2010:435). Field notes contained a record of facts during the process teaching and learning. Using this tool was used to capture facts that could not be included in the observation checklist table. Employees recorded their activities in field notes during the teaching and learning process. In the process of teaching and learning, the collaborator observed the teachers' performance, students' performance, and class conditions when the teacher was implementing listen-read-discuss.

2. Reading Comprehension Test

After the researchers distributed teaching material “apply listenread-discuss in the teaching and learning process”, then the researchers conduct tests to measure student learning outcomes, especially in reading comprehension. According to Ary *et al.*, (2010: 201) A test it a series of stimuli presented a person to ellicit a responses that can be assigned a numerical score. By reading tests, the researchers can tell if there has been a improvement. In this study, researchers can tell if there has used 20 test consisting of her five a,b,c, and d in each cycle. The question is use are based on the aspects of reading comprehension aspect. As a valid test as a data collection tool, the researchers asked the validator, Maam Dr. Diah Astriyanti M.Pd, to review the test content and validated the test items by determining whether the test was valid. Table of specification : **Table 3.1**

Reading Test Cycle 1

No	Aspect of reading	Number of test items
-----------	--------------------------	-----------------------------

1	Main idea	13, 5, 8, 20
2	Factual information	1, 3, 6, 7
3	Vocabulary	2, 9, 16, 19
4	Reference	11, 12, 15, 17
5	Inference	4, 14, 18, 10
Total		20

Tablel 3.2
Reading Test Cycle 2

No	Aspect of reading	Number of test items
1	Main idea	9, 12, 13, 16
2	Factual information	4, 7, 8, 10
3	Vocabulary	2, 3, 5, 9
4	Reference	1, 11, 17, 20
5	Inference	6, 14, 15, 18
Total		20

F. Technique of Data Analysis

After the data are collected, the researchers analyze the data by using qualitative and quantitate quantitative data. Qualitative data are provided from field notes. Meanwhile, researchers on the other hand, derive the quantitative data from reading comprehension tests.

1. Qualitative Data

Qualitative data means analyzing the qualitative data by word explanation and reporting descriptively. The research, there were three steps for qualitative data analysis according to Miles and Huberman (1994:10) as cited in Sugiyono (2013) as follows :

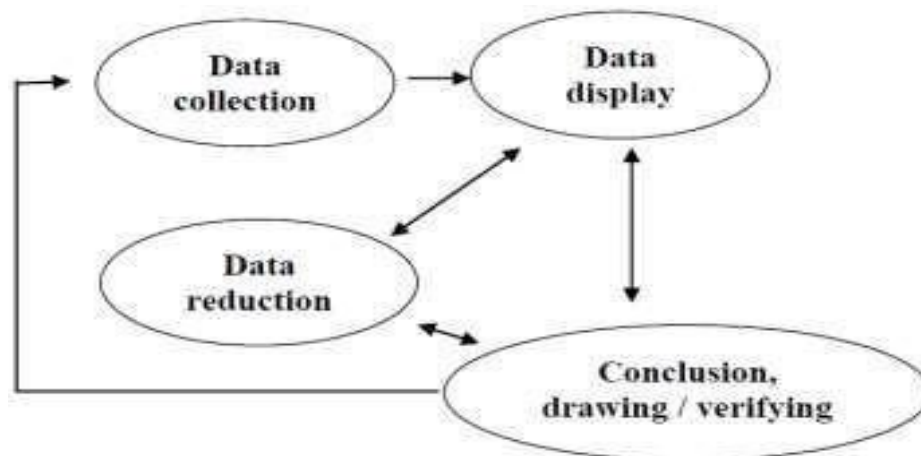


Figure 3.2

Miles and Huberman (1994: 10) as cited in Sugiyono (2013)

a. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the ‘raw’ data that appear in written-up field notes. As data collecting proceeds, there are further episodes of data reduction (doing summaries, coding, teasing out themes, making clusters, making partitions, writing memos). And the data reduction/transforming process continues after fieldwork until a final report is complete.

b. Data display

The second major flow of analysis activity is data display. We define a ‘display’ as an organized assembly of information that permits conclusion drawing and action taking. Looking at displays helps us to understand what is happening and to do something - further analysis or action - based caution on that understanding.

c. Conclusion drawing and verification

The third stream of analytic activity is conclusion drawing and verification. From the beginning of data collection, the [classroom researcher] is beginning to decide what things mean, noting regularities, patterns, explanations, possible configurations, casual flows, and propositions. The competent researcher holds these conclusions lightly, maintaining openness and skepticism, but the conclusions are still there, inchoate and vague at first, then increasingly explicit and grounded.

Miles and Huberman (1994:10) quoted from Sugiyono (2013)

2. Quantitative Data

For quantitative data, the researchers used two types of scoring: which are individual scores and mean scores. Were used to measure the student's achievement in reading comprehension on recount text. Researchers analyzed the using the following formula: a. Individual Score

Individual score were used by the researchers to determine students' individual reading comprehension scores, especially for recount text. The formula of the individual score is as follows :

$$S = \frac{R}{N} \times 100$$

Note: S : Score number of the test
 R : Number of correct answers
 N : The total number of the question
 100 : Maximum score

Taken from Sianturi&Sumarsih (2012:6)

b. Mean score

After the researchers calculated the individual score of the student's, then the researchers calculated the average mean score using the formula as follows:

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

Note :
 \bar{X} : Mean
 \sum : Sum of
 X : Raw scores
 N : Number of scores

Taken from Ary *et.al.*, (2010:108-109)

Table 3.3

The Classification of Range Score

Range Score	Classification
80-100	High
60-79	Mid
0-59	Low

Taken from Ary *et al.*, (2010:108-109)

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This survey was conducted with tenth-grade students of SMA Negeri 2 Sungai Raya for the academic year 2021/2022. Here, the researchers focused on improving the students' reading comprehension through the Listen-Read-Discuss strategy.

The researcher conducted the study in two cycles in the first cycle he gave his two meetings. The first meeting was a therapeutically applied learning activity, used to implement the Listen-Read-Discuss strategy in the learning activity applied to the treatment, and the second meeting gave the test to the students. In the second meeting, we gave the students a test, at the first and his second meeting treatment was applied, and at the last meeting the student was tested. The research was conducted on August 6th and Friday 2th September for cycle 1, and then continued on September 6th, 8th and 13th September for cycle 2. It was conducted in SMA Negeri 2 Sungai Raya. The subject was the students grade, specifically in X IPA 3 with consisting of 36 students.

Two types of data were that used in this study, namely qualitative data and quantitative data. Qualitative data were described as data taken from field notes. Quantitative data, on the other hand, is numerical data that gained from the result of the readings tests results.

1. How can Listen-Read-Discuss improve reading comprehension

a. The first meeting of the first cycle (6th August 2022)

1) Planning (5th August 2022)

On Tuesday, August 5th 2022 the researchers prepares the researchers instruments, such as a lesson plan. Planning is the step in which the researcher considers what kind of research is possible given the researcher reality and training, and what the researcher thinks could be improved, before the researcher implemented the

strategy of teaching reading comprehension, the researcher prepared a lesson plan which guided the teacher during the process of teaching and learning. Lesson plan was written based on the syllabus and had been discussed by the teacher and the researcher. After preparing researcher also created lesson plans the field note to observe the improving students reading comprehension through the Listen-Read-Discuss strategy.

In addition, researcher prepared the tests that have been validated by the validator the test contains 20 items to measure reading comprehension of first cycle students. The researcher used the lesson plan as guidance for researcher activities in class. And the second was material, in this research the researcher would add the name of things in school. These were teaching aids, the research prepared some instruments such as a whiteboard and some pictures of the school about the material used to teach reading comprehension. The third is a field notes sheet that was created to know the state of the teaching-learning process when the ListenRead-Discuss strategy was implemented. Because there are multiple options available, at this stage, researchers prepare everything necessary for the teaching and learning process through the ListenRead-Discuss strategy used in classrooms to improve reading comprehension. can be concluded that Students improve the recount text.

2) Acting (Tuesday, 6th August 2022)

At the first meeting, the researcher briefed the students how to count recount text by using Listen-Read-Discuss. after that, researcher explained reading comprehension on recount text. Then, the researcher also provided reading comprehension exercises on the recount text. Researcher asked students to look for difficult words from the recount text. Some, students determine the difficult words. and underline difficult words. They, started to know the English and Indonesia language. Then the researcher, asked the students to memorize the difficult words. The researcher gave examples of the

recount text. The students started to enjoy it and understand recount text. The students seemed to be paying attention to the researchers. Last, the researcher gave the students test essay questions, spelling, marking difficult readings, and reading the structure of the recount text section.

3) Observing (Tuesday, 6th September 2022)

At this stage, employees take notes in the classroom during the teaching and learning process. At this points, employees have created field notes during classroom teaching and learning. The collaborator observed and wrote and whole activities that happened in the classroom. The students' participation was still less because the students are just silent. As a result students were passive to speak up. Besides, the collaborator also wrote some notes about the student's performance, the researcher performance, and the classroom environment in the field note. Teacher can't control there were many students (36) in the class, and some students were listening to the teacher while the teacher was explaining the material, so the students did well. There were will confuse and felt nervous in front of the class. That made the teaching process less conductive.

4) Reflecting (Tuesday 6th August 2022)

In the reflecting stage, the researcher and the collaborator discussed the data that had been collected from field notes. Based on the field note it can be concluded. Or is the first meeting students are not active and still confused during the teaching and learning process with Listen-Read-Discuss (LRD).

b. The second meeting of the first cycle (2th september 2022)

1) Planning (1th september 2022)

At the second one meeting, at the second one meeting, the researchers prepared a new lesson plan. The teacher also prepared field notes. In field note had 3 components that are included the teacher's performance, students's performane and class enviroment. The component conducted to the activity happened at the class and the writem them in field note. The last of this phase, the researcher prepare reading comprehension test for students.

2) Acting (Friday, 2th September 2022)

The second activity was the opening and closing of the main activity. In the beginning, the teacher started by greeting the students, asked the students to pray first before start lesson, checked the students' attendance. The teacher were tired to spending a few minutes to motivate students to focus on the teaching and learning process. The teacher first asked the students about recount text. The example of question from the teacher are:

Teacher : have you ever learned about recount text?

Apakah kalian sudah pernah belajar recount text?

(the researcher repeated the question in Bahasa Indonesia to help the students understanding) Students : sudah miss, sudah pernah.

Teacher : Ok, good. What do you know about recount text?

What it is?

Apa itu recount text?

Students : Teks apa yang menceritakan kejadian atau pengalaman seseorang miss.

After the teacher asked the students, the teacher explained the that included recalculated texts included definitions, general structures, language features, and examples of recalculated texts. The reseacher also explained about listen-read-discuss strategy. Next, the teacher divided the students into five groups and asked each group, each group consisting of five students at random. After the teacher drives into groups, the teacher gave them the material on the bullet point titled "Holiday in Yogyakarta" (one group received two material sheets). The teacher instructed each group of students to read the text carefully and examine the text. The teacher asked students in groups to identify difficult words in the text. The example of difficult words are:

That was august 23, 2016. A week before that day I had been preparing everything. Then, at that day I eas ready for my holiday. at 9 in the morning, I went to the station. The train would arrive at 10 a.m. it took 30 minutes walking from my home to the station. at that stasion. I bought the ticket to go to Yogyakarta.

Then, the students write and then searched the meaning from the dictionary. The teacher asked the students to arrange difficult things in groups. Words into vocabulary lists and the students memorized alternately. At the first meeting, the students look passive and confused about the teacher's instruction because it was the first time they did it. The students also look confused how to use a dictionary. And sometimes, students are preoccupied with themselves and disturb other friends, it was made they did not focus on learning in their group. Students then identified the recount text and answer the answered verbal questions. Text given by the teacher based on the 5 aspects of reading comprehension that has been studied. The example of question are:

- a) What is the main idea of paragraphs 2?
- b) Yogyakarta is also named as?
- c) Based on the above sentences, which the following statement is TRUE?
 - Yogyakarta is not a famous place
 - Yogyakarta is a beautiful place
 - Yogyakarta have a Alun-alun kidul
- d) "They built a small village on an island. . . ." (last paragraph)"
Does the underlined word refer to?
- e) The synonym of the word "Beautiful" is?

At the end of the teaching and learning process of the first meeting, the teacher made conclusions about the lesson learned. The teacher asked the students which parts of the material the teacher was teaching they did not understand. The teacher's question is:

Teacher : did you understand the explanation of the material?

Students : no miss

Teacher : which part you did not understand?

Students : I did not understand how to determine the identification and description in recount text, and we did not understand aspects of reading, because you explained it too fast.

Teacher : alright, in the next meeting I will explain the material slowly and clearly

After that, the teacher then closed the session with these word good morning, have a nice day, and see you at the next meeting, and the teacher leave the class. At the second meeting of the first cycle, the teacher gave a students a reading comprehension, there had been 20 query within side the shape of the check became a couple of choices, the check became made primarily based totally at the 5 elements of analyzing comprehension, specifically locating the principle idea, namely finding the main idea, finding factual information, finding vocabulary in context, identifying reference and inference.

3) Observing (Friday, 2th September 2022)

At the second meeting, the students seemed did not indifferent to the teaching and learning process. At first, the researchers found the class difficult to control dueto the large number of students in the class, because of the many students in the class. But in the second meeting, the teacher was good enough to handle the class. However, at the second meeting, the teacher was good enough to lead the class. The students are still nervous about announcing their results in front of the class. a) Reflecting (Friday, 2th September 2022)

During this reflecting phases, the researchers and the collaborators reflected, discussed, and looked back on everything that happened during the teaching and learning process in the first cycle 1. Based on the data result, showed that there were many students' participation was still low, the students were still confused about the material because Which of them do not pay attention to teacher gave an explanation, and the students also looked confused about how to use a dictionary.

Sometimes, the students are also busy with themselves and their friends during the teaching and learning process using contextual clue technique. Or students looked passive, they did not ask whether they understand or not the material that was

taught by the teacher. Some of the students still asked permission to go to the toilet during the teaching and the learning process was ruined. Furthermore, the teacher looked still nervous, which inflamed the students' performance. In addition, the class environment also was tidy and so noisy, causing the teacher to explain too fast and the teacher could not manage the time good.

From the above description, we can conclude that in this cycle, learning takes place in the cycle. Learning activities in the classroom still could not improve the students' reading comprehension. In the classroom still could not improve the students' reading comprehension.

Researchers acting as teachers have not yet fully implemented contextual cues in the teaching and learning process, and the quality of the teaching and learning process remains satisfactory. That meant researchers and collaborators had to move on to the next cycle. Researchers and collaborators agreed that teachers should encourage students to learn reading comprehension of recounted texts more actively. Researchers as teachers also need to introduce listening-reading-discussion into reading education more than ever and monitor students more closely.

c. The first meeting of the second cycle (6th September 2022)

1) Planning (Monday, 5th September 2022)

Like the first cycle researchers, the researcher conducted the same treatment into the second cycle. Students' weaknesses were analyzed based on the results of their work in the previous cycle. Therefore, in this cycle. Therefore, in this cycle write tried to improve in teaching learning process. The following were the description of each meeting. To make the second cycle better than before, the researchers modified and tested several procedures to overcome the weaknesses encountered in the first cycle.

2) Acting (Tuesday, 6th September 2022)

After the preparations were ready, the researcher and the collaborator then applied listen-read-discuss strategy in the process

and learning. Actions also take place among the first grade students of SMA Negeri 2 Sungai Raya. The second cycle was divided into three meetings. The first meeting was held on September 6th 2022, the second meetings was held on September 8th 2022, and the third meeting was held on September 13th 2022.

During the action phase, all the activities followed the rules laid down in the lesson plan. The teacher entered the classroom to teach English subjects. At this first meeting, the teacher greeted the students asked the students to pray. First checked student attendance, checked the students' attendance, and gave a bit joke or warmed up to make the students feel well and got their attention. After giving the warming up, the teacher asked the students about it last materials taught by the teachers and asked them what the difficulties they learn recount text. The example of questions from the teacher are:

Teacher : Do you still remember the material last week?

Students : Yes miss. Miss, we don't understand about recount text which are part of identification and description and the aspects of reading comprehension.

Teacher : Well, listening carefully, I will explain about recount text and aspects of reading comprehension slowly.

Students : Yes miss.

The teacher then began explaining the learning material on about recount text starting with the definition, generic structure, language feature, and example of recount text, the teacher explains the material slowly and clearly so that the students can easily understand the material that the teacher explained.

The teacher also explained how to use a dictionary correctly and how to find difficult a sentece in the text by using a dictionary.

The students concentrate on listening to the teacher's explanation. Material were given by the teacher about recount texts in different texts. The teacher said to the students that today's lesson still used listen-read-discuss, the teacher also explained again about listenread-discuss. The teacher then gave the students the opportunity to ask questions about the learning strategy material they used. Some

students asked if they did not understand the material taught by the teacher.

Then the teacher divided the students into 5 groups as the group divided in cycle 1. After that, the teacher began implementing listen-read-discuss as usual based on lesson plan teaching and learning flow. The teacher gave the students a descriptive text material on the topic "Tickets" (each group was given two materials). The teacher then instructed each group of students to read the text carefully and examined the text. At that time, the students turned to the text with greater concentration and began to understand what they had to do. First, the teacher asked the students to divide into groups and identify words they did not know in the repetition text given by the teacher, and the teacher asked the students to look at the wider context. Examples of difficult words are:

Last week I went to the theatrer. It was the only theatrer in my town. I had a I free ticket to watch a movie. I had no idea about the movie I would like to watch and I did not know the schedule of that theatre. So, I just wanted to come and see if there was any good movie.

The teacher then supervised and guided the students and asked them to list difficult words in a the dictionary in the groups. Next, the teacher divided into groups and asked them to list the difficult words in a vocabulary list, and the students took turns memorizing them. Time was up, so the teacher continued the meeting the next day. Then interview with the teacher.

3) Observing (Tuesday, 6th September 2022)

At the second meeting, data indicated that students seemed interested in answering questions about improving student performance in the learning process. Students also use the ListenRead-Discuss strategy in the teaching-learning process to share ideas in group discussions. showed that the students seemed interested in answering the question asked by the improvement of students' performance in learning process. The students also share their idea in group discussion with the Listen-Read-Discuss strategy in teachinglearning process. a) Field Note

There were three aspects observed in the field note, namely students' performance, teacher performance, and class situation. The field note was written by the collaborator based on what happened in the classroom. In the student performance of the first cycle that written by the observer, the student didn't listen to the teacher's explanation well, so I couldn't understand when the teacher explained the material and gave instructions.

Because the students seemed narcissistic and annoyed with each other, the students did not concentrate on the teaching and learning process and were unable to answer the teacher's questions about the material. , did not work in groups due to poor understanding of the material. And students are still confused about the correct use of dictionaries.

Then, about the teacher's performance. The teacher cannot control the class well and she also did not get the students. The teacher then, asked of students in each group to discuss and find the meaning the teacher tried to guide them it the process of students process teaching and learning. In the porst activity, teachers gave feedback and conclusions about the material.

Finally, regarding the educational situation, the students were busy and the educational situation was very noisy. The class also not tidy, it was made the class not comfortable.

In this reflection period, researchers and collaborators reflected, discussed, and reflected on everything that had happened during the first Cycle 1 teaching and learning process. Based on the data results, many of the students involved were still at a low level, and students were still confused about the material because they didn't pay attention when the teacher gave them explanations.They used dictionaries..

4) Reflecting (Tuesday, 6th September 2022)

In this reflecting phase, the researcher and the collaborator reflected, discussed, and looked back on everything that happened during the teaching and learning process in the first cycle 1. Based on the result of the data, showed that there were many students' participation was still low, the students were still confused about the

material because many of them did not pay attention when the teacher gave an explanation, and the students also looked confused about how to use a dictionary.

Sometimes, the students are also busy with themselves and their friends in the process of teaching and learning the context clue technique. The students looked passive, they did not ask whether they understand or not the material that was taught by the teacher. Some of the students still asked permission to go to the toilet during the teaching and learning process was ruined. Furthermore, the teacher looked still nervous, which inflamed the students' performance. In addition, the class environment also was tidy and so noisy, causing the teacher to explain too fast and the teacher could not manage the time good.

From the explanation above, it can be concluded that in this cycle, learning activities in the classroom still could not improve the students' reading comprehension.

Researchers acting as teachers have not yet fully implemented contextual cues in their teaching and learning processes, and the quality of their teaching and learning processes is still satisfactory. So it meant that researchers and collaborators had to move on to the next cycle. Researchers and co-researchers agreed that teachers should encourage students to learn reading comprehension of recounted texts more actively. should be introduced into reading education and students should be monitored more closely.

d. The second meeting of the second cycle (Thursday, 8th September 2022)

1) Planning (Wednesday, 7th September 2022)

To make the second cycle better than before, the researchers had to modify some procedures to overcome the weaknesses of the first cycle. Recounted text material entitled "Ticket". This material is different from Cycle 1.

Then, Researchers have prepared everything necessary for the teaching and learning process. Then, the researcher and the

collaborator prepared field note and reading test. Then, the researcher and the collaborator prepared field note and reading test.

2) Acting (Thursday, 6th September 2022)

The second meeting was held on September 8th 2022. The teachers entered the classroom. At the second meeting, the teacher did the same thing as the first meeting at the beginning of the lesson. The teacher reminded the students about the material related to the last meeting. In this meeting, the teacher continues the student's activity in the group, arranging difficult words in a vocabulary list, and the students take turns memorizing them.

After that, The teacher then asked the students questions about the subject. The student then identified the recounted text and answered verbal questions about the text given by the teacher based on her five dimensions of reading comprehension that were investigated.

The example of questions are: a)

Where we will buy tickets

b) It has become the single most watched theatre attraction. (last paragraph)

The word "it" refers to. . . .

a) What is the main idea of paragraph 1 ?

b) What is the antonym of the word "Disappointed"?

c) The following statements are true, except

- Teatre is a unique work of art
- We can watch theater at certain events
- Theater is an art performance that has existed for a long time in Indonesia
- Theater is a literary work that is extraordinary

At the end of the teaching and learning process of the third meeting, the teacher outlined the lessons learned. The teacher asked the students which parts of the material the teacher taught they did not understand.

The question given by the teacher are:

Teacher : Did you understand the explanation of the material?

Students : Yess miss

Teacher : Any questions about the material we have learned?

Students : No miss.

The teacher also motivated students to study hard about counting recount text at their home. After that, the teacher concluded the lesson with the following words. Good morning, thank you for your attention, and have a nice day. Then, the researcher leaves the class.

In this cycle, the students appeared seemed active. And work more cooperatively than in the previous meeting, sometimes the teacher asked the students for material they didn't know. The teacher and the collaborator implemented the listen-read-discuss which gave more treatment to the students, it made the scholars apprehend the teacher's explanation and teacher's instruction. Students showed their interest and enthusiasm during in the teaching and learning process.

3) Observing (Tuesday, 6th September 2022)

In at the second meeting, the data were good as the students seemed interested in answering the teacher's questions. Researchers and collaborators found improved student performance in the learning process, and students became more active in teaching the learning process. Students share their work idea group discussion with the Listen-Read-Discuss Strategy in learning process.

4) Reflecting (Tuesday, 6th September 2022)

After planning, acting, and observing, researchers and collaborators conducted a reflective activity. Based on discussions between researchers and staff, students showed satisfactory progress in reading comprehension tests, and after listening-reading discussions, their attitudes in the teaching-learning process improved. Classes improved and students were more attentive. Students actively collaborate with their group members in the teaching and learning process, and with their group members.

In this reflecting phase, the researchers concluded that the second cycle was successful. The teaching and learning process in

the second cycle was superior to the first cycle. Ultimately, the researchers and collaborators decided to stop the cycle.

e. The third meeting of the second cycle (Tuesday, 13th September 2022)

Similar with second cycle, the researcher conducted the same treatments to the second cycle. Students' weaknesses were analyzed based on the results of their work in the previous cycle. Writing in this cycle therefore sought to improve the process of teaching and learning using the Listen-Read-Discuss Strategy. The following were the description of each meeting.

1) Acting (Tuesday, 13th September 2022)

At the last meeting, the teacher did the same as at the first and second meetings of the lesson. The teacher then asked the students to recall what the teacher had explained in the first and her second meetings. The teacher then gave the students a reading comprehension test, with a 20-question multiple-choice test on which the test was built. Her five dimensions of reading comprehension: finding key ideas, finding factual information, finding vocabulary in context, and identifying references and conclusions.

2) Observing (Tuesday, 13th September 2022)

From the field notes, observers in the second cycle noted a significant improvement in the learning process. Students seemed more active and having fun during the teaching and learning process in the classroom. The students in the group were able to discuss and help each other and good teamwork, they did not need a long time to open and use the dictionary, the students looked enthusiasm in teaching and learning process using the listen-read-discuss strategy.

Next in the teacher's performance, at the beginning of the learning process, the teacher asks the naughty student to stand in front of the class. The teacher did this so that the teacher could control the class and explain the material clearly. The teacher was good at leading the class and giving clear instructions. Teachers guided students during learning activities.

Based on the explanations, it can be concluded that the second cycle showed that the use of Listen-Read-Discuss improved students' attitudes towards the teaching and learning process after class increase.

3) Reflecting (Tuesday, 13th September 2022)

After analyzing the data that was obtained in cycle 2, researchers and collaborators discussed what happened during the learning process. The students then decided to quit and showed satisfactory progress in the reading comprehension process. The process of teaching reading comprehension using the Listen-ReadDiscuss strategy improved from the first cycle, showing that students' reading comprehension improved. It was important to pay attention to the consequences of the teaching and learning process in this cycle. The process of teaching and learning in this cycle, the response of teaching students to teaching and learning was very good. You can see it in her demeanor in class.

3. The Students Individual Score

a. The first result of students' test of this first cycle

Based on the result of the first cycle, the researchers found that most of the students were still unwell. The result of students' score shown as follows:

Table 4. 1

Students' Classification Range Score in Cycle 1

Range score	Number of students
80-100	11
60-79	21
0-59	4

The researchers also provided the figure below to see the following figure to check the reading performance of the students. In detail, the students' score qualification in cycle 1 can be seen in the figure below:

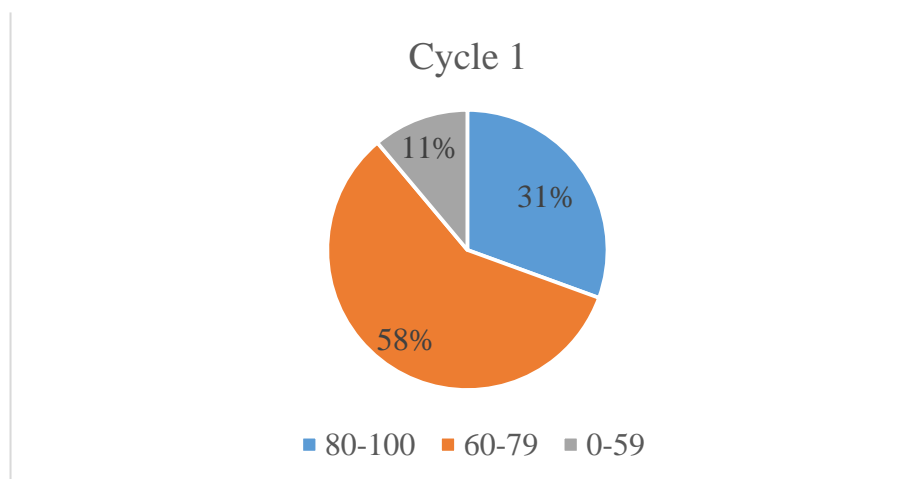


Figure 4. 1

Qualification of Students' Score in Cycle 1

Based on the table above, the qualification of the students' score in the first cycle it can be read from the percentage of the students' grades. Which score 80-100 as many 11 students and about 31%, while those who scored 60-79 were 21 students or about 58%, and those who scored 0-59 were 4 student or about 11%.

b. The first of students' test of second cycle

In the second cycle, students scores improved. This means that student score have improved over this cycle. The result of the student's score for that cycle. The result of the students' in the cycle shown as follows:

Table 4. 2

Students' Classification Range Score in Cycle 2

Range score	Number of students
80-100	27
60-79	9
0-59	0

The researcher also provided the figure below to see the students' performance in reading comprehension. In detail, the students' score qualification in cycle 2 can be seen in the figure below:

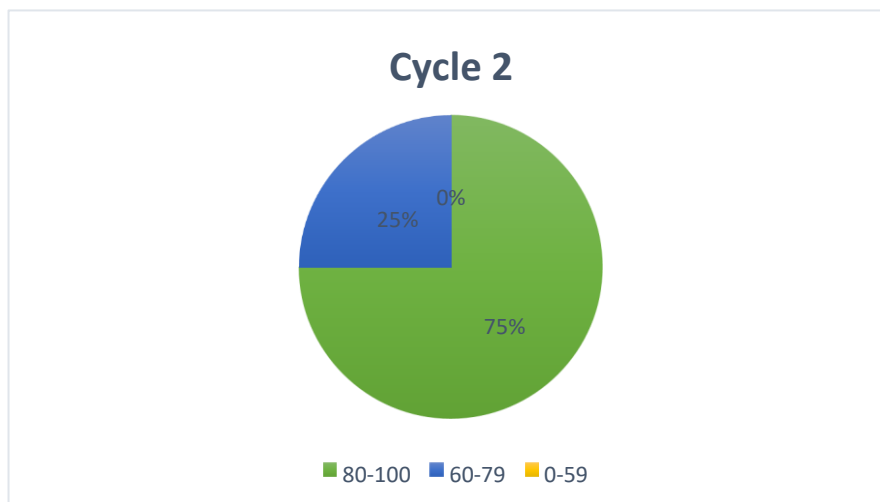


Figure 4. 2 Qualification of Students' Score in Cycle 2

Based on figure 4.2 the individual scores of second cycle students, it can be concluded that students' score have increased significantly after the first cycle, it is evident that 75% or 27 students are in the high category, then 25% or 9 students are in the medium category, and 0% or 0 students in the low category.

4. Mean score

After calculated the students' individual score, then the researcher calculated the data to find the students' mean score by using the following formula:

Cycle 1:

$$\bar{M} = \frac{\sum x}{N}$$

$$\bar{M} = \frac{2705}{36}$$

$$M = 75,14$$

In Cycle 1, mean scores were students 75,14

Cycle 2 :

$$\bar{M} = \frac{\sum x}{N}$$

$$\bar{M} = \frac{2885}{36}$$

$$\bar{M} = 80,14$$

In Cycle 2, mean scores were students 80,14

The researchers also plotted details of the student mean scores in Figure 4.3 to show the improvement in students' reading comprehension of the expository text. The students' mean score was describe as follow:

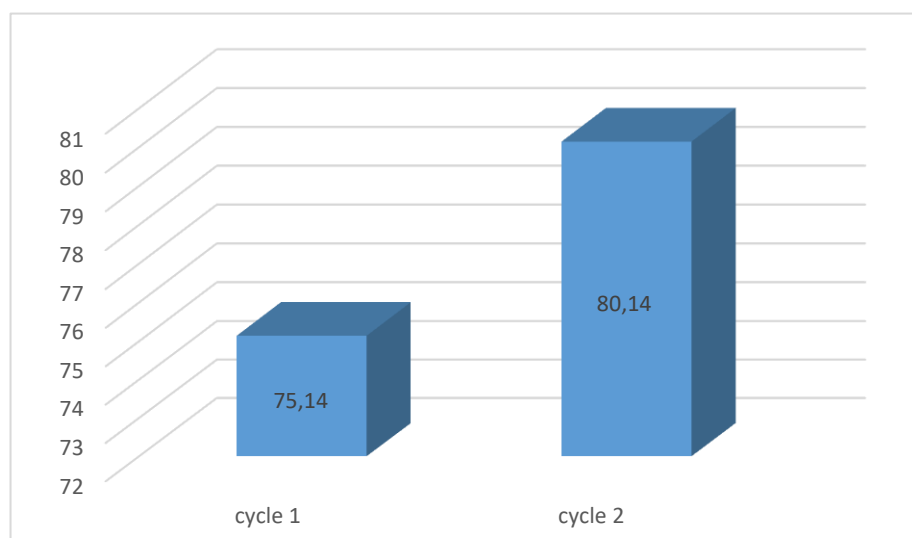


Figure 4. 3

Average scores of students in Cycle 1 and Cycle 2

Based on the above figure, we can concluded that the 2nd cycle was very satisfactory as the results of the 2nd cycle showed significant improvement compared to the 1st cycle. In the first cycle, the average student score was just 75.14 on the classification average. This means that the student's average score was lower than the minimum proficiency (KKM) criterion, SMA Negeri 2 Sungai Raya has a KKM of 75.

Then, The second cycle was student scores 80,14 categorized as good even higher than the KKM. It would be inferred that the second Listen-Read-Discuss implementation. In conclusion, the research finding of students' individual score and mean score had improved after implementing Listen-Read-Discuss. This is evidenced by the results of each cycle, which showed improvement not only in teaching and learning activities, but also in reading comprehension test results.

Based on the reading comprehension aspect, students who found the main idea had an average score of . Improvement in student performance in discovering main ideas, factual information, vocabulary discovery, identifying references, and identifying conclusions from expository texts in cycles 1 and 2 I can explain.

Table 4.3 Improvement of Stuent's Mean Score 1 and Cycle 2 for Each Aspect of Reading Comprehension.

No	Aspects of reading comprehension	Students' mean score		Increase
		Cycle 1	Cycle 2	
1.	Finding main idea	72,22	78,47	6,25
2.	Finding factual information	73,61	82,08	8,47
3.	Vocabulary	75,69	86,80	11,11
4.	Identifying reference	63,19	75,64	12,45
5.	Identifying inference	68,75	80,00	11,25

In detail, the researcher also provided the figure to see the improvement of students' mean score based on the aspects of reading comprehension as follows :

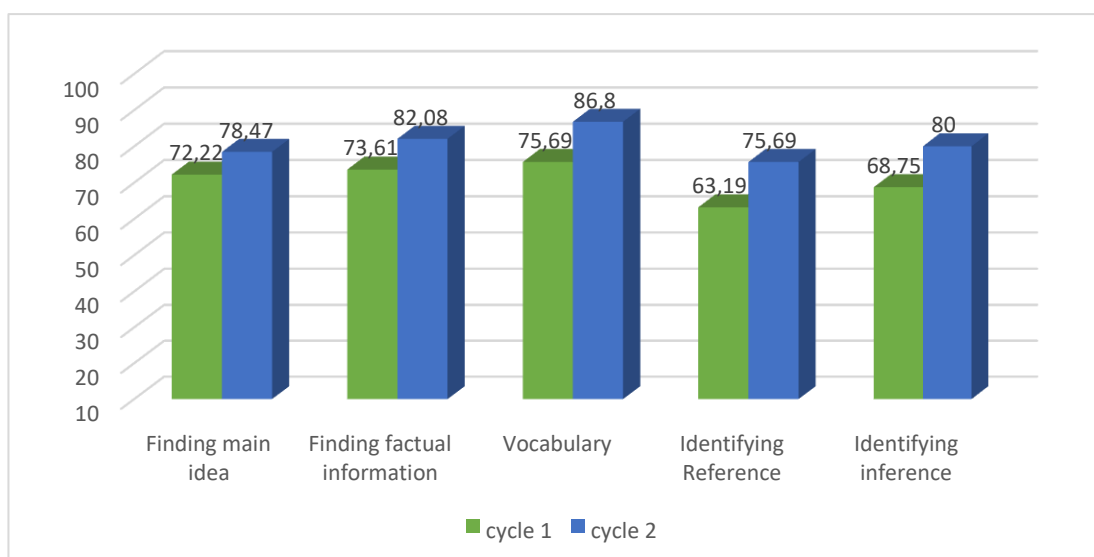


Figure 4.4 The Improvement of Students' Mean Score Per Aspects of Reading Comprehension

Based on the above figure, we can concluded that the 2nd cycle was very satisfactory as the results of the 2nd cycle showed significant improvement compared to the 1st cycle. In the first cycle, the average student score was just 75.14 on the classification average. This means that the student's average score was lower than the minimum proficiency (KKM) criterion, SMA Negeri 2 Sungai Raya has a KKM of 75.

Then, The second cycle was student scores 80,14 categorized as good even higher than the KKM. It would be inferred that the second Listen-Read-Discuss implementation. In conclusion, the research finding

of students' individual score and mean score had improved after implementing Listen-Read-Discuss. This is evidenced by the results of each cycle, which showed improvement not only in teaching and learning activities, but also in reading comprehension test results.

Based on the reading comprehension aspect, students who found the main idea had an average score of. Improvement in student performance in discovering main ideas, factual information, vocabulary discovery, identifying references, and identifying conclusions from expository texts in cycles 1 and 2 I can explain.

B. Discussion

This study uses classroom behavioral research conducted to solve problems. Based on pre-observation, the researcher found several problems written in research background. To solve the this problem, the researcher used the reading comprehension test. Reading comprehension is used to improving students' reading comprehension through Listen-Read-Discuss Strategy. The results of this reasearch was similar with the previous mentioned above. After researchers taught by using Listen-Read-Discuss strategy to the students, they were paying attention in "listening" process. When the researcher asked students to read a text, they were excited. Then, in "discuss" the students were active in discuss with their groups about the text. This result was suitable with the advantages of Listen-Read-Discuss strategy according to Salman (2013) that has been expalined on the chapter two above. Researcher got all the advantages from the first point until tenth point. This strategy was very effective in teaching reading comprehension. Then, about the disadvantage of Listen-Read-Discuss strategy, researcher did not meet that obstacle on this research. It was because researcher had prepared the material for the day. So that, researcher can handle it for this research.

Based on the publication of previous research results, this study showed that reading test with Listen-Read-Discuss strategy in Ma Nurrusabah Praya Tengah was highly successful and satisfactory. Improve student reading comprehension using Listen-Read-Discuss strategy, research of the study show that reading comprehension is easier in understanding the context to get information from the text, and more effective on reading comprehension achievement scores. It helps students to understand long reading texts more easily. And students more easily understand the

vocabulary of translated sentences, they are more active in answering questions from the teacher because they already understand the reading. students evenly find the easily main idea, supporting detail, Find main ideas, find factual information, vocabulary, identify references, identify conclusions, identifying inference. As Nurtalina (2013) states that we have the same strategy to use in improve students' reading comprehension through the Listen-Read-Discuss strategy. Specifies that it has the same strategy to use in improving students' reading comprehension through the Listen-Read-Discuss strategy. However this study differed in its use of study design, this study used a classroom behavioral study whereas Nurtalina's study used an experimental study with experimental and control groups. The results of these two studies of hers showed that using the Listen-Read-Discuss strategy improved students' reading comprehension.

Studies have shown that the Listen-Read-Discuss strategy improved students' reading comprehension of report text. This strategy could be an alternative for overcoming students' problems in learning to read. Based on the result which had been explained, the classroom action research (CAR) is successful. It is supported by a conducted by Sri Ema Purwanti (2017) Conducted research Based on the research is can be used instead strategy which facilitates students' academic reading comprehension.

Similar to the opinion above, supported By Ismatun Ni'mah (2018) of SMK Pancasila Salatiga, using the listening, reading and speaking strategy to improve the reading comprehension of students. Based on her research results, she said that the Listen-Read-Discuss strategy helped students understand the text. As a result, they paid attention when the teacher explained the material. When the teacher asked the student to read the text. The content was the same for the "listening" part of the teacher's presentation. Students actively asked questions and students actively answered questions when discussing in groups. Listen-Read-Discuss strategy makes students more interested in learning reading comprehension and they can discuss with their groups and it makes them cooperative in classroom. Ngatimah & Hanapi (2018) measuring the effectiveness of the Listen-Read-Discuss strategy in teaching reading. The study applied the pre experimental design which consisted of one class. The results found that the use of Listen-Read-Discuss can improve the students' reading comprehension but it cannot improve

the students' vocabulary mastery and spelling. It is suggested to enrich the students' vocabulary in reading.

Based on the above description, it can be said that using Listen-Read-Discuss to teach reading comprehension improve student reading comprehension and students activity. After researchers taught by using Listen-Read-Discuss strategy to the students, they were paying attention in "listening" process. When the researcher asked students to read a text, they were excited. Then, in "discuss" the students were active in discuss with their groups about the text. This result was suitable with the advantages of Listen-Read-Discuss (LRD) strategy according to Salman (2013) that has been explained on the chapter two above. Researcher got all the advantages from the first point until tenth point. This strategy was very effective in teaching reading comprehension. Then, about the disadvantage of Listen-Read-Discuss strategy, researcher did not meet that obstacle on this research. It was because researcher had prepared the material for the day. So that, researcher can handle it for this research.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This study was conducted with students in Tenth-Grade of SMA Negeri 2 Sungai Raya for the 2021/2022 school year to improve their reading comprehension through a Listen-Read-Discuss strategy. Based on with data from field notes, and tests, the result showed that after the researcher implemented the Listen-Read-Discuss strategy, teaching and learning process was improved. Learning to read through this strategy kept students active and focused on what they were reading. They pay more attention to the teacher's explanations and discuss in groups during the teaching and learning process. The teacher and the students could do cooperatively in applying Listen-Read-Discuss strategy.

The result of this study showed that reading comprehension could improve students' reading comprehension. It can improve students' reading comprehension, reading comprehension, English class reading comprehension, especially reading comprehension. Students are active participants in the teaching and learning process. We demonstrated this reading comprehension through a two-cycle Listen-Read-Discuss (LRD) strategy.

Based on the research result, it can be concluded that reading comprehension through the Listen-Read-Discuss strategy can improve students' reading comprehension. Students then read the text and compare their understanding with the information provided by the teacher's short presentation. Finally, students discuss the information with their classmates in small groups. The Listen-Read-Discuss strategy can be beneficial because it is an attractive strategy for readers who struggle with reading comprehension. Since the material is processed orally, students who cannot read the entire section can I can understand at least some information. Students with little background knowledge of the reading passage were able to acquire this

through the listening phase and then comprehend the passage during the reading phase. Furthermore, this researcher proposed that English teachers should use Listen-Read-Discuss (LRD) strategy media in the teaching and learning process, especially in reading comprehension.

B. Suggestions

Based on the above conclusions, the researchers would like to make some suggestions. The proposal is intended for teachers, students, and other researchers for further research. Here are the suggestions:

1. For Teacher

Teachers need to be more careful in choosing selective in choosing media, methods, or learning techniques, preparing appropriate learning media can motivate students in learning. Therefore, the researcher suggests the teacher try using the Listen-Read-Discuss strategy to learn reading comprehension, besides that the researcher also suggests the teacher use the Listen-Read-Discuss strategy as a reference teachers must be more selective in choosing

2. For the Students

Students should learn more about reading comprehension for a better understanding of knowledge. Students should improve their reading comprehension and practice memorizing English reading comprehension. If they have difficulty in learning, they can ask the English teacher. Students can also use the Listen-Read-Discuss strategy to help them learn reading comprehension in the classroom.

3. For Other researchers

Researcher hope that different researchers can refer this study as a reference because this study provides brief information related to teaching reading comprehension by using Listen-Read-Discuss. Moreover, the results of this study can be used as a starting point for further studies.

BIBLIOGRAPHY

- Amalia, F., Inderawati, R., & Erlina . (2018). Reading Comprehension Achievement On Narrative Text by Using REAP Strategy. *English Language Education and Literature Vol.3 No.1*, 1-7.
- Andreson, M. . (1997). Text Types In English . *Australia : McMillan*, 1-60.
- Anggun, Nigrum, K., Riyanti, D., & Regina, R. (2019). Improving Students' Vocabulary Using Riddies Game . *Master Study of English Education Study Program Universitas Tanjung Pura, Indonesia*, 1-7.
- Anney, V. N. (2014). Ensuring The Quality of THE Findigs of Qualitative Research Looking at Trust Wothiness Criteria. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS) 5(2): 272-281* , 1-10.
- Burns, A. (2015). Action Research. *Research Gate*, 1-38.
- Creswell, J. W. (2007). *Third Dessign Research Design Qualitative, Quantitative and Mixed Mentod Approaches*. Los Angles.London.New Dehli: Thousand Oaks, California 91320 E-mail: order@sagepub.com.
- Cumbantobing, S. R., Pardede, H., & Undergraduate, H. (2020). The Effect of Herringbone Technique on the Students' Ability in Reading Comprehension on Recount Text. *Journal of English Education Study Volume 3* , 1-10.
- Duffy, G. G. (2009). Explaining Reading. In S. a. A Reseource For Teaching Concepts, *Explaining Reading* (pp. 1-114). New York , London: The GWLFORD Press.
- Dwiono, R. (2017). Listen-Read-Discuss in Teaching and Learning Reading Comprehension A Case Study of Private Senior High School in Lampung . *Universitas Sebelas Maret Surakarta*, 1-10.
- Eka Yuliani, E., Novita, D., & Suhartono, L. (2013). Teaching Reading Comprehension On Reaccount Text Through Heading Into Question. *Teaching Training and Education Faculty* , , 1-16.
- Ferdila, R. (2014). The Use Extensive Reading In Teaching Reading . *Depatement Of English and Education , Indonesia University Of Education*, 1-15.
- Firmalasar, A., Wennyta, & Ismiyati, Y. (2018). An Analysis Of Generic Structure On Recount Text Written by Tenth Grade Students Of SMA 8

Kota Jambi In the Academic Years 2017/2018 . *Journal Of English Language Teaching* , 1-8.

Haryati, S., Hasibuan, A., & Tanjung, S. (2020). The Effect Of Using Listen Read Discuss Strategy On Students' Reading Comprehension Of Descriptive Text A Study At The Ninth Grade Of SMP Negeri 2 Angkola Selatan In 2020/2021 Academic Year. *Journal Liner* , Institut Pendidikan Tapanuli Selatan , 1-16.

Hudri, M., & Naim, J. (2017). An Analysis of Teacher Strategies In Teaching Reading at first years students of SMK 2 Gerung in academic 2016/2017. *Lecturer Of English Departement Muhammadiyah University Of Mataram*, 1-10.

Ikhlasil Amalia A, I., W.P, B. A., & Sukmaantara, P. (2021). Enchacing The Students' Reading Comprehension Achievement Through Skimming and Scanning Techique . *EFL Education Journal* , Vol 8 , No. 3 November 2021, 1-8.

Kristiawan, M. (2017). The Implementation of Authentic Assesment in Cultural History of Islamic Subject. *At-Ta'lim Journal*, 24(3), 1-271.

Nazar, M., & Hidayah, T. (2020). An Analysis Of Students Problems Encaintered When Using Critical Thinking In Reading. *An Analysis Of Students Problem* , 1-16.

Rabiah, S. (2012). Language as A Tool For Communication and Cultural Reality Discloser. *Universitas Muslim Indonesia, Makassar*, 11.

Rahayu, P. (2018). An Analysis Of Recount Text Writting Composition Of Tenth Grade Senior High School Students . *RETAIN.VOLUME 6 No.3*, 1-166.

Rozimela, Y. (2014). The Students' Genre Awarness And Their Reading Comprehension Of Different Text Types. *International Journal Of Asian Social* , 1-30.

Rudiyanto, M. (2018). Improving Of Student Reading Comprehension. *INTERAKSI* , Volume 13 , No. 3 , Juli 2018 , hlm 116-120, 1-5.

Setiawati, M. D., & Budiasih. (2021). Strategies On Teaching Reading Comprehension For The Junior High School Students During The Covid19 Pademic . *International Journal Of Research On English Teaching and Applied Linguistics*, 1-30.

- Sudiby, D., Setiawan, A., & Rahmawati, A. (2020). The Influence Of Using Listen-Read-Discuss (LRD) Strategy Towards Students Reading . *Journal Pendidikan Bahasa*, 1-8.
- Syah, M. S. (2016). Classroom Action Research as Profesional Deveploment of Teachers In Indonesia. *Terbawi vol.13.No.1.Januari*, 1-15.
- Syamsir, N. F., Astri, Z., & Fhadli Noer, S. (2021). Improving Reading Comprehension Skill Through Listen-Read-Discuss (LRD) Learning Strategy. *Journal Of Science and Education (JSE)*, 1-10.
- Umraiti, I., & Iskandar, B. U. (2019). Using Herringbone Graphic Organizer Strategy To Enhance Students' Reading Comprehension. *English Education Journal* , 1-16.
- W.Creswell, J. (2009). Research Design Qualitative, Quantitative, and mixed Methods Approaches. *Third Education*, 1-3.
- Yulianah, & Muzammil , L. (2020). The Effectiness of Listen-ReadDiscuss(LRD) Strategy for Students' Reading Comprehension . *Jurnal Ilmiah Bahasa dan Sastra* , 1-10.

APPENDIX 1**SILABUS PEMBELAJARAN**

Satuan Pendidikan	: SMA Negeri 2 Sungai Raya
Mata Pelajaran	: Bahasa Inggris Wajib
Kelas	: X/ 2
Kompetensi Inti	: Membaca

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

<p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>recount</i> sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</p> <p>4.13. Menangkap makna dalam teks <i>recount</i> lisan dan tulis sederhana.</p> <p>4.14. Menyusun teks <i>recount</i> lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa.</p> <p><i>Fungsi sosial</i> Meneladani, Membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.</p> <p><i>Struktur</i></p> <p>a. Menyebutkan tindakan/peristiwa/kejadian secara umum.</p> <p>b. Menyebutkan Urutan tindakan /kejadian/ Peristiwa atau keonologis dan runtut.</p> <p>c. Jika perlu, ada kesimpulan umum.</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks <i>recount</i> tentang pengalaman/kegiatan/kejadian/peristiwa yang diberikan/diperdengarkan guru. Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <i>recount</i>. <p>Menanya</p> <ul style="list-style-type: none"> Dengan arahan bimbingan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam <i>recount</i> Indonesia. 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks <i>recount</i> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/penyampaian <p>Cara Penilaian</p> <p>KINERJA (praktik)</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk <i>recount</i> dalam kelompok berpasangan/didepan kelas Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks <i>recount</i>.
--	---	--	---

<p><i>Unsur kebahasaan</i></p> <p>(1) Katakata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan</p> <p>(2) penyebutan kata benda</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(4) Ucapan, tekanan, kata, intonasi, ketika, Mempresentasi kan secara lisan.</p> <p>(5) Rujukan kata</p>	<ul style="list-style-type: none"> • Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam recount <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa mencari beberapa text recount dari berbagai sumber. • Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks • Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat • Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi text recount. • Siswa secara berkelompok menuliskan /menyalin teks <i>recount</i> lisan dan 	<p>observasi:</p> <p>Penilaian untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> • kesantunan saat melakukan tindakan • perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca.
--	---	---

<p><i>Topik</i></p> <p>Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.</p>	<p>tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa saling menganalisis teks <i>recount</i> tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. • Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. 	<p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks recount. • Kumpulan karya siswa yang mendukung proses penulisan teks recount berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya.
--	--	---

		<p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat teks recount sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa mempresentasikannya di kelas • Siswa membuat kliping teks recount dengan menyalin dari beberapa sumber. • Siswa membuat jurnal belajar (<i>learning journal</i>) 	<p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain. • Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya.
--	--	---	---

APPENDIX II

RENCANA PELAKSAAN PEMBELAJARAN

Sekolah	: SMA Negeri 2 Sungai Raya
Mata Pelajaran	: Bahasa Inggris Wajib
Kelas	: X/2
Materi Pokok	: Recount Text
Alokasi Waktu	: 5 × 10 menit

A. Standar Kompetensi Inti

- KI. 1 Menghayati dan mengamalkan ajaran agama yang di anutnya.
- KI. 2 Menghayati dan mengamalkan perilaku jujur, disiplin, bertanggung jawab, peduli (gotong royong,toleran,kerjasama,damai), santun responsive serta pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial serta alam dalam menempatkan diri sebagai cerminan dari bangsa dalam pergaulan dunia.
- KI. 3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI. 4 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang di pelajarnya di sekolah secara mandiri, dan mampu untuk menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang di wujudkan dalam semangat belajar.
- 1.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/kejadian yang

dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.

- 1.3 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks recount lisan dan tulis, terkait teknologi yang tercakup dalam mata pelajaran lain di kelas X.
- 1.4 Menyusun teks recount lisan dan tulis, terkait teknologi yang tercakup dalam mata pelajaran lain di kelas X, dengan memperhatikan fungsi sosial, dan kebahasaan secara benar dan sesuai konteks.

C. Indikator

1. Menentukan main idea text recount, factual information (supporting detail), makna/arti (vocabulary), reference, inference, dan recount text.
2. Menentukan/Mengidentifikasi generic structure recount text dengan baik dan benar.
3. Menyusun teks recount lisan dan tulis dengan baik dan benar.

D. Tujuan Pembelajaran

Pada akhir pelajaran siswa dapat :

1. Dapat menentukan main idea text recount, factual information (Supporting detail), makna /arti (vocabulary), reference, inference, dari recount text.
2. Dapat menentukan/mengidentifikasi generic structure recount text dengan baik dan benar.
3. Dapat menyusun teks recount lisan dan tulis dengan baik dan benar.

E. Materi Pembelajaran

- Exploring how to recount text work
 - Bentuk Tense
 - Recount Text
1. Definition Recount text is a text that tells the reader about one story, action, or activity. Its goal is to entertain or inform the reader. *A recount is a text which retells an event or experience in the past.*
 2. Generic Structures

Orientation : It gives the readers the background information needed to understand the text, such as who was involved, where it happened, and when it happened.

Events : A series of events, ordered in a chronological sequence.

Re-orientation : A personal comment about the events or what happened in the end.

3. The characteristic/Language Feature of the Recount Text.

Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

Ticket

Orientation

Last week I went to the theatre. It was the only theatre in my town. I had 1 free ticket to watch a movie. I had no idea about the movie I would like to watch and I did not know the schedule of that theatre. So, I just wanted to come and see if there was any good movie.

Event

I parked my motorcycle at the parking area and I walked slowly at the hall of the theatre. I took my ticket on my wallet and go to the information section to ask about how to use the ticket that day. Unfortunately, I missed it. The ticket was already expired 2 days before.

Reorientation

I went home and I was very disappointed about that.

Burgler

Orientation

Three days ago, I went to the traditional market to buy some fruits and vegetables. In that market, I saw an accident, there was a thief beaten by a lot of people. It was so terrible. I didn't want to take closer and see. A few minutes later, police came and took him.

Event

I asked to the fruit seller what had happened actually and she said that the thief tried to steal someone's wallet but he was unlucky. Someone saw him and shouted loudly and suddenly some people roughed him up hardly.

Reorientation

It was a pity event and I hoped it would never happen again.

F. Metode Penelitian/Teknik/Strategy

Dengan menggunakan : Listen-Read-Discuss

G. Alat dan Sumber Pembelajaran

1. Alat : Lembar Kertas Teks Recount, Spidol dan Suara Guru
2. Sumber : Buku Mata Pelajaran dan Internet

H. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
-----------------	---------------------------	----------------------

<p>Kegiatan Pendahuluan</p>	<ol style="list-style-type: none"> 1. Guru mengucapkan salam menggunakan kalimat “ Good Morning,students” 2. Guru meminta salah satu siswa dikelas untuk memimpin doa 3. Guru mengecek agenda mengajar dan mengabsen siswa. 4. Guru memotivasi siswa untuk siap belajar 5. Guru memberi brainstorming berupa pertanyaan yang sesuai materi yang akan disampaikan, seperti : <ol style="list-style-type: none"> a. <i>Listen</i> : <ul style="list-style-type: none"> • Guru menyampaikan tema atau judul suatu bacaan. • Guru dan siswa tanya jawab mengenai poin-poin penting dalam bacaan atau ide-ide pokok bacaan yang akan dipelajari. b. <i>Read</i> : <ul style="list-style-type: none"> • Siswa membaca dan menandai hal-hal yang penting yang ditemui dalam bacaan. • Siswa mencari ide-ide pokok atau poin-poin penting dalam bacaan. c. <i>Discuss</i> : <ul style="list-style-type: none"> • Siswa dibentuk menjadi kelompok masing-masing kelompok terdiri dari lima Orang siswa. • Siswa mendiskusikan poin-poin atau ide-ide pokok sebelum membaca dan setelah membaca. • Siswa membuat ringkasan berdasarkan poin-poin atau ide-ide pokok setelah diskusi. 6. Guru mengaitkan materi yang akan di pelajari siswa dengan pengetahuan Sebelumnya. 7. Guru menyampaikan tujuan pembelajaran yang akan disampaikan. 	<p>15 Menit</p>
------------------------------------	--	-----------------

<p>Kegiatan Inti</p>	<p>1. Pertemuan Pertama Listen-Read-Discuss strategy Cycle 1</p> <ul style="list-style-type: none"> ▪ Listen Strategy Guru menjelaskan definition of recount text, struktur recount teks, contoh recount kepada siswa. ▪ Read Strategy Siswa membaca teks recount dan mengidentifikasi kata-kata sulit dalam bacaan teks recount “ Holiday-Yogyakarta”. ▪ Discuss Strategy Guru mengarahkan siswa membentuk kelompok yang terdiri dari 4 - 5 orang. <p>2. Pertemuan Kedua Listen-Read-Discuss strategy Cycle 1</p> <ul style="list-style-type: none"> ▪ Listen Strategy Guru menjelaskan kembali definition of recount teks, struktur reount teks, contoh recount teks kepada siswa. ▪ Read Strategy Siswa membaca kembali contoh teks recount dan mengidentifikasi kata-kata sulit pada teks recount. ▪ Discuss Strategy Guru kembali mengarahkan siswa membentuk kelompok terdiri dari 4 - 5 orang. Guru mengarahkan siswa secara individu mengerjakan soal tes recount. <p>3. Pertemuan Ketiga Listen-Read-Discuss strategy Cycle 2</p> <ul style="list-style-type: none"> ▪ Listen Strategy Guru menjelaskan kembali materi bacaan teks recount, struktur teks recount, dan contoh teks recount kepada siswa. ▪ Read Strategy Siswa membaca teks recount dan mencari kata-kata sulit pada teks recount. ▪ Discuss Strategy Guru mengarahkan siswa secara kelompok membentuk 4 - 5 orang. Siswa membuat ringkasan berdasarkan ide-ide pokok setelah diskusi. <p>4. Pertemuan Keempat Listen-Read-Discuss strategy Cycle 2</p> <ul style="list-style-type: none"> ▪ Listen Strategy Guru menjelaskan kembali tentang definiton of recount teks, struktur recount teks, dan contoh recount teks. ▪ Read Strategy Siswa membaca dengan teks recount dan menentukan kata-kata sulit pada teks recount “ TICKET”. ▪ Discuss Strategy Guru membantu siswa membentuk beberapa kelompok terdiri dari 4 – 5 orang untuk mendiskusikan hasil kelompok. 	<p>55 Menit</p>
-----------------------------	---	-----------------

	<p>5. Pertemuan Kelima Listen-Read-Discuss strategy Cycle 2</p> <ul style="list-style-type: none"> ▪ Listen Strategy Guru menjelaskan kembali tentang definition of recount teks, struktur recount teks dan contoh recount teks. ▪ Read Strategy Siswa membaca teks recount menemukan kata-kata sulit dan mencari ide-ide struktur dalam bacaan recount teks. ▪ Discuss Strategy Guru mengarahkan siswa untuk mengerjakan teks recount secara individu dan teliti. <p>Guru dan siswa membuat kesimpulan tentang hasil yang dipelajari materi teks recount dengan menggunakan strategy Listen-Read-Discuss.</p>	
Penutup	<p>Dalam Kegiatan Penutup, guru :</p> <ol style="list-style-type: none"> 1. Bersama-sama dengan siswa dan/atau sendiri membuat rangkuman atau simpulan pelajaran. 2. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. 3. Memberikan umpan balik terhadap proses dan hasil pelajaran. 4. Guru menginformasikan kegiatan pembelajaran pada pertemuan berikutnya. 5. Guru dan siswa menutup pelajaran dengan berdoa. 6. Guru meninggalkan kelas dan mengucapkan salam. 	10 Menit

I. Penilaian

Teknik : Tes Tertulis

Bentuk Instrumen : Pilihan Ganda

a. Rubrik Penilaian

No	Uraian	Skor
1.	Setiap jawaban yang benar	
2.	Setiap jawaban yang salah/tidak dijawab	

b. Pedoman Penilaian

Setiap jawaban yang betul diberi skor 1

Jumlah skor maksimal keseluruhan $20 \times 1 = 20$

Nilai Maksimal 100

$$X = \frac{A}{n} \times 100$$

Catatan :

X : Nilai individu siswa

A : Jawaban Yang Betul

N : Jumlah Keseluruhan Item Siswa

100 : Nilai Maksimal

Mengetahui,

Guru Mata Pelajaran

Jubaidah, S.Pd

NIP. 19800512 201101 2006

Sungai Raya, 2022

Peneliti

Revi Permata Sari

APPENDIX III

FIELD NOTE

Cycle 1

Date : 30 August 2022

Class : X IPA 3

The Contents of Field Note	Note
The Students' Performance	<ul style="list-style-type: none"> ❖ Students did not pay attention well to the teacher's explanation the material. ❖ The students did not understand when the teacher give instruction. ❖ The students were busy with themselves and disturb each other. ❖ The students did not work in groups. ❖ The students were passive and confused about the teacher's instruction. ❖ The students still confused about how to use dictionary correctly.
The teacher's performance	<ul style="list-style-type: none"> ❖ The teacher prepared the material well. ❖ The teacher explained the material about recount text briefly. ❖ The teacher look nervous. ❖ The teacher could not manage the classroom well and she also did not get much attention of the students. ❖ The teacher guided and monitoring the students during teaching and learning process by using listen-read-discuss. ❖ The teacher did the feedback and reflection activity.
Class situation	<ul style="list-style-type: none"> ❖ The class situation was noisy. ❖ The students was busy on their business. ❖ The class not tidy, it was made the class not comfortable.

Obsever

Jubaidah, S.Pd

NIP. 19800512 201101 2006

FIELD NOTE

Cycle 2

Date : 2 September 2022

Class : X IPA 3

The Contents of Field Note	Note
---------------------------------------	-------------

The Students' Performance	<ul style="list-style-type: none"> ❖ Students did not pay attention well to the teacher's explanation the material. ❖ The students did not understand when the teacher give instruction. ❖ The students were busy with themselves and disturb each other. ❖ The students did not work in groups. ❖ The students were passive and confused about the teacher's instruction. ❖ The students still confused about how to use dictionary correctly.
The teacher's performance	<ul style="list-style-type: none"> ❖ The teacher prepared the material well. ❖ The teacher explained the material about recount text briefly. ❖ The teacher look nervous. ❖ The teacher could not manage the classroom well and she also did not get much attention of the students. ❖ The teacher guided and monitoring the students during teaching and learning process by using listen-read-discuss. ❖ The teacher did the feedback and reflection activity.
Class situation	<ul style="list-style-type: none"> ❖ The class situation was noisy. ❖ The students was busy on their business. ❖ The class not tidy, it was made the class not comfortable.

Jubaidah, S.Pd

NIP. 19800512 201101 2006

APPENDIX IV

READING TEST CYCLE 1

Read the following story carefully, Choose A, B, C or D, then the cross one of the options which you consider as the most correct answer!

Read the following text to answer question number 1 or 4!

Agus, Toni and Sukma are SMP students. They live in Bandung. It's surroundings are mountainous and hilly area. They usually go to the beach during the holidays, they can choose one from many beautiful beaches in Indonesia.

Some of the beaches on Java Island are Pantai Cania, the beaches in Pelabuhan Ratu, Pangandaraan, Ancol, Parangtritis, while Sanur, and Kuta are in Bali.



1. What are Agus, Toni and Sukma ?
 - A. Teachers
 - B. Customers
 - C. SMP students
 - D. SMA students

2. They usually go to the **beach** during the holiday, they can choose one from many beautiful beaches in Indonesia. What is the synonym of **bold type** word?
 - A. Sea
 - B. Jungle
 - C. Coast
 - D. Hilly

3. Kuta is located in.....
 - A. Bandung
 - B. Jakarta
 - C. Aceh D. Bali

4. They usually go to the beach during the holiday, they can choose one from many beautiful beaches in Indonesia. The underline word refers to?
 - A. Sukma
 - B. Agus
 - C. Toni
 - D. Agus, Sukma, and Toni

Read the following text to answer question number 5-6.

Iwan went to mariana circuit in the morning to join a car race. He arrived at seven and directly checked up his engine. The race started at eight. At first he led therace, but it was not long because suddenly another car hit his car from behing. He lost the race and his car was broken. He was very disappointed.

5. What the main idea of the text above?
- A. Iwan went to mariana circuit in the morning to join a car race. The writer's home
 - B. Iwan arrived at seven and directly checked up his engine
 - C. Iwan at first the race
 - D. Iwan was very disappointed.
6. How did Iwan fell
- A. Cheerful
 - B. Exited
 - C. Upset
 - D. Happy

The text is for question 7-10

Two weeks ago, my ten year's olds little brother, Budi, had a fever. My mother tired to cure him by giving some medicines. The next day, Budi was feeling worse, so she took him to the hospital.

In the hospital, the doctor examined him. He said that Budi had a dengue fever. My mother was very worried. My father tried to calm her down because Budi's illness is not very bad. Every bad, the doctor looked after Budi and gave him the best treatment and medicines.

At last, Budi got well, after a week treatment. The doctor told passed and Budi could go home soon.

7. The text is about?
- A. Budi's physical appearance
 - B. Budi's experience
 - C. Budi's experience of being sick D. How to overcome a dengue fever
8. What is the main idea paragraph 3?
- A. Budi's hospitalized
 - B. Budi's condition got well
 - C. A little brother named Budi
 - D. Budi had a dengue fever

9. He said that Budi had a dengue fever. What the synonym of the underline word ? A. Say
B. See
C. Eat
D. Need
10. Who is the feeling worse?
A. My mother
B. My father
C. Budi
D. Doctor

Text for the question 11-14

Yesterday my family and I went to zoo to see animal. When we go to the zoo, we went the shop to buy some food to give to animals. After getting the food, we go to the nocturnal house were we saw some birds and reptiles which only come out at night.

Before lunch, we went for a ride one the elephants. It was thrilling to ride on it. Father nearly fell off when he let go off the rope. During lanch we feed some birds in the park. In the afternoon, we were tired happy because we had so much fun.

11. What does the text tell about?
A. The zoo
B. The writter's experience
C. The animals
D. The writter's farm
12. What is the purpose of the text about?
A. To entertain the readers
B. To describethe animals
C. To retell the past event
D. To describe the zoo in general
13. How many events are there in text a above?
A. 4

- B. 3
- C. 6
- D. 7

14. After getting the food, we go to the nocturnal house where we saw some birds and reptiles which only come out at night. The underlined word refers to?

- A. My family and I
- B. Father and I
- C. My family
- D. Father

(Taken from : Soal Ujian Nasional (UN) 2016 untuk SMA)

The text is for question 15-16

My name is Ary. Three years ago when I was in junior high school, I met two people that later became my best friends. The first one was Eric. He was an athlete for our school. He was tall and muscular. The other one was Ricky. He was a very diligent student. He liked to read the encyclopedia and he ranked first in my class.

I like them both because they were very friendly to other people. Even though Eric and Ricky were very famous in our school, they were not arrogant. They made friends with anybody including me.

15. What is the text talking about?
- A. Ary's experience having best friends
 - B. Eric and Ricky's experience
 - C. Friendly best friend
 - D. Famous best friend
 - E.
16. He was a very diligent student. (Paragraph 1). What is the antonym of the underlined word?
- A. Smart
 - B. Stingy

- C. Lazy
- D. Loyal

The following passage is for question 17-20

I am so glad that today is over. So many things have gone wrong. For some reasons I didn't sleep a wink last night. I was very tired when mom called me this morning. I fell a sleeps again until mom called me again. That snooze made me late.

I did not have time for breakfast. I was starving as I ran to eatch the school mom. I just missed. Dad had to rider me to school. He was late for teaching at his school and he was furious with me, he scolded me for being late.

I arrived at school on time. The teacher asked to us to hand our homework. My home work was not in my bag. I had forgottento put it in my bag the night before. I usually check my bag in the morning. I did not do this because I was late had to do extra assignment as a punishment.

After biology lesson, I did not tie my shoelace properly, I tripped over it. And fell down the stairs. I hope that a much better one tomorrow.

17. What is the purpose of the text ?
- A. To explain about something wrong.
 - B. To inform about the writers activities
 - C. To entertain the reader about the funny story.
 - D. To retell about the writer's terrible days.
18. "He was late for teaching at his school and he was furious with me". The underline word refers to?
- A. Teacher
 - B. Mom
 - C. Me
 - D. Dad

19. What a terrible day!! I hope that a have much better one tomorrow. The synonym of underline word is.....
- A. Good
 - B. Pretty
 - C. Bad
 - D. Lazy
20. What is the main idea of the first paragraph?
- A. I am so glad that today B. I did nothave time for breakfast
 - C. I arrived at school on time.
 - D. After biology lesson, I did not tie my shoelace properly

(Taken from : Soal Ujian Nasional (UN) 2016 untuk SMA)

~GOOD LUCK~

READING TEST CYCLE 2

Read the following Text to answer question number 1 and 2

The platypus is a semi-aquatic mammal endemic to East to North Australia, including Tazmania. It is one of the five extreme species of

monodreams. The only mammal that lays eggs instead of giving birth to live young. The body and broad flat tail of these animals are covered with dense brown fur, that traps a layer including ear to keep the animals warm. It used its tail for storage of fat. It has webbed feet and the large robbery's net. These are species that are closer to those of ducks, than to these any known mammals. Weight varies considerably from 0.7 to 2.4 kg with males being larger than females. And male averages 50 cm total length while the female major approximately 45 cm. The platypus has an average temperature of 32 degrees Celsius rather than 37 degrees Celsius that is typical of the placental mammals.

1. "It has webbed feet and the large robbery's net" paragraph 1 refers to?
 - A. It has webbed feet and the large robbery's net
 - B. Have a good life and big heart
 - C. It has a good soul and big heart.
 - D. Dream big and big life
 - E. Always be grateful in our life
2. It is one of the five extreme species of *mono-dreams* has the similar *mono-dreams* meaning with?
 - A. A just dreams
 - B. Big dream
 - C. Slow dream
 - D. Hot dream
 - E. Sometime dreams

Read the following Text to answer number 3 and 4

The polar bear is a bear native to the Arctic Ocean and its surrounding seas. An adult male weighs about four hundred to six hundred and eighty kilograms, while an adult female is about half that size. Although it is closely related to the brown bear, it has paws to occupy a narrow ecological niche related to the brown bear, it has paws to occupy a narrow ecological niche with many bony characteristics adapted to for cold

temperatures, for moving across the snow, ice, open, water, and for hunting seals which make up most of its diets. Although most of polar bears are born on land, it spends most of its time at sea, hence its name meaning maritime bear and can hunt consistently only from sea ice. It spends much of the year on frozen sea.

3. The polar bear is a bear native to the Ocean and its surrounding seas. The word sorriunding similar meaning with?
 - A. Mouring
 - B. A wound
 - C. Weeping
 - D. A heart that is hurt
 - E. Bad life
4. Where did the animal live?
 - A. In the Arctic Ocean.
 - B. In the Indian Ocean.
 - C. In the Pacific Ocean.
 - D. In the North Atlantic Ocean.
 - E. In the South Atlantic Ocean.

Read the following Text to answer questions number 5 until 8

Snakes are reptiles (cold-blooded creatures). They belong to the same group as lizards (the scaled group, Squamata) but from a sub-group of their own (Serpentes).

Snakes have two legs but a long time ago they had claws to help them slither along. Snakers are not slimy. They are covered in scales which are just bumps on the skin. Their skin is hard and glossy to reduce friction as the snake slithers along the ground.

Snakes often sun bathe on rocks in the warm weather. This is because snakes are cold-blooded, they need the sun's warmth to heat their bodies up.

Most snakes live in the country. Some types of snakes live in tress, some live in water, but most live on the ground in deserted rabbit burrows, in thick, long grass and in old logs. A snake's diet usually consist of frogs, lizad, and mice and other snakes. The Anaconda can eat small crocodiles and even bears. Many

snakes protect themselves with their fangs. Some snakes glide away from danger. Their ribs spread apart and the skin stretches out. Its technique is just like the sugar gliders.

5. This is because snakes are cold-blooded they need the sun's warmth to heat their bodies up (paragraph 2). The underlined word has closest meaning to.
 - A. Like sucking the cool blood
 - B. Avoid sun-bathing to their skins
 - C. Never sun bathe in the warm weather
 - D. Live on the ground in deserted burrows
 - E. Require the sun's warmth to heat their bodies
6. We know from the text that snakes...
 - A. Do not have claws
 - B. Do not like sunlight
 - C. Have two legs and claws
 - D. Use their legs to climb the tree
 - E. Use their claws to slither along the ground
7. Some types of snakes live in trees, some live in water, but most live on the ground in deserted rabbit burrows.... (paragraph 4). The word "burrows" has the similar meaning with...
 - A. Foster
 - B. Dig
 - C. Plough
 - D. Nurture
 - E. Cultivate
8. How do flying snakes protect themselves.
 - A. They fly away
 - B. They use their fangs they scare their enemies.
 - C. They stretch out their skin
 - D. They eat the other animals
 - E. Sun bathe on rocks

Read the following Text to answer questions number 9 until 11

Napoleon is a favorite fish for divers in many regions of the world. The fish instantly be recognized by its size, color and shape. It is one of the largest reef fish in the world. They can grow up to 230 cm and weigh 190 kg. They have

fleshy lips and a hump over the head that is similar to a napoleon hat. The hump becomes more prominent with age.

Colors vary with age and sex. Males range from a bright electric blue to green or purplish blue. Mature males develop a black stripe along the sides, blue spots on their body scales, and blue scribbles on the head. Juveniles can be identified by their pale greenish color and two black lines running behind the eye. Females, both old and young, are red-orange on the upper parts of their bodies and red-orange to white yellow.

Napoleon fish are carnivorous and eat during the day. They can be seen feasting on shellfish, other fish, sea stars, sea urchins and crabs, crushing the shells to get the animal within. They also crush large chunks of dead coral rubble with peg-like teeth to feed on the burrowing mussels and worms.

Pairs spawn together as part of a larger mating group that may consist of over 100 individuals. The planktonic eggs are released into the water, and once the larvae have hatched they will settle out on the substrate. Adult females are able to change sex but the triggers for this development are not yet known.

The Napoleon is mainly found on coral reef edges and drop-offs. They move into shallow bays during the day to feed, and tend to move into deeper waters as they grow older and large. Adults, therefore, are more common offshore than inshore.

9. What is the text about ?
 - A. The description of Napoleon fish
 - B. The physical characteristic of carnivorous fish
 - C. The drivers' favorite animals
 - D. Napoleon's family
 - E. The development of Napoleon fish
10. Where do Napoleon fish move during the day to feed?
 - A. Off shore
 - B. On shore
 - C. Deeper water
 - D. Shallow bays
 - E. Coral reef edges
11. Which of the following statements is mentioned in the text?
 - A. Napoleon fish tend to move into shallow waters as they grow older and large
 - B. Napoleon fish move into deep bays during the day to feed

- C. Adult females are not able to change sex
- D. Napoleon fish are not carnivorous
- E. The male has more attractive colours than the females **Read**

the following Text to answer question number 12 until 14

Ant-eaters are perhaps the most curious looking animals.

Their long head and snout look like tubes, and they have no teeth at all. Their front legs are very strong and armed with heavy curved claws with which they break open the nests of ants and termites and then, when the insects rush out, use their long, sticky tongues to lick them up at great speed.

True ant-eaters are found in the swamps and forests of central and South America. Scaly ant-eaters, or pangolins, are found in Africa and tropical Asia.

Various other insect-eating animals are sometimes called ant-eaters, although they really belong to other groups of animals. One of them is the armadillo, which lives on the plains of short blunt claws, an almost hairless tail, yellow brown in color. Unlike the true ant-eaters, it has small teeth.

12. The text tells us A. The story of ant-eaters
 - B. The report of ant-eaters
 - C. The discussion of ant-eaters
 - D. The description of ant-eaters
 - E. The explanation of ant-eater's body
13. What is the text above tell about?
 - A. The animal has long, erect ears and small teeth
 - B. The animal looks like a pangolin.
 - C. The animal has no sticky tongue
 - D. The animal does not like to eat ants.
 - E. The animal belongs to ants' group
14. From the passage above, we can conclude that. . . .
 - A. All ants are friends of other insects
 - B. Ants live in the disgusted places
 - C. Ants are classified as predators
 - D. Ants belong to the insect group
 - E. Ants usually eat death animals

Read the following Text to answer questions number 15 until 17

A kangaroo is an animal found only in Australia. It has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and in New Guinea.

Kangaroos eat grass and plants. They have short front legs, but very long and strong back legs and a tail. These are used for sitting up and for jumping. Kangaroos have been know to make forward jumps of over eight metres, and leap across fences more that three metres high. They can also run at speeds of over 45 kilometers per hour.

The langest kangaroos are the Great grey kangaroo and the Red Kangaroo. Adult grows to a lenght of 1.60 metres and weighs over 90 kilos. External pouch on the front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into this pouch where it spends its first five months of life.

15. According to the text, the kangaroo
 - A. Can grow as tall as a man
 - B. Can run faster than a car
 - C. Can walk as soon as it is born
 - D. Can jump over a 3 metres high fence
 - E. Can live in a pouch during its life
16. What is the main idea of paragraf 2?
 - A. Long tails
 - B. Short legs
 - C. Body pouch
 - D. Short front legs
 - E. Strong back legs
17. “When it is born, and it crawls at once into this pouch where it spends its first five months of life” the word”it” in paragraph 3 refers to
 - A. Is smaller in size to human
 - B. Is an omnivorous animal
 - C. Has habitat in Tasmania
 - D. Can be called Wallaby in New Guinea
 - E. Has another name called Wallaby 29.

Read the following Text in answer question number 18 until 20

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

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

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

18. The text tells us about. . . .
- A. The Elephant's peculiar feature
 - B. Useful servant
 - C. Strange looking animal
 - D. An elephant
 - E. Elephant looks very clumsy
19. The third paragraph is mainly about the fact that. . . .
- A. Elephant are strong
 - B. Elephant can lift logs
 - C. Elephant are servants
 - D. Elephant are very useful
 - E. Elephant must be trained
20. The most distinguishing characteristic of an elephant is. . . .
- A. Its clumsiness
 - B. Its thick legs
 - C. Its large body
 - D. Its long nose
 - E. Its large ears

~GOOD LUCK~

APPENDIX V

ANSWER KEYS READING TEST

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

KEY ANSSWER**CYCLE 2**

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

APPENDIX VI

Holiday-Yogyakarta

That day was August 23, 2016. A week before that day I had been preparing everything. Then, at that day I was ready for my holiday. At 9 in the morning, I went to the station. the rain would arrive at 10 a.m. It took 30 minutes walking from my home to the situation. At that station, I bought the ticket to go to Yogyakarta.

It took around 5 hour to go to Yogyakarta from Tulungagung by train. I arrived in Tugu Station Yogyakarta at 3.15 p.m. I had no fix idea about the places at which I would visit. So, I was free to do anything in this city. At first, I went walking around at Malioboro Street. I saw so many people in this street.

Perhaps, they did the same thing as I did, just walking and sometimes stopped at some street marchandise sellers a long that road. At 6 p.m, I was tired and hungry. I was at Alun-Alun Kidul, at that place I ordered for a glass of ice tea and ate some Sego Kucing with Sate and also Gorengan. After eating, I began to think of where I would get the cheap hotel stay for several days in Yogyakarta.

That was my story which I always remember about my holiday at Yogyakarta.

Questions :

1. What is the main idea of paragraph 2?
2. Jogyakarta is also named as?
3. Based on the text above, which the following statement is TRUE?
 - Yogyakarta is not a famous
 - Yogyakarta is a beautiful place
 - Yogyakarta have a Alun-alun Kidul
4. “They built a small village on an island. . . . “ (last paragraph) The underlined word refers to?
5. The synonym of word “beautiful” is?

TICKET

Last week I went to the theatre. It was the only theatre at my town. I had I free ticket to watch a movie. I had no idea about the movis I would like to watch and I did not know the schedule of that threatre. So that, I just wanted to come and see if there was any good movie.

I parked my motorcyle at the parking area and I walked slowly at the hail of the theatre. I took my ticket on my wallet and go to the information section to ask about how to use the ticket that day. Unfortunately, I missed it. The ticket was already expired 2 days before.

I went home and I was very disappointed about that.

1. Where we will buy ticket?
2. It has become the singel most watch the theatre attraction. (last paragraph)

The word”it” refers to. . . .

3. What is the main idea of paragraph 1?
4. What is the antonym of the word “Disappointed”?
5. The following statments are true, except
 - a. Theatre is a unique work of art
 - b. We can wacht theater in certain events
 - c. Theater is an art performance that has existed for long time in Indonesia
 - d. Theater is a literary work that is extraordinary

APPENDIX VII

Students’ Score in Cycle 1

NO	Students' Name	Total Right Answer	Score	Classification
1.	Andre Gorgia	16	80	High
2.	Aulia Azaria Hatta	15	75	Mid
3.	Aurel Prasetio Pangestu	14	70	Mid
4.	Baiturrohmah	15	75	Mid
5.	Dean Destyn Wibawa	14	70	Mid
6.	Eka Fadilah Nur Islami	16	80	High
7.	Eka Syahrani	16	80	High
8.	Fadil Reza	16	80	High
9.	Fani Febiola	16	80	High
10.	Farras Raihan Ramadhani	16	80	High
11.	Fera Azmi	15	75	Mid
12.	Hendry Kusrianto	15	75	Mid
13.	Indri Claudia	14	70	Mid
14.	Julio Saputra	16	80	High
15.	Lie Chu	16	80	High
16.	M. Daufa Rasya Kurniawan	15	75	Mid
17.	Marliyeh	14	70	Mid
18.	Muhammad Rhiyo	16	80	High
19.	Muhammad Vairuza Delvio.E	15	75	Mid
20.	Murdanti Kusumaningtyas	15	75	Mid
21.	Naia Adisti	13	65	Mid
22.	Natalia Seli	15	75	Mid
23.	Oktapia	13	65	Mid
24.	Priska Mutia Angela	15	75	Mid
25.	Rafa Azrika Aulia	15	75	Mid
26.	Ratu Fitriyani	15	75	Mid
27.	Rizki	16	80	High

28.	Siti Alisa	16	80	High
29.	Siti Chotimah	15	75	Mid
30.	Siti Dwi Lestari	15	75	Mid
31.	Tiara	15	75	Mid
32.	Veneranda Berek Belen	13	65	Mid
33.	Wahyu Aditya Pratama	15	75	Mid
34.	Warizki Yustiansyah	13	65	Mid
35.	Zahsy Adhwaini	16	80	High
36.	Zayu Kesya Bawazir Gibran	16	80	High
Total Mean Score			2705	
			75,14	

Students' Score in Cycle 2

NO	Students' Name	Total Right Answer	Score	Classification
1.	Andre Gorgia	17	85	High

2.	Aulia Azaria Hatta	16	80	High
3.	Aurel Prasetio Pangestu	15	75	Mid
4.	Baiturrohmah	16	80	High
5.	Dean Destyn Wibawa	15	75	Mid
6.	Eka Fadilah Nur Islami	17	85	High
7.	Eka Syahrani	16	80	High
8.	Fadil Reza	17	85	High
9.	Fani Febiola	16	80	High
10.	Farras Raihan Ramadhani	16	80	High
11.	Fera Azmi	16	80	High
12.	Hendry Kusrianto	16	80	High
13.	Indri Claudia	15	75	Mid
14.	Julio Saputra	17	85	High
15.	Lie Chu	17	85	High
16.	M. Daufa Rasya Kurniawan	16	80	High
17.	Marliyeh	15	75	Mid
18.	Muhammad Rhiyo	17	85	High
19.	Muhammad Vairuza Delvio. El	16	80	High
20.	Murdanti Kusumaningtyas	16	80	High
21.	Naia Adisti	15	80	Mid
22.	Natalia Seli	16	80	High
23.	Oktapia	15	75	Mid
24.	Priska Mutia Angela	17	80	High
25.	Rafa Azrika Aulia	15	75	Mid
26.	Ratu Fitriyani	15	75	Mid
27.	Rizki	16	85	High
28.	Siti Alisa	17	85	High
29.	Siti Chotimah	16	75	Mid
30.	Siti Dwi Lestari	16	75	Mid

31.	Tiara	16	80	High
32.	Veneranda Barek Belen	16	80	High
33.	Wahyu Aditya Pratama	16	80	High
34.	Warizki Yustiansyah	16	80	High
35.	Zahsy Adhwaini	17	85	High
36.	Zayu Kesya Bawazir Gibran	17	85	High
Total Mean Score			2885	
			80,14	

APPENDIX VIII

DOCUMENTATION

1st Cycle

The teacher explained about the material recount text ” Holiday-Yogyakarta” and the listen students



The listen students and the teacher explained



The teacher gives examples of recount text and students read the recount text



The students discuss memorized about difficult words which found in the text recount

2nd Cycle



The teacher re-explained about the material and the students listen about recount text "Ticket"



The students' activity read did in the group about recount text



The students did the reading test recount



The students discuss memorized about difficult words which found in the text



The students discuss difficult words from the recount text



Students discuss difficult words from recount text with other groups

Students' Mean Score per Aspects of Reading Comprehension Cycle 1

No	Students's	Aspects of Reading Comprehension
----	------------	----------------------------------

	Code	Finding Main Idea		Finding Factual Information		Vocabulary		Identifying Reference		Identifying Inference	
		4 items		4 items		4 items		4 items		4 items	
1	AG	3	75	3	75	3	75	2	50	2	50
2	AAH	3	75	3	75	3	75	2	50	3	75
3	APP	3	75	3	75	3	75	3	75	2	50
4	BH	4	100	3	75	4	100	3	75	2	50
5	DDW	2	50	3	75	3	75	2	50	3	75
6	EFNI	2	50	2	50	3	75	3	75	2	50
7	ES	4	100	3	75	4	100	3	75	3	75
8	FR	2	50	2	50	3	75	2	50	3	75
9	FF	3	75	4	100	3	75	3	75	2	50
10	FRR	2	50	3	75	3	75	2	50	1	25
11	FA	3	75	1	25	2	50	3	75	3	75
12	HK	4	100	4	100	2	50	2	50	2	50
13	IC	3	75	3	75	3	75	2	50	3	75
14	JS	3	75	4	100	3	75	4	100	2	50
15	LC	2	50	3	75	4	100	2	50	4	100
16	MDRK	3	75	4	100	2	50	2	50	2	50
17	MH	2	50	3	75	3	75	2	50	3	75
18	MR	3	75	3	75	3	75	2	50	2	50
19	MVDE	2	50	4	100	3	75	4	100	3	75
20	MKS	2	50	2	50	2	50	3	75	3	75
21	NA	3	75	3	75	3	75	2	50	2	50
22	NS	2	50	3	75	3	75	3	75	3	75
23	OA	4	100	4	100	2	50	3	75	2	50
24	PMA	2	50	2	50	3	75	3	75	3	75
25	RAA	4	100	2	50	3	75	3	75	3	75
26	RF	2	50	3	75	2	50	3	75	4	100
27	RI	4	100	3	75	4	100	3	75	3	75
28	SA	2	50	3	75	4	100	2	50	3	75
29	SH	3	75	2	50	3	75	1	25	3	75
30	SDL	3	75	3	75	3	75	2	50	2	50
31	TA	3	75	4	100	3	75	2	50	3	75
32	VBB	3	75	3	75	3	75	2	50	3	75
33	WAP	3	75	3	75	4	100	3	75	2	50
34	WYH	2	50	2	50	3	75	3	75	2	50
35	ZA	2	50	3	75	3	75	2	50	3	75
36	ZKBG	4	100	3	75	4	100	3	75	3	75
Total			2600		2650		2725		2275		2475
Mean			72,22		73,61		75,69		63,11		68,75

Students' Mean Score per Aspects of Reading Comprehension Cycle 2

No	Students's Code	Aspects of Reading Comprehension									
		Finding Main Idea		Finding Factual Information		Vocabulary		Identifying Reference		Identifying Inference	
		4 items		4 items		4 items		4 items		4 items	
1	AG	3	75	4	100	2	50	3	75	3	75
2	AAH	4	100	3	75	3	75	3	75	4	100
3	APP	3	75	4	100	4	100	4	100	3	75
4	BH	4	100	3	75	4	100	3	75	3	75
5	DDW	3	75	3	75	3	75	3	75	4	100

6	EFNI	3	75	3	75	4	100	3	75	3	75
7	ES	3	75	4	100	4	100	4	100	3	75
8	FR	3	75	3	75	4	100	3	75	3	75
9	FF	3	75	3	75	4	100	3	75	3	75
10	FRR	3	75	2	50	3	75	3	75	4	100
11	FA	3	75	2	50	4	100	3	75	4	100
12	HK	4	100	3	75	4	100	3	75	3	75
13	IC	3	75	3	75	4	100	3	75	2	50
14	JS	3	75	4	100	4	100	3	75	4	100
15	LC	3	75	4	100	2	50	4	100	3	75
16	MDRK	4	100	3	75	4	100	3	75	2	50
17	MH	3	75	2	50	3	75	4	100	3	100
18	MR	3	75	4	100	4	100	3	75	3	75
19	MVDE	4	100	4	100	4	100	3	75	3	75
20	MKS	4	100	3	75	4	100	3	75	3	50
21	NA	2	50	4	100	3	75	4	100	3	75
22	NS	4	100	3	75	3	75	3	75	2	50
23	OA	2	50	3	75	2	75	2	50	4	100
24	PMA	2	50	2	50	3	75	2	50	3	75
25	RAA	3	75	4	100	4	100	3	75	3	75
26	RF	3	75	3	75	3	75	3	75	3	75
27	RI	4	100	2	50	4	100	3	75	3	75
28	SA	3	75	3	75	3	75	2	50	3	75
29	SH	4	100	2	50	4	100	1	25	3	75
30	SDL	3	75	4	100	4	100	2	50	4	100
31	TA	4	100	3	75	3	75	3	75	2	50
32	VBB	3	75	4	100	4	100	3	75	3	75
33	WAP	4	100	3	75	4	100	4	100	3	75
34	WYH	3	75	3	75	3	75	3	75	4	100
35	ZA	3	75	2	50	2	50	3	75	3	75
36	ZKBG	3	75	3	75	3	75	4	100	3	75
Total			2825		3200		3125		2725		2800
Mean			78,47		88,88		86,80		75,69		77,78

No. _____

Date: _____

<input type="checkbox"/>	Nama = Fera Azmi
<input type="checkbox"/>	KIS = XI PA 3
<input type="checkbox"/>	Mapel = Bahasa Inggris
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	Jawaban
<input checked="" type="checkbox"/> 1	A 11 B
<input checked="" type="checkbox"/> 2	A 12 B
<input checked="" type="checkbox"/> 3	B 13 B
<input checked="" type="checkbox"/> 4	A 14 C
<input checked="" type="checkbox"/> 5	A 15 D
<input checked="" type="checkbox"/> 6	E 16 B
<input checked="" type="checkbox"/> 7	B 17 C
<input checked="" type="checkbox"/> 8	A 18 D
<input checked="" type="checkbox"/> 9	A 19 D
<input checked="" type="checkbox"/> 10	B 20 A
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

B = 16
S = 4

80

No. _____

Date _____

Nama : Eka Syahrani

Kelas : X IPA 3

1. A

2. A

3. B

4. A

5. E

6. E

7. B

8. A

9. A

10. B

11. B

12. B

13. B

14. C

15. D

16. B

17. C

18. D

19. D

20. A

B : 16

S : 4

80

Number: 2013/A.
Kelas: XI IPA 5

No. _____
Date _____

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

B : 17
S : 3

85

Date

85

Nama : Fadil Roza
 Kelas : X IPA 3

~~1~~
~~2~~
~~3~~
~~4~~
~~5~~
~~6~~
~~7~~
~~8~~
~~9~~
~~10~~

A
 A
 B
 A
 E
 E
 B
 A
 A
 B

~~11~~
~~12~~
~~13~~
~~14~~
~~15~~
~~16~~
~~17~~
~~18~~
~~19~~
~~20~~

B
 E
 B
 C
 D
 B
 C
 D
 D
 A

B = 17
 S = 3

No. _____

Date : _____

<input type="checkbox"/>	Nama	: Eka Fadiah Nur Islami
<input type="checkbox"/>	Kelas	: X IPA 3
<input checked="" type="checkbox"/>	A.	14 B.
<input checked="" type="checkbox"/>	C.	15 B.
<input checked="" type="checkbox"/>	B.	16 B.
<input checked="" type="checkbox"/>	A.	17 C.
<input checked="" type="checkbox"/>	E.	18 D.
<input checked="" type="checkbox"/>	E.	19 B.
<input checked="" type="checkbox"/>	B.	20 C.
<input checked="" type="checkbox"/>	A.	21 D.
<input checked="" type="checkbox"/>	A.	22 D.
<input checked="" type="checkbox"/>	B.	23 A.

85

B = 17

S = 3



**TABLE SPECIFICATION OF READING TEST
CYCLE 1**

Material	Test Type	Item Indicators	Item Number	Total
Recount Text	Multiple Choice	Main Idea	5, 8, 20	3
		Factual Information	1, 3, 6, 7, 10, 13	6
		Vocabulary	2, 9, 16, 19	4
		Reference	11, 12, 15, 17	4
		Inference	4, 14, 18	3
Total				20

TABLE SPECIFICATION OF READING TEST

CYCLE 2

Material	Test Type	Item Indicators	Item Number	Total

Recount Text	Multiple Choice	Main Idea	9, 12, 13, 16	4
		Factual Information	4, 7, 8, 10	4
		Vocabulary	2, 3, 5, 9	4
		Reference	1, 11, 17, 20	4
		Inference	6, 14, 15, 18	4
Total				20



PEMERINTAH PROVINSI KALIMANTAN BARAT
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 2 SUNGAI RAYA

Alamat : Jalan Raya Desa Kapur Parit pak Reweng Kecamatan Sungai Raya Kabupaten Kubu Raya. Kode pos 78391 Website : www.sman2sungairaya.sch.id

SURAT KETERANGAN

Nomor : 421 / 315.B / SMAN2SR / XIX / 2022

Yang Bertanda Tangan dibawah ini ,

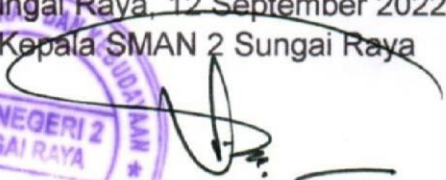
Nama : **Drs. Sukarni**
NIP : 19650705 199412 1 003
Pangkat/Gol : Pembina / IV a.
Jabatan : Kepala Sekolah
Unit Kerja : SMA Negeri 2 Sungai Raya

Dengan ini menerangkan bahwa,

Nama : **Revi Permata Sari**
Jenis Kelamin : Perempuan
NIM : 321810073
Jurusan / Prodi : Pendidikan Bahasa Inggris
Universitas : IKIP PGRI Pontianak

Telah melaksanakan penelitian di SMA Negeri 2 Sungai Raya. Dengan judul Penelitian " Omproving Students Reading Comprehension Through Listen-Read-Discuss Strategy "

Demikianlah Surat Keterangan ini dibuat dengan sebenarnya, dan diberikan kepada yang bersangkutan untuk seperlunya. Kami ucapkan terima kasih.

Sungai Raya, 12 September 2022
Kepala SMAN 2 Sungai Raya

Drs. Sukarni
NIP. 19650705 199412 1 003





**INSTITUT KEGURUAN DAN ILMU PENDIDIKAN
PERSATUAN GURU REPUBLIK INDONESIA
(IKIP PGRI) PONTIANAK**

Jl. Ampera Kota Baru Pontianak Telp./Fax: (0561) 748219/6589855
email : rektorat@ikipgripta.ac.id Web: www.ikipgripta.ac.id

BERITA ACARA

**YUDISIUM SARJANA PADA INSTITUT KEGURUAN DAN ILMU PENDIDIKAN
PERSATUAN GURU REPUBLIK INDONESIA
SEMESTER GANJIL TAHUN AKADEMIK 2022/2023**

Pada hari ini RABU tanggal 21 Desember 2022 telah menghadap saudara / i **REVI PERMATA SARI NIM : 321810073** Fakultas **PENDIDIKAN BAHASA DAN SENI**
Program Studi : **PENDIDIKAN BAHASA INGGRIS**

Yang bersangkutan telah menyusun dan mempertahankan SKRIPSI yang diwajibkan padanya dengan judul

IMPROVING STUDENTS READING COMPREHENSION THROUGH LISTEN-READ-DISCUSS STRATEGY

Dihadapan Tim Penguji yang terdiri dari :

- | | |
|------------------------------------|--|
| 1. Dr. Diah Astriyanti, M.Pd | Sebagai Pembimbing Utama Merangkap Ketua |
| 2. Muhammad Iqbal Ripo Putra, M.Pd | Sebagai Pembimbing Pembantu Merangkap Sekretaris |
| 3. Finny Anita, M.Pd | Sebagai Penguji I |
| 4. Tri Kurniawati, M.Pd | Sebagai Penguji II |

Dengan Nilai Ujian Skripsi : **75**

Keputusan : ~~Lulus / Tidak Lulus~~ dengan kategori : **B**

Keterangan Lain-lain :

IP Kumulatif setelah yang bersangkutan dinyatakan lulus sebagai berikut :

- Jumlah SKS yang telah ditempuh X NILAI : 434
- IP Kumulatif = $452 : 144 = 3.14$
- Dengan Yudisium : **Predikat Sangat Memuaskan**
- Yang Bersangkutan Berhak untuk Menyandang Gelar Sarjana Pendidikan Disingkat : **S.Pd**

Pontianak, 21 Desember 2022

PANITIA UJIAN

Penguji I

Finny Anita, M.Pd

Penguji III

Dr. Diah Astriyanti, M.Pd

Penguji II

Tri Kurniawati, M.Pd

Penguji IV

Muhammad Iqbal Ripo Putra, M.Pd



MENGETAHUI

Dekan

Muhammad Lahir, M.Pd

NIDN. 1105057304

Wakil Dekan I

Al Ashadi Amin, M.Pd

NIDN. 1104048702